

Teacher Education Program Continuation Policy

Throughout the teacher candidates' progress in the Teacher Education program, faculty, cooperating teachers, and university supervisors will assess the teacher candidates' professional knowledge, skills, and dispositions in both course assignments and clinical settings, and make recommendations regarding teacher candidate continuation in the program.

Continuation in the Teacher Education program is based on continued acceptable performance.

Acceptable performance in the Teacher Education program is defined as:

- Earn grades of B- or better in education courses and seminars; maintain a GPA of 3.0 or higher in their major and education coursework;
- Maintain a cumulative GPA of 3.0 or higher;
- Complete all work with regard to grades of Incomplete prior to start of the subsequent semester, and prior to the grade being converted to a failing grade (F);
- Complete program requirements according to the plan of study for the concentration area;
- Follow the University of Connecticut Student Conduct Code;
- Demonstrate ability to work successfully with K-12 students in field placement settings throughout the program. Classroom teachers evaluate students by using a department designed evaluation instrument aligned with program standards. Students must receive consistently positive evaluations from classroom teachers to continue in the program.
- Follow the teacher code of conduct within the assigned PDC.

Procedures:

The Director of Teacher Education will perform official checks regarding teacher candidate performance on a semester basis. Advisors will be notified of these reports. Likewise, advisors should notify the Director of Teacher Education of concerns they identify. Letters of warning will be sent to teacher education candidates failing to meet the criteria for acceptable performance and a course of action will be determined.

The Director of Teacher Education will chair the Teacher Candidate Review Committee. Members, appointed by the chair, will include the Assistant Dean of the Neag School of Education, a member of the Teacher Education Policy Board, a faculty member, and the Director of the TCPCG Program.

When issues or concerns are raised regarding the teacher candidate's performance in the Teacher Education program, steps will be followed to address those issues or concerns. Those steps are:

1. Upon a concern being raised, the appropriate faculty, advisor, field coordinator, or staff member is required to discuss the situation with the teacher candidate. Prior to the discussion the appropriate person should review relevant documentation and other sources if needed to fully discuss the situation with the teacher candidate. This meeting must be documented and written recommendations should be given to teacher candidate. This record will be placed in the teacher candidate's permanent teacher education file. When a concern is raised about a teacher candidate's actions/dispositions in a field placement, the field coordinator in consultation with other appropriate persons will have the option of immediately withdrawing the teacher candidate from the

placement.

2. If the nature of the concern warrants further intervention, the teacher candidate identified will be required to attend a review meeting to be called by the Director of Teacher Education. Members of the Teacher Candidate Review Committee, the teacher candidate, and the teacher candidate's advisor will be asked to attend. The teacher candidate may also ask an advocate of their choice to attend. The purpose of the meeting will be to share concerns, gather additional information if necessary, and to develop an assistance plan, if appropriate. The meeting and plan will be documented and signed by the chair of the Teacher Candidate Review Committee, advisor, and teacher candidate.
3. If the issue or concern regarding the teacher candidate's performance is not resolved, the teacher candidate will be encouraged to seek another major/program at the university. Ultimately, Teacher Candidate Review Committee may dismiss the teacher candidate from the Teacher Education program.

Assistance plans:

Teacher candidates who do not meet the criteria for acceptable performance may or may not be eligible for a Teacher Candidate Assistance Plan, based on their individual circumstances. The purpose of the assistance plan is to address areas of concern for teacher candidate's having difficulty in the Teacher Education program. Assistance plans may draw upon services offered through the university to address areas of concern and will include specific objectives and timeframes within which the objectives must be met. Successful completion of conditions outlined in a teacher candidate assistance plan will be required for continuation in the Teacher Education program.

Teacher candidate assistance plans, clinic evaluation forms, recommendations, and academic warning letters are treated as part of a teacher candidate's permanent teacher education file.

Approved by Teacher Education Policy Board, October 26, 2006

I have read and understand the NSOE Teacher Education Continuation Policy as stated here.

(Print name)

Signature of student

Date