



## **Protocol for Cooperating Teachers on issues of concern during the student teacher's experience**

Ensuring the best experience possible for student teachers, cooperating teachers, supervising teachers and P-12 students is a goal of the Teacher Education Program at Mayville State University during all student teacher placements. Therefore, it is necessary to address what to do if concerns should arise.

If cooperating teachers have concerns regarding any aspect of the student teacher's ability to fulfill his/her placement responsibilities, contact with the University Supervisor should take place immediately. Early intervention is important and allows the education faculty to provide additional supports and resources to the teacher candidate. Addressing issues early with good communication practices will also enhance relationships necessary to support a successful student teaching experience. Most situations can be used positively to promote personal and professional growth and learning.

If Cooperating Teachers have concerns that warrant attention, please follow these steps to ensure proper communication and actions are taking place:

1. Discuss the specific concern with the student teacher. He/she may provide more information on the recognized concern that will support your evaluation of the situation.
2. Contact the University Supervisor to discuss the situation. Note: You may choose to contact the University Supervisor prior to discussing the situation with the student teacher depending on the situation.
3. Document your concerns and provide this documentation to the University Supervisor. If a plan for improvement is developed for the student teacher, expect to receive a copy of it from the University Supervisor. Note: This improvement plan will also be given to the Division Chair and Coordinator of the Student Teaching Program at the school.
4. Do what you can to support the student teacher as he/she works to improve his/her developing practice with the interventions planned.
5. Monitor the student teacher's progress in your classroom.
6. Report the status of progress that the student teacher is or is not making to the University Supervisor when he/she makes regular follow-up contact with you.
7. Contact the University Supervisor immediately if your concerns escalate for any reason about the student teacher's practices or behaviors.

Interventions should be viewed as opportunities for growth and learning. If a teacher candidate has an improvement plan, Cooperating Teachers should:

- Conscientiously provide support and feedback to the teacher candidate on his/her progress towards the improved skills or behaviors. Make sure to address areas indicated on the improvement plan if applicable in observation feedback.
- Expect increased communications initiated by the University Supervisor
- Document if suggestions given to the student teacher are demonstrated in subsequent practices or behaviors.

If the plan for improvement does not result in changed behavior or practice within a reasonable amount of time, input from the University Supervisor, the Cooperating Teacher, the Division Chair, the Teacher Candidate and possibly, the Coordinator of the Student Teaching Program will be used to develop further plans for the student teacher's assignment.