** Teacher Education Services**

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# Appendix A: Academic Admissions and Appeals Information

In the presence of extraordinary reasons, an applicant whose cumulative GPA is below 2.75 may petition the Admission Committee to use the GPA for the last 30 credits rather than the cumulative GPA in determining admission. (The last 30 credits must be 2.75 or higher.) In a written statement accompanying the application packet, the applicant must explain why the last 30 credits are a better reflection of his or her potential for teaching. Once admitted, **all candidates must maintain a minimum cumulative GPA of 2.75, as well as present evidence of achievement or progress toward a 2.75 GPA in the Elementary content core courses each semester to continue in the licensure program**. If a candidate admitted under a petition maintains the 2.75 minimum semester GPA, the student will be eligible for application to student teach without having achieved a cumulative GPA of 2.75 or higher.

The Admission Committee will notify applicants of their decisions via the email listed on the application prior to the registration period for the next semester, usually within one month of the application deadline. Students who are denied admission may reapply at the next admission date.

**Current students** will be notified via their official UM email address concerning admission decisions. **Transfer students** notcurrently attending UM will be notified via the email provided on their application.

## Alternative Admission Policy

The Teacher Education Program is committed to providing opportunities for teacher preparation for members of groups that historically have been disadvantaged and subjected to discrimination. The admission criteria for members of racial and ethnic minorities and students with disabilities are the same as for other candidates; however, exceptions may be made to those admission requirements. Candidates who do not meet one or more of the criteria for admission are encouraged to describe in their application any special circumstances and/or their special talents that may compensate for unmet criteria. The physical, social, economic, and cultural circumstances that have influenced the candidate's ability to achieve minimum eligibility for admission will be considered. A special effort will be made to determine the candidate's abilities and potential to overcome disadvantages or discrimination and become a successful beginning teacher. Upon entry to the program, the candidate will be assigned a faculty mentor to assist with professional development goals.

## Academic Admission Appeals

## (For appeals related to background check results, see Appendix B)

Candidates may appeal a decision by the Admission Committee by the following steps:

1. Within 10 business days of a candidate's notification of the committee's decision, the candidate may write an appeal letter to the chair of the Elementary Admission Committee requesting an application review. The appeal is limited to information the candidate believes was misunderstood or misapplied by the committee in arriving at their original decision.
2. If the Admission Committee denies the appeal, within 5 business days the candidate may write an appeal letter to the department chair of Teaching and Learning. The candidate should include information from the previous appeal. The appeal is limited to information the candidate believes was misunderstood or misapplied by the Admission Committee. The candidate may request a meeting with the department chair.

If the department chair of Teaching and Learning denies the appeal, the candidate may write an appeal letter within 5 business days to the dean of the Phyllis J. Washington College of Education. The candidate should include information from the previous appeals. The appeal is limited to information the candidate believes was misunderstood or misapplied by the Admission Committee. The candidate may request a meeting with the dean of the PJW College of Education who makes the final decision regarding an admission appeal.

## Removal from the Program and Appeals

Candidates are removed from the Teacher Education Program if they complete two consecutive semesters with a GPA below 2.75 or fail to make satisfactory progress in their field experiences. A candidate may also be removed for failing to exhibit the responsibility and integrity expected of pre-service teachers in the professional program as described in the Teacher Education Program Application and Handbook, Student Teaching Handbook, and in the Code of Ethics for Professional Educators of Montana, or demonstrates any behaviors delineated as grounds for dismissal in the Montana School Laws, MCA Section 20-4-110 (Appendix C).

A candidate who has been removed from the program may appeal the decision within 10 business days of the receipt of written notification of his or her removal. The steps of the appeal process are:

1. The candidate meets with the faculty mentor, academic advisor, or the director of the Office of Field Experiences to discuss justification for reinstatement.
2. The faculty mentor, academic advisor, or director of the Office of Field Experiences makes a recommendation to the chair of the appropriate Admission Committee.
3. The committee chair and one committee member meet with the candidate and subsequently make a recommendation to the department chair.
4. After review by the department chair, a letter of acceptance or denial of the appeal is mailed to the candidate.

For both student teaching placement and recommendation for graduation, candidates must present grades of C- or better in all course work required for licensure, a cumulative GPA of 2.75 (unless admitted under a petition) and a 2.75 GPA in the area(s) of study. None of these courses may be taken as credit/no credit except where that is the only grade option available.

## Inactive Students

Students previously enrolled at the University of Montana-Missoula who have interrupted their enrollment for 24 months or more must submit an application for readmission to the institution. Applications for readmission to UM may be obtained from the Registrar's Office. Additionally, candidates who interrupt their studies for 24 months or more are placed on inactive status and must also reapply for admission to the Teacher Education Program.

# Appendix B:

# Background Check Admission and Clinical Experience Procedures

# Teacher Education Program

#  Phyllis J. Washington College of Education

The Phyllis J. Washington College of Education (PJWCoE) recognizes every prospective candidate brings unique life experiences to the profession. It is our mission to recognize this in the context of learning and resiliency; thus, we work with each candidate on a case-by-case basis to understand and address matters to the satisfaction of our profession, school partners, and the many students whose academic lives will be impacted over the careers of our graduates. The Department of Teaching and Learning also has a responsibility to the profession to ensure that candidates entering clinical experiences while enrolled in the program are personally, professionally, and legally able to carry out a full range of responsibilities, often with vulnerable P-12 student populations. Therefore, any criminal history records detailing events occurring prior to or during enrollment in the program will be carefully reviewed.

## CHRI Admission Procedure:

The Elementary, Secondary, and Graduate Admission Committees meet to identify candidates for admission to the Teacher Education Program. Once the committees have identified those applicants to recommend for admission, the committee chairs submit rosters to the director of the Office of Field Experiences. The director reviews recommended applicants’ Criminal History Record Information (CHRI) results, checking for receipt AND for results. For applicants with no CHRI received, the director informs the committee chair that the results have not been received. The chair or designee will contact the applicant to inform him/her of the missing documentation.

Once the CHRI is received, the process moves to one of the next three steps:

For applicants whose CHRI contains “no results:”

* The director will notify the committee chairs that the admission process can proceed.
* The committee notifies those applicants of admission status via an official letter.

For applicants whose CHRI includes minor infraction(s) (e.g. “Minor in Possession”):

* The director will contact the applicant to set up a meeting in which the circumstances of the infraction will be discussed, as well as the implications for field placement.
* The director will notify the committee chairs that the admissions process can proceed.
* The committee notifies those applicants of admission status via an official letter.

For applicants whose CHRI includes infraction(s) that might designate the applicant as “unfit to work with children due to immoral conduct” OR the results raise concerns regarding frequency, severity, and/or recency:

* The director will call a meeting of the PJWCoE Field Experiences Committee (FEC). The FEC is comprised of faculty and staff, all of whom have received training with Department of Justice protocol.
* The director will notify the applicant that there is an issue with the CHRI and that an FEC meeting has been scheduled. The director will ascertain at that time if the applicant would like to meet with members of the FEC to discuss the background check.
* The FEC will review the record and consider explanations provided by the student (if applicable) and will refer to the PJWCoE *Admissions* *Considerations Related to CHRI* (based on Montana Code)to guide acceptance decisions.
* If approved, the director notifies the Admission Committee chairs, and the chair notifies the applicant of admission status via an official acceptance letter.
* If not approved, the FEC notifies the applicant of admission status via an official non-acceptance letter.
* In the case an applicant is not approved for admission, the candidate has the right to appeal to the dean or associate dean of the PJWCoE. Applicants must submit a written appeal letter within 10 business days of the denial decision. The applicant will then be contacted to schedule a meeting with the dean or associate dean.

## Admissions Considerations Related to CHRI:

A teacher candidate shall not exhibit "immoral conduct" ([10.57.601A – Office of Public Instruction](http://www.mtrules.org/gateway/ruleno.asp?RN=10.57.601A)) related to the teaching profession, which includes, but is not limited to activities such as:

* Sexual contact or sexual intercourse with a person the candidate knows or reasonably should know is a student at a public or private elementary or secondary school;
* Sexual assault, sexual intercourse without consent, indecent exposure, deviate sexual conduct, incest, offenses involving prostitution, endangering the welfare of children, unlawful transactions with children, sexual abuse of children, obscenity, ritual abuse of minor;
* Stalking, surreptitious visual observation or recordation;
* Criminal possession of dangerous drugs or drug paraphernalia, delivery of drug paraphernalia to a minor;
* Possession of a destructive device, possession or allowing possession of weapon in school building, use of threat to coerce gang membership, supplying of firearms to criminal street gang, endangering welfare of children;
* Violent crimes;
* Repeated convictions for violations of any one or more of the criminal laws of this state, if the repeated convictions, taken together, demonstrate that the teacher candidate is unwilling to conform his/her conduct to the requirements of law (frequency/recency/severity).

## School District Procedures Related to CHRI:

School districts partnering with PJWCoE to provide clinical experiences for teacher candidates:

* May accept candidates into field placements with the understanding that those individuals have gone through a review per the Teacher Education Program’s CHRI Admission Procedures; or
* May request CHRI results for candidates for whom the Office of Field Experiences (OFE) is seeking placements; permission to disseminate results for educational purposes is granted by all candidates at TEP admission through the signed Criminal Background Check Authorization Form. School requests must be received via written correspondence.

OFE will determine that the recipient meets Department of Justice regulations to accept confidential material, disseminate to the authorized entity, and enter that transaction into the OFE’s Dissemination Log. OFE does not disseminate to out-of-state or private schools.

# Appendix C: Montana Code Annotated

MCA Section 20-4-108: Term of teacher and specialist certificates -- renewal.

1. A teacher or specialist certificate issued by the superintendent of public instruction must bear the dates of issue and validity and is valid for a term of 5 school fiscal years, except that a class 5 provisional certificate is valid for the number of years, up to a maximum of 5 years, provided by the policies of the board of public education. The period of validity for any certificate begins on July 1 immediately preceding the date of issue, except that a teacher or specialist who applies for certification after January 1 may, upon request, have the period of validity of the certificate begin on July 1 following the date of application.
2. Teacher and specialist certificates must be renewed for similar periods of time on the basis of the board of public education policies for teacher and specialist certification renewal.

History: En. 75-6008 by Sec. 78, Ch. 5, L. 1971; amd. Sec. 1, Ch. 171, L. 1977; R.C.M. 1947, 75-6008; amd. Sec. 10, Ch. 511, L. 1979; amd. Sec. 1, Ch. 224, L. 1983; amd. Sec. 1, Ch. 58, L. 1995.

MCA Section 20-4-110: Letter of reprimand, suspension, revocation, and denial of certificate.

1. The board of public education may issue a letter of reprimand or may suspend or revoke the teacher, administrator, or specialist certificate of any person for the following reasons:
2. making any statement of material fact in applying for a certificate that the applicant knows to be false;
3. any reason that would have required or authorized the denial of the teacher, administrator, or specialist certificate to the person if it had been known at the time the certificate was issued;
4. incompetency;
5. gross neglect of duty;
6. conviction of, entry of a guilty verdict, a plea of guilty, or a plea of no contest to a criminal offense involving moral turpitude in this state or any other state or country;
7. immoral conduct related to the teaching profession;
8. substantial and material nonperformance of the employment contract between the teacher, administrator, or specialist and the trustees of a school or school district without good cause or the written consent of the trustees;
9. denial, revocation, suspension, or surrender of a teacher, administrator, or specialist certificate in another state for any reason constituting grounds for similar action in this state.
10. The board may initiate proceedings under this section if a request for the suspension or revocation of the teacher, administrator, or specialist certificate of any person is made to it by:
11. the trustees of a district as to a teacher, administrator, or specialist employed by that school or school district within the 12 months immediately preceding receipt of the request by the board of public education;
12. the superintendent of public instruction.
13. If the employment relationship between a school district and a teacher, administrator, or specialist is terminated or not renewed or if a teacher, administrator, or specialist resigns to prevent termination or nonrenewal because the trustees have reason to believe that the teacher, administrator, or specialist engaged in conduct described in subsection (1)(e) or (1)(f), the trustees shall make a written report to the superintendent of public instruction describing the circumstances of the termination, nonrenewal, or resignation.
14. The superintendent shall review the report and any supporting evidence included in the report and may conduct further investigation. If the superintendent is satisfied that sufficient grounds exist, the superintendent may request action by the board of public education under subsection (1). The request must be brought within 1 year after discovery of the events that gave rise to the report.
15. The trustees and the superintendent shall ensure the confidentiality of the report.
16. The trustees and the superintendent and their agents and employees are immune from suit for actions taken in good faith under this section with respect to the report.
17. The board shall give a 30-day written notification to any person when the board intends to consider a letter of reprimand or the suspension or revocation of a certificate. Service of the notice must be accomplished by sending the notification by registered mail to the last address that the person has provided to the school district or the superintendent of public instruction.
18. The board shall conduct an investigation of the reasons for the suspension or revocation charge and then, if the investigation warrants further action, conduct a hearing in the manner provided by board policies. At the hearing, the board shall afford the person an opportunity for defense against the charge.
19. After a hearing, the board may place a written reprimand in the person's certification file or may suspend or revoke the person's teacher, administrator, or specialist certificate, except that in the case of a first violation under subsection (1)(g), the maximum penalty is a 2-year suspension of the person's certificate. The board may, upon a request by a school district, inform the school district that a person's certification file includes a letter of reprimand, but the board may not provide a copy of the letter without first determining that the public's right to know outweighs the person's right to privacy.
20. Whenever the superintendent of public instruction denies the issuance or the renewal of a teacher, administrator, or specialist certificate, the applicant may appeal the denial to the board of public education. The board shall hear the appeal in the same manner provided in this section for suspension or revocation and in accordance with the policies of the board. The decision of the board is final.

History: En. 75-6010 by Sec. 80, Ch. 5, L. 1971; R.C.M. 1947, 75-6010; amd. Sec. 1, Ch. 240, L. 1979; amd. Sec. 12, Ch. 511, L. 1979; amd. Sec. 1, Ch. 227, L. 1987; amd. Sec. 1, Ch. 382, L. 1993; amd. Sec. 1, Ch.486,1995.

# Appendix D: University of Montana Teacher Education Program

# Professional Behavior Expectations

The behavior of professional educators impacts students, families, colleagues, and communities. While preparing to become a teacher, it is important to realize that our own actions and attitudes can greatly affect those whom we serve. Teacher education students at the University of Montana will exemplify the following professional behaviors, both in classes and during field work:

## VALUES LEARNING

### *Attendance*

* Meets all attendance requirements and is on time.

### *Class participation*

* Demonstrates active engagement; participates in and facilitates discussions and activities.
* Responds voluntarily to questions and uses higher-level questioning.

### *Class preparation and performance*

* Meets assigned expectations consistently and demonstrates a solid work ethic.
* Holds high expectations for self and others.
* Incorporates feedback.

### *Communication*

* Speaks with civility and courtesy that is appropriate to the audience.
* Responds to feedback in an appropriate manner.
* Demonstrates active listening and seeks clarity.

## VALUES PERSONAL INTEGRITY

### *Emotional stability*

* Displays emotional maturity, compassion, and empathy.

### *Ethical behavior*

* Is honest and trustworthy and respects confidentiality.
* Is dedicated to the welfare of others.
* Accepts responsibility for personal behaviors and actions.

## VALUES DIVERSITY

### *Respect for others*

* Works willingly within a diverse learning community.
* Demonstrates fairness and the belief that all students can learn.

## VALUES COLLABORATION

### *Reciprocity*

* Is receptive to the ideas of others.
* Works with others to improve the educational experience.

## VALUES PROFESSIONALISM

### *Professional ethics*

* Consistently follows school rules, policies, and dress codes.
* Presents oneself in a professional manner appropriate to the time, place, and type of teaching/learning activities.
* Adheres to the *Professional Educators of Montana Code of Ethics.*

### *Professional development and involvement*

* Participates actively in professional development, conferences, and workshops.
* Utilizes information gained from these events, resources, and publications to inform teaching and professional practice.