

Student Performance Evaluation: Mentoring and Due Process

The Secondary Education faculty monitor and evaluate your performance throughout the professional education program in a number of ways. Our purpose in doing this is to determine your readiness to continue your coursework and successfully complete your student teaching internship. Time is designated at each faculty meeting to discuss students about whom faculty may have concerns, as well as to celebrate outstanding student performance. The goal of this on-going review is early identification and resolution of areas of concern.

The Secondary Education faculty are committed to the success of all students admitted to the program, as well as to the teaching profession. On occasion, it may be in your best interest to receive from the faculty mentoring and suggestions to increase your opportunity for success. You are encouraged to communicate with your Secondary Education advisor throughout your involvement in the program. The Secondary Department also collaborates with faculty in academic departments and may request feedback regarding your performance.

To become a certified teacher at Woodring College of Education, you must meet the Teacher Education Performance Standards (TEPS) as well as the Secondary Department Code of Ethics. These are listed on the Secondary Education Web Site and a copy is provided in this Handbook. Knowledge, disposition and performance indicators for each standard are also listed. The faculty evaluates student knowledge, skills and dispositions in courses, practica, internship, individual advising, and all interactions with members of the community.

Should, at any point in the program, a faculty member become concerned that a student is not meeting these standards, to a point that they may be at risk to not succeed in the program, faculty may: 1) provide individual mentoring; or 2) initiate the department referral/due process.

I. Mentoring

If a faculty member determines that a concern about student performance requires a mentoring conference, the following procedure is followed:

- The faculty member meets with the student to share concerns, to discuss their relevancy to the TEPS and/or Secondary Department Code of Ethics, and provide suggestions for improvement and future success.
- The student has the opportunity to respond to concerns and the right to ask for clarification.
- The faculty and student discuss expectations, desired outcomes, and suggestions for improvement. The student and faculty member complete and sign a *Student Mentoring Form. The student and faculty member each keep a copy of the form.

*The Student Mentoring Form is intended for use/review by the student and individual faculty. Only if further concerns are documented in the form of a referral or faculty review conference, will this form be provided to the department chair.

II. Referral/Due Process

A. Faculty Referral

If a faculty member determines that a concern about student performance requires a referral and should be brought to the attention of the department chair and/or other faculty, the following process is followed:

- The faculty member meets with the student to share concerns and to discuss their relevancy to TEPS and/or the Secondary Department Code of Ethics.
- The student has the opportunity to respond to concerns and the right to ask for clarification.
- The faculty and student develop a plan for remediation and a timeline for demonstrating improvement.
- The student and faculty member complete and sign the Student Referral/Remediation form. The form provides a place for the faculty and student to sign off when the concern has been satisfactorily resolved.
- The Student Referral/Remediation form, along with documentation, is forwarded to the department chair and/or discussed, in executive session, at a subsequent faculty meeting. A copy is placed in the student's Secondary Education file, and a copy is provided to the student.

B. Secondary Faculty Review Team Conference

When a student receives two referrals and/or is involved in an egregious situation, she/he will conference with a Secondary Faculty Review Team, as follows:

- The student is notified by official WWU e-mail that a conference is requested, and asked to schedule an appointment with a Faculty Review Team within a designated time frame.
- The Faculty Review Team, consisting of a minimum of two faculty members, meets with the student to share concerns and expectations.
- The student has the opportunity to respond to the concerns and request clarification.
- The Faculty Review Team provides suggestions for remediation and resolution of concerns.

If the Faculty Review Team feels confident that the concerns have been resolved, they complete the Faculty Review Conference Summary and submit it to the department chair noting no further action is warranted. The student is asked to sign the Summary, and a copy is placed in the student's Secondary Education file and provided to the student.

If the Faculty Review Team believes further action is needed, they complete the Faculty Review Conference Summary and provide a memo to the department chair with a recommendation for further action. The Faculty Review Team members and the student will sign the Summary. A copy will be provided to the student. The Faculty Review Team will recommend one of the following actions during the program and/or internship.

Program: Continuation with Conditions

The Faculty Review Team provides a written recommendation to the department chair outlining the specific conditions under which the student will be allowed to remain in the program. (GPA, timeline, professional expectations, etc.). The department chair reviews the recommendation, informs the student in writing of the conditions, and meets with the student to finalize conditions. The document is maintained in the department chair's office.

Program: Withdrawal

The Faculty Review Team provides a written recommendation to the department chair outlining why they believe there are no conditions under which the student can successfully complete the program; therefore justifying withdrawal from Secondary Education. Any student in the Master in Teaching program who is withdrawn from Secondary Education will also be withdrawn from Western's Graduate School.

Internship: Proceed with Conditions

The Faculty Review Team may recommend to the department chair that the student proceed under specific conditions, to be spelled out in a letter from the secondary department chair to the student's internship supervisory team. The letter requests the assistance of the supervisory team in monitoring an area of concern that has been identified by the Secondary Education Faculty. Copies of the letter are provided to the student, the Office of Field Experiences, and placed in the student's Secondary Education file.

The UIC and ATF monitor the internship with emphasis placed upon the area(s) of concern and progress toward improvement. The UIC makes certain that a copy of the intern's mid-term evaluation is submitted to the department chair. If concerns continue during the internship, a decision may be made by the Office of Field Experiences to hold a student teaching case conference with the intern.

At any time the UIC, ATF or building principal may require a contract with the student for remediation purposes or, if circumstances warrant, that the student be withdrawn from the internship.

Internship: Delay with Remediation

If the Faculty Review Team believes the student can benefit from remediation prior to the internship, they may provide a written recommendation to the department chair to delay the internship. In their recommendation, the Review Team includes a plan for improvement, including timelines and expected outcomes. The department chair will review the recommendation and meet with the student to finalize the terms of remediation. The department chair will notify the Office of Field Experiences.

Internship: Deny

If the Faculty Review Team believes remediation will not improve the student's potential for success in the internship, they may provide a written recommendation to the department chair that the student not be placed in an internship. The department chair reviews the recommendation and informs the student of the decision. The chair then notifies the Director of the Office of Field Experiences that the student is denied the internship. Any student in the Master in Teaching program who is denied an internship, and therefore withdrawn from Secondary Teacher Education, will also be withdrawn from Western's Graduate School.

Students are allowed a maximum of two (2) Faculty Review Conferences. If the student has not satisfactorily met the requirements set forth in a conference, that student will meet with the department chair who will determine their qualifications to remain in the Secondary Education program.

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