UNIVERSITY OF MINNESOTA, MORRIS
TEACHER EDUCATION PROGRAM
COMMUNICATION OF CONCERNS: PRESERVICE TEACHER BEHAVIORS

Information regarding teacher education candidates at the University of Minnesota, Morris, is used to plan and facilitate growth towards the knowledge, skills, and dispositions necessary for beginning teachers as outlined in the Minnesota Standards of Effective Practice. This document outlines a process for assisting candidates who are experiencing difficulty in fulfilling the Standards, but especially Standards Nine and Ten which focus on reflection, professional development, collaboration, ethics and relationships.

While serious concerns about the professional performance or growth of our students do not often occur, some students demonstrate patterns of behavior which need to be addressed honestly and directly. The probationary process outlined below assists students in planning for professional growth; and the Division of Education faculty in facilitating growth and making decisions regarding admission and continuation in the program, student teaching, and/or recommendation for licensure.

The process is a follows:

1. **The Communication of Concern (CC) form is completed as needed.** The form can be filled out at any point during the teacher education program, from initial acceptance to recommendation for licensure. It is used when there are concerns which may limit a student's ability to successfully complete the teacher education program and perform as a professional educator. University of Minnesota, Morris faculty and administrators, the Discipline Coordinator or faculty, the Division Chair, cooperating teachers, and advising and student affairs personnel may submit the CC form.

2. **The completed CC form is sent to the appropriate Teacher Education Discipline Coordinator.** The Discipline Coordinator copies the form and forwards it to the student and faculty in the discipline. A copy of the CC is forwarded to the Division Chair and placed in the student's file in the Division office.

3. **The Discipline Coordinator schedules a meeting to discuss concerns described on the CC form.** Individuals at the meeting include the Coordinator, another faculty member in the discipline, the student, and, if desired, an advocate for the student. The purpose of the meeting is to clarify the concerns outlined in the CC form and to create a plan for resolution of concerns including objectives, procedures for assessment of progress, a timeline, and a designated faculty member to oversee progress and provide feedback to the student. These decisions are transferred to the Individual Learning Plan (ILP) form. If the originator of the CC is not in attendance at the meeting (e.g. cooperating teacher, principal), the designated faculty will share the ILP with the person who submitted it. The Discipline Coordinator copies the form and distributes it to the student, the originator of the CC, and discipline faculty. A copy of the ILP is forwarded to the Division Chair and placed in the student's file in the Division office.

4. **The designated faculty member provides feedback to the student about his/her progress.** The designated faculty member mentors the student, consults the originator of the CC, and reviews the student's progress according to the objectives and timeline in the ILP.

5. **Upon completion of the ILP or conclusion of the timeline, the designated faculty member schedules a meeting to report on the student's progress.** The individuals at the meeting include the designee, Discipline Coordinator, and one other faculty member in the discipline. This meeting will result in determination of:
    a. **Successful completion of the plan (accomplishment of the objectives of the plan) resulting in the student's continuation the program.** Correspondence expressing successful completion of the plan is written and distributed by the Discipline Coordinator to the student, the originator of the CC, and the discipline faculty. A copy of the letter is forwarded to the Division Chair and placed in the student's file in the Division office.
    b. **Unsuccessful completion of the plan resulting in removal from the program or revising or extending the plan**. Correspondence regarding revising or extending the plan is completed in the

same way as described in Step 3. This process may be repeated as deemed appropriate. Unsuccessful completion of the plan can result in termination of enrollment in the licensure program. Copies of the plan are forwarded as above.

6. **Appeals process**. The student may appeal the decision to the Chair of the Division of Education. Consideration by the Chair will be based on written and oral communication. If the chair was the originator of the CC, the appeal is made to another Division of Education faculty member.

7. **Resolution**. Successful resolution of all concerns in a CC and achievement of ILP objectives are required to receive departmental approval for admission and continuation in the program, student teaching, and/or recommendation for licensure.