



SOS - Tier 3

This document only applies if the SOS – Tier 2 procedures do not result in a successful performance. At this point a student teacher may be at risk for failure because of substandard performance in Tier 2. The next steps are to go through the “Guidelines to Assist Student Teachers at Risk of Failure” procedures which are as follows:

GUIDELINES TO ASSIST STUDENT TEACHERS AT RISK OF FAILURE

Note: This document applies only to student teachers at risk for failure because of substandard performance. Student teaching placement and/or participation in the student teaching program may be terminated for cause by the building principal, school district human resources officer, or the Director of Field Experiences for serious violations of law, school district or university policies, or for gross insubordination.

Field experiences in the Education Program provide pre-service teachers with the opportunity to practice effective instruction techniques. The goal of university personnel and mentor teachers is to assist student teachers in becoming successful classroom teachers. However, on occasion, student teachers may have insufficient instructional or classroom management skill, or lack the professional attributes or behaviors necessary. When this occurs the mentor teacher(s), university supervisor, and director must decide whether a student teacher should continue in or even pass the student teaching experience. The procedures outlined below are designed to help the student teacher, mentor teacher(s), and university personnel in this process.

1. Serious problems in student teaching should be identified and addressed as early as possible in the semester in order to maximize improvements in the student teacher’s instructional effectiveness, management skills, and/or professional behaviors to minimize the effects of those inadequacies on children.
2. Mentor teachers and/or university supervisors should immediately notify the Director when serious questions are raised concerning the student teacher’s instruction, management skills, and/or professional behaviors.
3. The Director will notify the student teacher that he/she is at risk of failing student teaching.



4. The Director will schedule a joint meeting for the student teacher, mentor teacher(s), university supervisor, and Director to develop a support plan which addresses the area(s) of concern. This plan must be signed by each stakeholder (student teacher, mentor teacher(s), university supervisor, and Director). The plan will:
 - a. identify specific necessary improvements needed in order for the student teacher to continue his/her student teaching experience,
 - b. identify specific criteria by which to assess each target area,
 - c. detail specific improvement strategies that will provide the student teacher with the necessary support and remediation in each target area and
 - d. develop a time line to implement the improvement plan, including:
 - i. specific dates for monitoring the student teacher's improvement process,
 - ii. specific expected behaviors that must be accomplished for each date, and
 - iii. the specific evaluation date by which the student teacher will be held accountable for his or her improvements.
5. The Director will schedule a meeting with the student teacher, mentor teacher, university supervisor, and the Director to evaluate whether the student teacher has met the criteria for continuation.

If these procedures do not result in successful performance, the Director will discuss various options with the student teacher, mentor teacher(s), and the university supervisor. The options may include the following scenarios:

1. The student teacher will complete the semester at the same school but only teach in one content area related to the student teacher's major/minor. The student teacher would student teach again the next semester in another content area related to the student teacher's major/minor. Additional remediation in the student teacher's area(s) of weakness will be recommended and an improvement plan will be implemented. The evaluations from the first semester of student teaching and the second semester of student teaching would be averaged to determine passage of the student teaching courses.
2. The student teacher will be placed in a different school and complete the semester's student teaching experience in the new location. Additional remediation in the student teacher's area(s) of weakness will be recommended and an improvement plan will be implemented. The evaluations from each student teaching experience would be averaged to determine passage of the student teaching courses.



3. The student teacher is unable to successfully complete his or her student teaching. The student teacher will receive an “F” for student teaching and will formally withdraw from the certification program; retaking student teaching is not an option. Documentation will be signed by all stakeholders (student teacher, mentor teacher(s), university supervisor and the Director). The Department Head of School of Teacher Education and Leadership over secondary education program will be a signatory. A copy of this document will be forwarded to the Associate Dean of Graduation and Educator Licensing.
4. Other options as may be identified by the university supervisor, mentor teacher and/or Director.



STUDENT TEACHER IMPROVEMENT PLAN

Date _____

Student Teacher _____

Mentor Teacher(s) _____

University Supervisor _____

School _____

Grade _____

Subject(s) _____

Targets (Please include any dates by which targets should be reached.)

Improvement Strategies

Assessment of Targets

Final Assessment of Conference Date

Student Teacher Signature

Mentor Teacher Signature

University Supervisor

Director of Field Experience