In an effort to provide support to students in the Undergraduate Education Program, the following procedures have been implemented. The Student Support Committee, a subcommittee of the Teacher Education Committee, will oversee this process.

1. Professors or professional staff are encouraged to complete a student support form (available online) for students not meeting the professional commitments of the program. Unit instructors and department chairs will be contacted early in the semester and also near the end with a memo explaining the process, online access to the Statement of Commitment to Professionalism, and the student support form. They will complete this form for students for whom they have a concern regarding academic performance, professional behaviors, or any issues related to the Statement of Commitment to Professionalism.

2. In addition to the responses from all Unit instructors, EDUC 302/303 plays a gate-keeping role. EDUC 302/303 instructors will submit a form for each student in the course with one of the following recommendations:
   - Recommend
   - Recommend with concerns
   - Non-recommend.

   The course of action for students who are not recommended or recommended with concerns will be determined by the Student Support Committee.

3. Each semester the student support forms submitted by faculty will be shared with the student within three weeks of the conclusion of the semester. The committee will review these concerns and will provide appropriate support including appropriate interventions. These forms will be filed internally in the department and will not be forwarded to the student’s credential file or shared with anyone outside of the program.

4. GPAs for all Education students will be checked at three points in the program. A minimum of 2.5 is required:
   a. Applying to the professional level in the Education Program
   b. Semester prior to the internship
   c. Applying for teacher certification

5. Data collection and follow-up will be supervised by the Student Support Program Coordinator. The coordinator will regularly report to the Student Support Committee.

6. The semester prior to the internship, the Student Support Committee will review any students with continuing concerns and will implement as needed the following monitoring procedure:

   a. Schedule a meeting with a member of the SSC, the EDUC 345 or 346 college supervisor and the student prior to the start of the internship. The focus of the meeting will be to discuss concerns and provide specific goals for success. These goals will be stated in a contract that the student will sign. There will be a progress check at the four- and eight-week points.

   b. At the four- and eight-week points the coordinator will contact the EDUC 345/346 college supervisor for a progress check to confirm that the student is meeting the goals of the contract. If the EDUC 345 college supervisor needs additional support the EDUC 345 Team Leader will be contacted. This team leader is an ex officio member of the Student Support Committee. The EDUC 346 college supervisor may contact the Student Support member who was a part of the pre-student teaching conference or directly contact the Dean of Education should additional support or intervention be needed.

   c. The Dean of Education will be alerted if the student fails to meet expectations and dismissal from student teaching may be necessary.
STUDENT SUPPORT FORM

Student: 
Instructor: 
Course: 
Date: 

Current/Final Course Grade:

It is our intent to hold all students to high standards of excellence in their preparation as responsive and transformative educators. At this point in the semester, we are soliciting your input regarding any concerns you may have about a student’s growth/development in the knowledge, skills, and dispositions that future educators should demonstrate.

Using the descriptors below, please indicate concerns by checking the appropriate descriptor(s).

Concerns about Knowledge:
☐ Content
☐ Pedagogical
☐ Organization

Concerns about Skills:
☐ Written Communication
☐ Verbal Communication

Concerns about Professional Attitudes & Dispositions:
☐ Treats peers and faculty with respect
☐ Assumes responsibility for personal learning and behavior
☐ Accepts constructive feedback and takes responsibility for using it to shape personal behavior
☐ Is punctual and consistent in attendance
☐ Participates actively in class and field experiences
☐ Contributes appropriately to group tasks (contributes without dominating)
☐ Completes work promptly and in a high quality manner
☐ Displays eagerness and enthusiasm for teaching and learning
☐ Displays a professional demeanor/presence as student and potential teacher
☐ Maintains appropriate relationships with peers and faculty

☐ Other:

☐ Extenuating circumstances may or may not have contributed to these above noted concerns.

Please elaborate on any concern(s) checked above. It is particularly helpful if you provide specific examples and the date(s) of occurrence.

If interventions/supports were offered, please describe.

The Student Support Committee and the student will be notified of this completed form. Students will be required to acknowledge receipt of this form and have the option of submitting a written response.
CANDIDATE SUPPORT CONTRACT PROCESS

Students with multiple concerns about student teaching under a contract with Student Support Committee (SSC)

If student teaching is going well, no further action is taken.

The SCC Coordinator checks progress after 4 & 8 weeks of Student Teaching.

If problems persist, college supervisor and SSC representative or Leadership Team members meet to determine further action or recommend to the dean that student be dismissed from program.

If corrective action is successful, no further action is taken.

Dean of Teacher Education Program makes a decision on dismissal.

Student appeals decision to Appeals Committee of Teacher Education Program.

Appeals Committee makes a final decision.

Student accepts decision.