



Protocol for University Supervisors 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 University Supervisors have concerns regarding any aspect of the student teacher's ability to fulfill his/her placement responsibilities, contact with the Division Chair should take place immediately. Early intervention is important to allow 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.

If University Supervisors have concerns that warrant attention, either from what they have observed or from identified concerns of the cooperating teacher, please follow these steps to ensure proper communication is taking place:

1. Discuss the specific concern with the cooperating teacher. He/she may provide more insights on the recognized concern that will guide your decision about interventions.
2. Contact the Division Chair if needed to discuss possible options for interventions.
3. Discuss the specific concern explicitly with the student teacher.
*Note: The above three contacts may be altered depending on the situation as per the University Supervisor's professional judgment.
4. Document the concern and the meeting with the student teacher using the Dispositions document form.
5. Help the student teacher develop a written plan for improvement to include goals, plan for achieving the goals, supports given or referenced, and dates of re-evaluation. Submit the student teacher's plan for improvement to the Director of Student Placement, the Division Chair, the Cooperating Teacher, and the Coordinator of the Student Teaching Program at the school.

6. Monitor the student teacher's progress using the plan for improvement as your guide. Depending on the situation, University Supervisors may choose to do any or all of the following:
 - a. Increasing the number of observations
 - b. Request an observation by the Division Chair or another contracted University Supervisor if the student teacher is within the 80 mile radius.
 - c. Require the student teacher to videotape their teaching and reflect on a taped lesson
 - d. Conference with the teacher candidate and the cooperating teacher
 - e. Consult with the Division Chair and Director of Student Placement

Interventions should be viewed as opportunities for growth and learning. If a teacher candidate has an intervention plan, University Supervisors should:

- Conscientiously provide support and feedback to the teacher candidate with regular contact for follow-up.
- Encourage the student teacher to take notes on effective teaching practices observed
- Communicate regularly with the cooperating teacher
- Address areas indicated on the improvement plan in observation feedback
- Maintain good observations notes, save email communications from the student and/or cooperating teacher and document verbal conversations regarding the student teacher's actions and progress on the intervention plan. Submit these documentation items to the Director of Student Placement to keep in the student teacher's file.
- Allow opportunities for the student teacher to reflect on his/her follow through with the improvement plan.
- Document if suggestions given to the student teacher by the cooperating teacher and/or university supervisor are demonstrated in the student teacher practices or behaviors.

If the plan for improvement and other interventions listed above result in improved practices or behaviors, document that the plan for improvement has been successfully completed on the Student Teacher Improvement Plan form.

If the plan for improvement does not result in expected change within a reasonable amount of time, input from the university supervisor, the cooperating teacher, the teacher candidate and possibly, Coordinator of the Student Teaching Program at the school will be used to re-evaluate the plan for the student teacher.