

PROCESS FOR IDENTIFICATION AND REMEDIATION OF
CONCERNS ABOUT STUDENTS

*For identifying education students at risk of not successfully completing a licensure program

*For departments of Curriculum & Foundations; Teacher Education; & Health, Physical
Education, Recreation and Dance

*Approved January, 2008

Included in this packet are:

1. Proposal rationale (p. 2-3)
2. Flow chart for faculty/staff who may have a concern (p. 4)
3. Letter to incoming students and a list of professional dispositions (p. 5-6)
4. Concern Flag Form for use by Faculty (p. 7-8)
5. Letter to students notifying them a concern has been raised (p. 9)

Proposal Rationale

Undergraduate, post-baccalaureate, and graduate teacher education licensure candidates frequently meet the current academic prerequisites for major field experiences; even though they have previously exhibited behaviors suggesting they may not successfully complete these experiences. Some of these students make their way through the system without any intervention until they attempt a major field experience (methods, practicum, or student teaching). In the Office of Field Services, there are typically 5-10 interns per semester who have grave difficulty completing these experiences successfully. The possible outcomes for these students include the following:

- The student stays at the assigned match and the mentor, supervisor, and OFS staff spend inordinate amounts of time working with the student and determining the most appropriate course of action
- The student is assigned a second match and is still unsuccessful
- The student is assigned a second match and succeeds by the slimmest of margins because there is not enough time for the new mentor teacher to feel the full severity of the concerns
- OFS terminates the match, forcing the student to withdraw, and does not seek a new match (due to time constraints or because there is no credible evidence that the student can be successful in a different setting)

Our primary concern is to send students into the field who are qualified to teach children. Under the current system, students who have exhibited problematic behaviors sometimes enter the field without receiving any remediation or counseling. This results in the expenditure of excessive amounts of time on the part of OFS staff, supervisors, and mentor teachers. Moreover, every student who experiences such difficulties reduces the credibility of CSU in the eyes of our partner schools. Mentor teachers ask why we did not seem to know that a student would struggle before entering practicum. Often, outstanding mentor teachers or even entire schools are unwilling to host interns after working with a particularly challenging one.

To prevent this problem, we are proposing a supplement to the current “Concern Conference” option as the primary vehicle for identifying such students, providing remediation, and/or counseling them out of the licensure program when necessary.

We propose that all students receive copies of the student version of the COEHS Student Concern Flag Form (attached) during EDB 200 and the COEHS Intake Interview so that they are aware of the range of behaviors that might be “flagged.” The form would also be made available on the COEHS web site and added as an appendix to the Portfolio Handbook. In addition, the following recommended statement will be added to all course syllabi:

Professional Dispositions

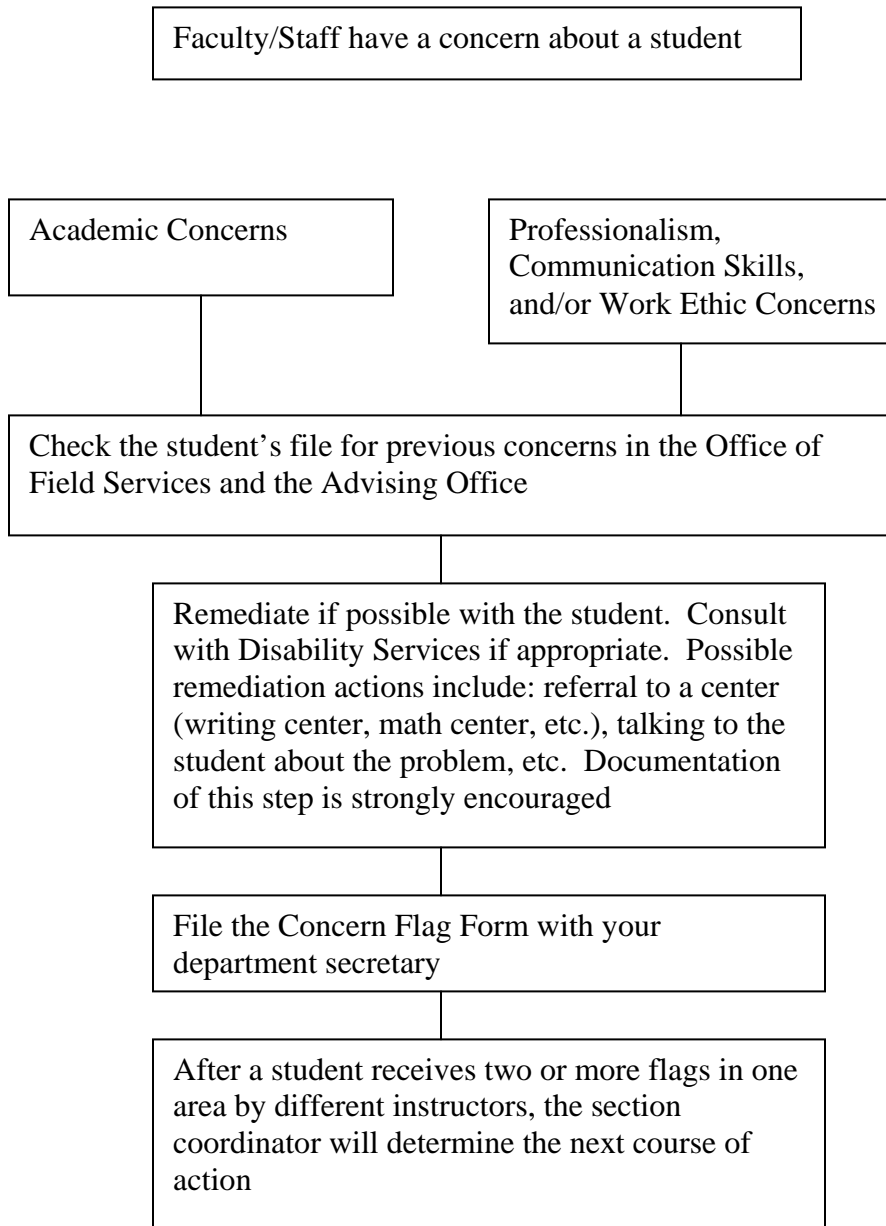
“One important aspect of your education is the development of *professional dispositions*—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions which you received with your acceptance into your program (also available at <http://coehs.csuohio.edu/fieldservices>) is your guide.”

Each semester, the following cycle would occur:

1. Department secretaries electronically distribute the COEHS Student Concern Flag Form and Proposal Rationale to all instructors teaching courses in any licensure area at the beginning of the semester.
2. Course instructors will complete a Flag Form for any student about whom they have some reason to believe the student may not successfully complete the licensure program and return the form to the department secretary.
For example, a student may receive a flag if he/she:
 - Consistently has conflicts with fellow students while participating in class group work (communication skills)
 - Is consistently late in submitting required work by due dates (work ethic)
 - Consistently has difficulty accepting criticism and/or making adjustments to their performance (professionalism)
3. Department secretaries will collect all forms throughout the term and forward them to the Education Student Services Center. Department secretaries will send the form letter to the student informing him/her that a flag has been issued, send a copy to the advisor, and a copy to the Education Student Services Center for the student's file.
4. The Education Student Services Center will place a copy of a completed form in the student's individual folder, log these forms into the ESSC database to indicate how many "flags" are included in the student's file, and send a copy to the Office of Field Services which will maintain a central file with all completed forms.
5. The Education Student Services Center will inform the program coordinator whenever a student in the program receives two checks in any one of the three areas (professionalism, work ethic, communication skills) by two instructors.
6. Program coordinators, in conjunction with program faculty, will 1) determine the severity of the concern; 2) decide whether a Concern Conference (following the existing procedure) or other intervention should be held; and 3) generate a remediation plan for the student. We recommend that the Concern Conference include, at a minimum, the student's advisor, the student, one or more faculty/staff members who raised the concern, and any advocate the student chooses to bring (except an attorney). If a student is identified more than once for a Concern Conference due to the flag system, the participants in the conference should seriously consider whether to terminate the student's progress in their program or whether to allow the student to proceed with a field experience.
7. At the time of application to complete practicum, OFS will review the central file as part of the pre-requisite checks. If any student has received two checks in any one of the three areas (professionalism, work ethic, communication skills) by two instructors, the OFS director will convene a Concern Conference (if one has not already been held) prior to beginning Practicum. If it is determined that the student will begin the field experience, the participants in the concern conference will determine what information would be shared with the school, mentor and/or supervisor.

In addition, we propose that practicum interns use the form to reflect on their own professionalism, work ethic, and communication skills, and write a brief self-assessment about their reflections in each area. This would be submitted as one of the six new artifacts to be completed during practicum.

Flow Chart for Faculty with a Concern about a Student



Dear Student,

Welcome to the College of Education and Human Services! We look forward to working with you as you develop your knowledge of teaching and your expertise as a teacher through coursework, the development of your portfolio, community interactions, and during supervised experiences working in the field.

One important aspect of your education here with us is the development of *professional dispositions*—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support your development in these areas we are sharing with you a list of key dispositions. Failure to demonstrate these dispositions through your behaviors at any point in the program may jeopardize your continuation in your program. We expect you to monitor your own development of these professional dispositions, beginning now and continuing throughout your teaching career. When you are working in a classroom for your Practicum, this form, with your added reflections on your ongoing development, will be one of the six required artifacts. The ability to reflect on one's own growth, strengths, and challenges is a central characteristic of effective teachers.

In order to support you in this process, your course instructors and your advisor will be following the development of your professional dispositions. They are prepared to provide any assistance you might need. If, over time, a number of them have concerns, you may be contacted for a conference in which we will agree to a plan for your continued success in the program. Please speak with your advisor if you have any concerns or questions about this process. We see it as one more way we can help you become an effective teacher.

Sincerely,

The Faculty
Departments of Curriculum & Foundations;
Teacher Education;
Health, Physical Education, Recreation and Dance
College of Education and Human Services

Student List of Professional Dispositions*
For Student Reference

Communication Skills*

1.	Demonstrate appropriate verbal communication.	
2.	Demonstrate appropriate written communication.	
3.	Demonstrate a disposition toward inquiry and problem solving.	
4.	Work collaboratively with parents, colleagues, and professionals.	
5.	Demonstrate consistently positive attitudes toward learning and teaching.	
6.	Accept responsibility for decisions and actions.	
7.	Establish and maintain mutually respectful interactions.	

Work Ethic*

8.	Demonstrate regular attendance.	
9.	Demonstrate punctuality.	
10.	Complete work in a timely manner.	
11.	Demonstrate organizational skills.	
12.	Observe all pertinent policies and procedures.	

Professionalism*

13.	Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.	
14.	Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process.	
15.	Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.	
16.	Accept constructive criticism and adjusts performance accordingly.	
17.	Express and demonstrate interest in and enthusiasm for teaching and learning.	
18.	Adapt to new and diverse learning situations.	
19.	Accept diverse learners and their needs.	
20.	Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.	
21.	Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.	
22.	Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.	
23.	Respect the points of view of others.	
24.	Develop and explain professional judgments using research-based theory and practice.	
25.	Contribute meaningfully and appropriately to discussions by asking questions and giving opinions, and listening to others.	
26.	Project an appropriate professional appearance in professional settings.	
27.	Project an appropriate professional demeanor in professional settings.	
28.	Accept leadership opportunities.	
29.	Understand and practice professional ethical standards.	

*These disposition statements have been modified slightly from Kent State University

**COEHS Concern Flag Form
For Use by Faculty and Staff**

<input type="checkbox"/> I have made the student aware of this concern <input type="checkbox"/> I have provided remediation to address this concern
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Date: _____

Student Name: _____

Student CSUID: _____

Faculty/Staff Name: _____

Relationship with student: _____

If course instructor, please note the following: Course Number: _____ Grade: _____

Use this form only when you have serious concerns that a student may be unsuccessful in a field experience. Flagging a student does not prevent the student from continuing in the program, it merely identifies a concern. Each time a student receives two or more flags in one of the three areas (Professionalism, Work Ethic, and Communication Skills) by two different faculty/staff members, the program coordinator will review the file and communication will be made with the student's advisor.

When filling out the form please focus on student **behaviors**. **Check the appropriate box(es) and provide a concise, clear statement elaborating on the behaviors that led to the concern.** Before filing the form every attempt should be made to make the student aware of the concern and to provide remediation for the student.

Communication Skills*

Desired Behaviors Demonstrating this Disposition.		The student does NOT ...
1.	Demonstrate appropriate verbal communication.	
2.	Demonstrate appropriate written communication.	
3.	Demonstrate a disposition toward inquiry and problem solving.	
4.	Work collaboratively with parents, colleagues, and professionals.	
5.	Demonstrate consistently positive attitudes toward learning and teaching.	
6.	Accept responsibility for decisions and actions.	
7.	Establish and maintain mutually respectful interactions.	

Explanation of Concerns:

Work Ethic*

Desired Behaviors Demonstrating this Disposition.		The student does NOT ...
8.	Demonstrate regular attendance.	
9.	Demonstrate punctuality.	
10.	Complete work in a timely manner.	
11.	Demonstrate organizational skills.	
12.	Observe all pertinent policies and procedures.	

Explanation of Concerns:

Professionalism*

Desired Behaviors Demonstrating this Disposition.		The student does NOT ...
13.	Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.	
14.	Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process.	
15.	Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.	
16.	Accept constructive criticism and adjusts performance accordingly.	
17.	Express and demonstrate interest in and enthusiasm for teaching and learning.	
18.	Adapt to new and diverse learning situations.	
19.	Accept diverse learners and their needs.	
20.	Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.	
21.	Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.	
22.	Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.	
23.	Respect the points of view of others.	
24.	Develop and explain professional judgments using research-based theory and practice.	
25.	Contribute meaningfully and appropriately to discussions by asking questions and giving opinions, and listening to others.	
26.	Project an appropriate professional appearance in professional settings.	
27.	Project an appropriate professional demeanor in professional settings.	
28.	Accept leadership opportunities.	
29.	Understand and practice professional ethical standards.	

Explanation of Concerns:

Other Comments:

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Letter to student who receives a flag

Dear (Student's name),

This letter is to inform you that a faculty or professional staff member has indicated a concern with your behavior related to COEHS dispositions in the following area: (list area). Please be aware that if you receive two flags in any area from two faculty members, faculty in your program will be informed and will discuss a plan for remediating these concerns. If you have any questions about this, please contact your faculty advisor (name) at (phone number). Additional concerns can be addressed to the university ombudsperson or the affirmative action office. We intend this to be an opportunity to reflect on the development of your professional dispositions.

Sincerely,

Department Chairperson

cc: Faculty Advisor (name)