

Problem Solving Process for Concerns Related to the Performance of the Student Teacher/Practicum Student

Step 1 – develop an action plan

The cooperating/practicum teacher, university consultant, and student teacher/practicum student should meet to develop a plan of action that includes:

- the identification of the specific concerns of all participants
- the development of appropriate strategies and evaluation criteria to address those concerns
- the setting of a realistic time line for review of the action plan

The cooperating/practicum teacher and university consultant should keep the building principal, university program coordinator, and Coordinator of Field Placements apprised of these actions as appropriate.

Step 2 – develop a second action plan

If the specific concerns of all parties are not addressed satisfactorily during the designated time period, the university consultant should set up a conference with the student teacher/practicum student, cooperating/practicum teacher, and university program coordinator to determine the advisability of:

- developing a second action plan, using the guidelines outlined in the previous section
- recommending termination of the placement
- recommending withdrawal from the teacher education program

The building principal and Coordinator of Field Placements should be kept informed of this meeting; the building principal should be included as a participant if termination of the placement is being considered as a possible option. The school division placement coordinator and the Coordinator of Field Placements may be included in this meeting if appropriate.

Step 3 - Withdrawal from current Student Teaching/Practicum placement

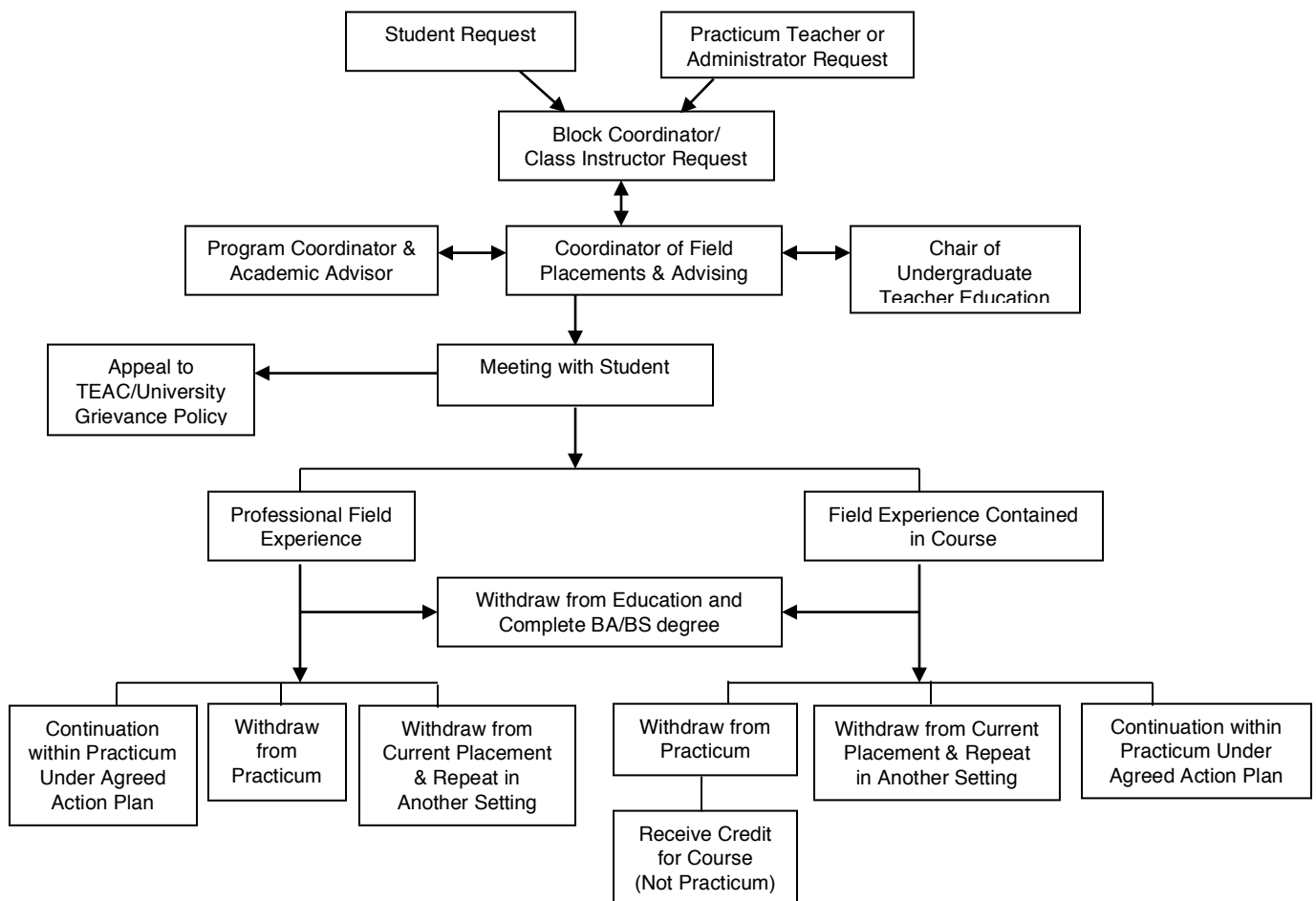
If the recommendation is to terminate the student teaching/practicum placement, the university program coordinator, university consultant, and the university Coordinator of Field Placements will meet to finalize the recommendation and determine the candidate's next steps. The Coordinator of Field Placements will notify all persons involved in the original placement in writing and send a letter of appreciation to the appropriate school division personnel.

If the recommendation is to withdraw the student teacher/practicum student from the teacher education program, the university program coordinator will notify the candidate and other appropriate personnel in writing. This notification will provide information on available supporting campus resources and the procedures for appeal.

Occasionally there are placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher/practicum student not participate in classroom activities until the steps listed above have been accomplished. The outlined procedures should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student teaching experience.

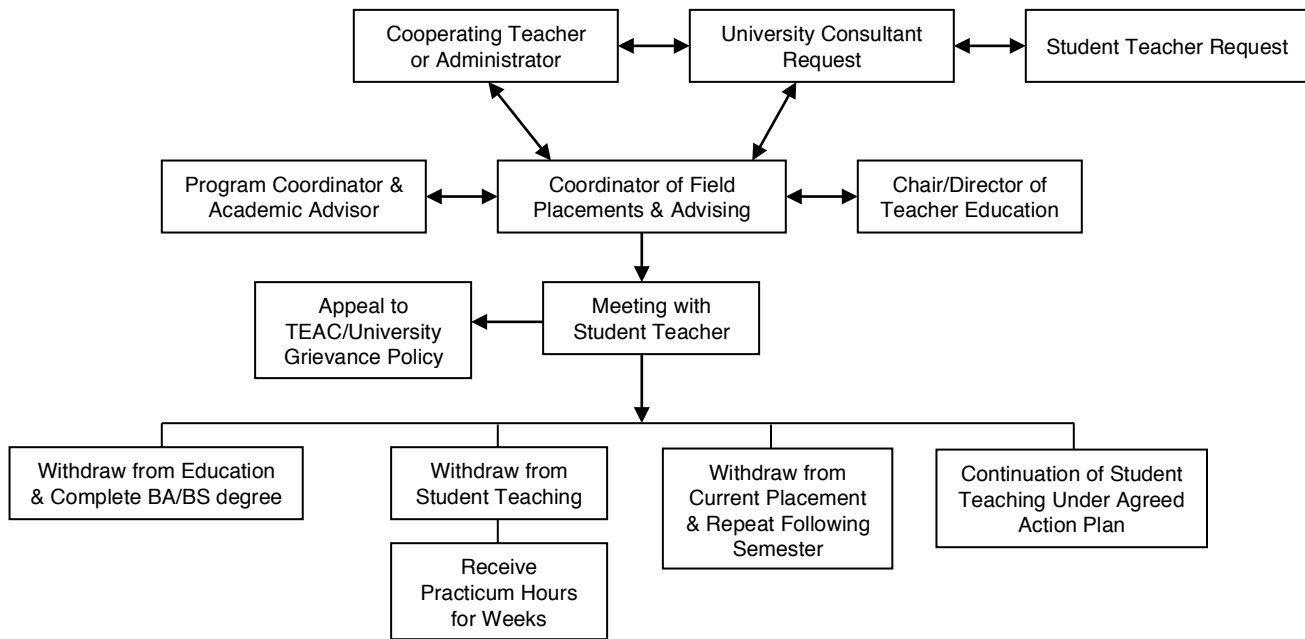
Approved by COTE May 8, 2012

Problem Solving Process for Withdrawal from Practicum Experience



Approved by COTE March 19, 2002

Withdrawal From Student Teaching & Internship



Approved by COTE May 8, 2012

Qualifications of University Consultants

University Consultants are assigned by the Chair of Undergraduate Teacher Education according to the following principles:

1. P-12 teaching experience in the content or grade level to match the student teaching assignment (if possible)
2. Holds, or has held, a professional teaching license with proper endorsement to match the student teaching assignment (if possible)
3. Doctoral or advanced degree provides expertise in content area of the student teaching assignment
4. Retired K-12 Public School Administrator

Expectations for the University Consultant

The university consultant is directly responsible for each student teacher assigned. The university consultant's job is to keep in close touch with the progress of the student, and to insure that the student teaching experience is a successful one. More specifically, the responsibilities of the university consultant include:

1. Attend the Cooperating Teachers Dinner, the Student Teaching Celebration Breakfast, and in-service sessions as planned on student teacher supervision.
2. Keep channels of communication open with all key persons relating to the student teaching experience.
3. Visit the student teacher in his/her classroom at least five times during the seven-week placement.
4. Hold a two-way conference with the student teacher following each formal lesson evaluation (this may occur on site or on campus).
5. Hold a minimum of two three-way conferences with the student teacher and the cooperating teacher during each seven-week placement.
6. Give feedback based on weekly reports and observations and make specific recommendations for improvement, especially in such areas as (a) lesson plans, (b) assessment of student learning, (c) differentiation of instruction, (d) classroom management, and (e) development of the student teacher's personal teaching style.
7. Examine and discuss lesson plans, Documentation of Student Learning, and keeping of records.
8. Complete the midterm and final evaluation of each student teacher and assist in bringing satisfactory closure to the total experience.
9. Collect all student teaching paper work (clinical faculty and university consultant lesson observation forms, weekly progress reports, weekly hour report forms, and cooperating teacher and university consultant midterm and final evaluations) and submit to the administrative assistant at the conclusion of each seven-week placement.
10. Serve as contact person for the student teacher when questions arise related to absences or other irregularities or emergencies.
11. Complete an evaluation of each cooperating teacher.
12. Enter data into the EMU Portfolio system, as applicable.