Bowling Green State University

Early Field Experience Handbook

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ACADEMIC CALENDAR
2017 Fall Semester

August 21 - December 15, 2017 …………………………………… Fall Semester
September 4, 2017 (Monday)………………………………… Labor Day, No Classes
October 9 - 10, 2017 ……………………………………… Fall Break
November 10, 2017 (Friday)……………………………… Veterans' Day Observed, No Classes
November 22 - 24, 2017…………………………………… Thanksgiving Break
December 8, 2017 (Friday)………………………………… Last Day of Classes
December 11 - 15, 2017……………………………………… Exam Week
December 15 - 16, 2017……………………………………… Commencement

Teaching is a profession, both rewarding and critical. An effective teacher will provide the foundation for countless students to build upon and enjoy a fulfilling life experience. BGSU's educator preparation program allows students to participate in multiple early field experiences in which they have the opportunity to examine the teaching profession and connect research and theory to practice.

BGSU faculty and staff would like to express profound appreciation to their school-based professional colleagues and collaborators. The dedication of classroom teachers and school administrators enables and ensures the successful preparation of future teachers.

This Early Field Experiences Handbook was developed to provide information about early field placements to the Classroom Mentor Teachers and BGSU students.

Contact Information

For questions or concerns about Early Field Experiences, please contact the appropriate office listed below:

Placements and Early Field Experience Policies
Office of Field Experiences……………………………………………………………………………………… (419) 372-7389
      Director…………………………………………………………………………………………… (419) 372-3950
      Field Partnership Coordinators……………………………………………………………… (419) 372-3350
                                                      (419) 372-3353
      Administrative Assistants………………………………………………………………………… (419) 372-7381
                                                      (419) 372-7407
      Firelands Campus-Student Teaching Coordinator……………………………………………..(419) 372-0868

Course Content-Program Directors
Educational Foundations, Leadership and Policy…………………………………………………………(419) 372-7377
      Director……………………………………………………………………………………………..(419) 372-2550
School of Intervention Services………………………………………………………………………… (419) 372-7259
      Director…………………………………………………………………………………………… (419) 372-7395
      Intervention Specialist Undergraduate Coordinator…………………………………………… (419) 372-6924
School of Teaching and Learning………………………………………………………………………..(419) 372-7320
      Director…………………………………………………………………………………………… (419) 372-7622
      Adolescent Young Adult (AYA) Coordinator…………………………………………….. (419) 372-7363
      Middle Childhood Education (MCE) Coordinator…………………………………………….. (419) 372-7363
School of Intervention Services and School of Teaching and Learning
      Inclusive Early Childhood Coordinator………………………………………………………… (419) 372-7299

BGSU College of Education and Human Development Teacher Educator Vision

BGSU's teacher education program will be recognized as a national leader in the professional preparation of innovative, effective, high-quality educators for a changing global society. Through rigorous preparation and field experiences, our graduates will implement evidence-based instructional practices and strategies. These educational leaders will engage with school and community partners, inspiring high levels of achievement and personal development in PK-12 students through creativity, inquiry, technology, and learning.

(Approved March 7, 2014 by EDHD Teacher Education Leadership Team)

Conceptual Framework Description

Philosophy and Purposes of the Unit:

Developing lifelong learners and leaders who value both diversity and mutual support, and wishing to serve society, both locally and globally, the College of Education and Human Development (EDHD) purposefully shapes an academic environment that differs from those of other institutions because of rigor in coursework, required professionalism, extensive field experiences and clinical practice, professional development opportunities for students and faculty, and use and support of ever changing technology. Inquiry-based learning, problem-based learning, and project-based learning are increasingly emphasized as pedagogical methods, encouraged by the creation of active learning classrooms, and informed by professional development and research. Interventions support candidates as they grow in competency and awareness.

Our conceptual framework flows from the EDHD vision and mission statements, which in turn flow from the university vision and mission statements.

University Vision and Mission

University Vision
Bowling Green State University aspires to be a premier learning community, and a national model, for developing individuals and shaping the future through learning, discovery, collaboration and personal growth.

University Mission
Bowling Green State University provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

College of Education and Human Development Vision
The College is committed to developing a dynamic community of lifelong learners and leaders who celebrate the interconnections among individuals and disciplines in pursuit of improving society and the human condition.

College of Education and Human Development Mission
Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the Nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world.

We hold the following statements as guiding core concepts and principles:

P = An effective educator is rigorously prepared.
R = An effective educator is a reflective practitioner.
E = An effective educator is actively engaged with students, other educators, and the community.
P = An effective educator is a professional, with a lifelong commitment to learning and to all learners.

Details of the acronym are reflective of the Unit's beliefs and goals for our candidates. What follows makes these beliefs and goals more specific and measurable.

Prepared: The rigorously **prepared** educator:

1.1 Masters content knowledge.
1.2 Keeps informed regarding diverse learners and learning processes, pedagogy, and the seamless integration of instructional technology.
1.3 Innovates and invites inquiry.
1.4 Can demonstrate student growth.
1.5 Responds to the cognitive, social, emotional, and physical development of diverse students and believes all can learn.

Reflective: The reflective educator:

2.1 Uses formative and summative assessment data to inform instruction for the diverse needs of all students.
2.2 Integrates research and theory with assessment data to make instructional decisions.
2.3 Thinks critically and adapts instruction to respond to the evolving needs of students in our global society.
2.4 Examines his or her own dispositions, knowledge, skills, and techniques.
2.5 Considers the cognitive, social, emotional, and physical needs of diverse students and supports and protects each student.

Engaged: The engaged educator:

3.1 Advocates for children.
3.2 Invites active inquiry in the classroom.
3.3 Works in partnership with families and the community.
3.4 Collaborates with fellow educators.
3.5 Takes an active part in professional organizations.
3.6 Cooperates and assists with research.

Professional: The professional educator:

4.1 Develops a lifelong curiosity and commitment to learning and all learners.
4.2 Develops basic professional ethics aligned with BGSU core values.
4.3 Demonstrates a belief in fairness and that all students can learn.
4.4 Exhibits professional and responsible conduct, respects and responds positively to diversity and exceptionality.
4.5 Integrates technology into learning experiences.
4.6 Values and engages in collaboration with educators, families, the community, and professional organizations.

Early Field Placement Course Information

EDTL: Teaching and Learning

Course Number/Title	Required Hours	Transportation	Course Description (Click link for more information)
EDTL 2010: Introduction to Education	20	Busing Provided	
EDTL 2020: Teaching Adolescents	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL2020.pdf
EDTL 2502: Introduction to Teaching Middle Grades Science	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf
EDTL 2503: Introduction to Teaching Middle Grades Language Arts	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf
EDTL 2504: Introduction to Teaching Middle Grades Mathematics	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf
EDTL 2505: Introduction to Teaching Middle Grades Social Studies	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf
EDTL 2710: Introduction to Teaching Secondary Integrated Language Arts	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf
EDTL 2740: Introduction to Teaching Secondary Mathematics	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf
EDTL 2750: Introduction to Teaching Secondary Science	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf
EDTL 2760: Introduction to Teaching Secondary Social Studies	30	Busing Provided	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDTL250X-27X0.pdf

==No transportation is provided for the courses below:==

EDIS: Intervention Specialists

Course Number/Title	Required Hours	Transportation	Course Description (Click link for more information)
EDIS 3100: Second Year Field Experience	100	Student Responsibility	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDIS3100.pdf
EDIS 4100: Third Year Field Experience	100	Student Responsibility	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDIS4100.pdf

EDFI: Educational Foundations, Leadership and Policy

Course Number/Title	Required Hours	Transportation	Course Description (Click link for more information)
EDFI 2990: Field Experience in Cultural and Community Contexts	25-30	Student Responsibility	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDFI2990.pdf
EDFI 4200: Practicum in Individual and Small Group Instruction	14	Student Responsibility	http://www.bgsu.edu/content/dam/BGSU/education/teacher-education/field-experience/course-descriptions/EDFI2990.pdf

The Placement Process

The Office of Field Experiences has developed partnerships with area schools and will make placements for early field experiences listed in this handbook.

- Placements are made with qualified, available teachers within a 70 mile radius of Bowling Green.
- Placements are not made in schools the candidate attended or in schools where relatives are employed.
- Due to the large number of placements made, candidates are not able to request particular schools or districts.
- Teacher candidates may not make their own placement arrangements. Teacher candidates may not request a placement change based on but not limited to: district, grade level, subject area, teacher, and location.

It takes several weeks for the office to finalize all placements within a course section. Once made, all placements are final. Placement information will be emailed to students from the Office of Field Experiences. It will include district/building name and location, classroom teacher name and contact information, and directions for next steps. In addition, a Field Partnership Coordinator will provide a brief orientation about field experience during the first week of classes.

Before the First Visit

- Ensure you have an up to date BCI/FBI background check on file in the Dean's Office (444 Education).
- Obtain a Teacher Candidate ID Badge from BG1 Card Services in the Bowen-Thompson Student Union. This name badge will cost $5.00 and is required to be worn any time you are in the field. It will be used for all Field Experiences while at Bowling Green State University.
- Contact your classroom teacher via email and/or phone. Confirm scheduled days/times that you will be in the field.
- Make transportation arrangements to and from your placement. Carpooling information will be emailed to you. You are required to make your own arrangements for transportation if enrolled in the following courses: EDFI 2990, EDFI 4200, EDIS 3100, EDIS 4100.
- Students enrolled in EDTL early field courses will be provided bus transportation to and from the field site.

Bus Travel Policy

It is the responsibility of teacher candidates enrolled in early field experiences that provide bus transportation (see page ___ for such courses) to be at assigned pick-up locations on-time to ensure arrival and departure from field experience sites.

Arrival to Field Site
- Teacher Candidates will check-in at *Wolfe Arts Center* no later than 8:00am, as buses will depart shortly thereafter.
  - In order to check-in students must bring their BG One Card to be scanned.
- Students who arrive later than 8:00am will not be permitted to board a bus and will be considered absent from field placement.

Departure from Field Site
- Teacher Candidates will gather at the specified time and location (to be determined) to be picked up by a bus and returned to BGSU campus.
- Any Teacher Candidate who misses the return bus to BGSU will be responsible for traveling back to BGSU campus.
  - The Teacher Candidate must contact OFE to inform the bus was missed. OFE will communicate with Program Coordinators and course instructors.
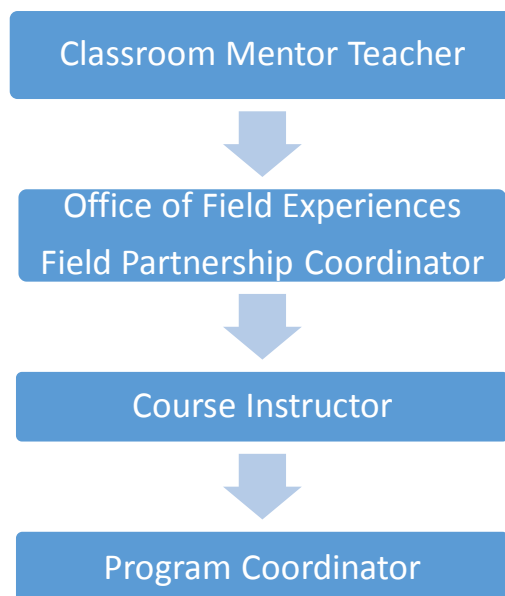
Transportation Suggestions if Left at Field Site

It is recommended that Teacher Candidates have multiple methods of payment available with them in case the return bus is missed. The following are suggestions for Teacher Candidates who miss the return bus to BGSU campus and are responsible for traveling back to campus:
- Best Cab 419.471.2378 (Toledo-based)
- Toledo Yellow Cab 419.474.7900 (Toledo-based)
- Super Cab 419.494.3380 (Bowling Green-based)
- Reliable Taxi 419.352.8294 (Bowling Green-based)
- Accurate Cab 419.424.0150 (Findlay-based)
- Uber (uber.com); must sign up for account
- Contact BGSU (TBD) for pick-up
  - BGSU personnel must rent a car when transporting Teacher Candidates.
  - Rental costs and time away from office will be billed to the Candidate.

Field Experience Expectations for Teacher Candidates

- **Attendance:**
    - You are expected to attend all scheduled sessions and complete all expected hours.
    - Be on time.
    - If you have an emergency, you must notify your cooperating teacher and the Field Partnership Coordinator as soon as possible.
    - If you do not complete the required field experience hours and/or assignments, you face the potential of earning a failing grade for the field experience and/or course.

- **Professional Dress:**
    - You must adhere to the dress code standards of your school/placement.
    - You may be removed from a placement for inappropriate attire.
    - Click the link for appropriate business casual dress:
        > **Women**: http://www.bgsu.edu/business/business-career-accelerator-office/students/InterviewTips/professional-attire--what-to-wear/women-s-attire-tips.html
        > **Men:** http://www.bgsu.edu/business/business-career-accelerator-office/students/InterviewTips/professional-attire--what-to-wear/women-s-attire-tips1.html

- **Demonstrate Professionalism** at all times.
    - Be positive, enthusiastic, supportive and prepared.
    - Actively participate in all classroom activities. Be proactive.
    - Be responsible.

- **Communication Protocol**-If you encounter a problem while in your Early Field Placement, help should be sought in this order:

Classroom Mentor Teacher

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Office of Field Experiences

Field Partnership Coordinator

↓

Course Instructor

↓

Program Coordinator

- **Withdrawing** from Field Experience Courses
    - If you have received your placement: Notify your cooperating teacher, your instructor and the Office of Field Experiences.
    - If you have NOT received your placement: Notify your instructor and the Office of Field Experiences. The Office of Field Experiences may have already identified a cooperating teacher for you and he/she will need to be notified not to expect you.

Classroom Mentor Teacher Guidelines

- **Expectations**:
    - Involve BGSU student as much as possible with a variety of jobs and activities.
    - Allow BGSU student to interact with students as much as possible.
    - Track weekly attendance on a Google Document or Excel spreadsheet.
    - Contact the Office of Field Experiences at 419-372-7389 with ANY issues/concerns/questions.
    - Complete a brief evaluation of the BGSU student at completion of Field Experience.
    - Complete a brief, online survey about your experience mentoring a BGSU student.

- **Attendance Tracking**:
    - You will be emailed access to a Google Document for entering attendance. Please update the document with the number of hours the student was present in the field each week.
    - Attendance will be tracked by the Office of Field Experiences weekly to ensure students are on track to meet the required number of hours.

- **Communication Protocol for Concerns/Problem**:

Talk with BGSU student
(if possible)

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Contact the Office of Field Experiences-
Field Partnership Coordinator

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The Office of Field Experiences will coordinate with Course Instructors, Program Coordinators and Classroom Mentor Teachers

- See pages 16-18 for information about our Student Success Team.

College of Education & Human Development (EDHD):
BCI-FBI Background Check Policy, Fall 2017

State law mandates that persons working with vulnerable populations (i.e., school children, individuals in health & elder care facilities, etc.) undergo **both Ohio BCI** (Bureau of Criminal Investigation) **and FBI** (Federal Bureau of Investigation) background checks to ensure clearance for site visitations. **Results are valid for one year from date of completion.** Thus, **teacher candidates must complete background checks each summer,** ensuring uninterrupted work in schools across the academic year, as well as timely processing of applications for teacher licensure.

Important! It is the <u>student's responsibility</u> to complete timely background checks, with <u>results</u> submitted to the EDHD Dean's Office between May 1 and August 15, per the schedule below. Students whose results are not received by August 15 will risk removal from field-based courses.

Field-based Course Titles: **Reason for Check:**

<u>Results</u> **Due by…**

Field-based Course Titles	Reason for Check	Results Due by…
Senior Professional Year: • **All Methods Practicum & Student Teaching Internship Courses**	**Education student volunteer**	**July 1, 5:00 PM**
Other Courses Requiring Background Checks: • **EDFI 2990 & 4200** • **EDIS 3100 & 4100** • **EDTL 2010, 2020, 2290, 2502, 2503, 2504, 2505, 2710, 2740, 2750, 2760, 3400** • **EDWF 2000, 3160, 4630; PEHE 2470, 2900, 3120** • **ECCO students complete an annual BCI/FBI check.**	**Education student volunteer**	**Aug. 15, 5:00 PM**

Note: Only <u>one</u> background check is required per academic year, regardless of the number of field-based courses in which you are enrolled.

Other Notes:
- ✓ New students should complete background checks during Summer Orientation & Registration (SOAR)
- ✓ **IEC majors will receive more detailed instructions about BCI/FBI checks from the IEC Program.**
- ✓ Background checks are conducted at the BGSU Book Store (Bowen-Thompson Student Union) for a $60 fee, or
  at **Ohio** police stations. **SAVE your background check receipt.** This will help in locating any "lost" results.
- ✓ Candidates should verify that any agency conducting these tests has machinery for conducting **both** BCI and FBI background checks.
- ✓ Processing time for background checks may require 30+ days, so plan accordingly!

Background Check Steps:
1. **Provide your full name** (first, middle, last/maiden) when undergoing background checks to prevent mix-ups among students with similar first and last names.
2. **Specify that results be sent to your personal address.** Once received, **keep the original copy** for yourself.
3. **Next, create a _scanned .pdf file_ of your BCI report.** Save as **yourlastname_yourfirstname_yourprogram_BCI)**
    (**Programs: ARTE** (Art Ed); **AYA (**Adolescence-Young Adult Ed); **CDIS** (Communication Disorders); **IEC** (Inclusive Early Childhood Education); **EDIS** (Intervention Services); **MCE** (Middle Childhood Ed); **MUED** (Music Ed)**; PEHE** (Physical Ed/Health Ed); **UND** (Undecided); **WFED** (Workforce Ed); **WL** (World Language)
4. **Also, create a scanned .pdf file of your FBI report.** Save as **yourlastname_your firstname_yourprogram_FBI)**
5. **_Email your scanned & labeled .pdf files showing BCI & FBI results. The subject line should say Background Check._ _Send to the following BGSU office:_**

<div align="center">

EDHD Dean's Office*
BGSU
444 Education
edhd@bgsu.edu
419-372-7401

</div>

*Caution! Results sent elsewhere, or without full names, may be lost, necessitating additional background checks, extra time, expense, placement delays, and/or removal from field-based courses.

College of Education & Human Development (EDHD) Confidentiality Agreement

Education majors/teacher candidates at BGSU, are required to visit area schools/classrooms, and work with students and teachers. Professionalism and law requires the utmost confidentiality. As such, this means that education majors/teacher candidates are not to disclose or repeat information that is private, personal, or embarrassing in nature related to students, families, P-12 faculty, administration, and/or staff. Disclosure of such information is a breach of confidentiality and grounds for dismissal from a placement site or teacher preparation program.

Professional Conduct for Ohio Educators

Standards of ethical behavior in education are based on commitment to core values rooted in the history of our field. BGSU follows the guidelines presented in the Professional Conduct for Ohio Educators, which can be found at: http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed/Licensure-Code-of-Professional-Conduct.pdf.aspx

Sexual Misconduct

A Teacher Candidate (TC) who is dismissed from a school on the basis of admitted and/or documented evidence of sexual misconduct with a pupil(s) at his/her field experience site will have a report of that misconduct become part of his/her permanent record file. In accordance with the Ohio Revised Code, such misconduct shall immediately be reported to the local police agency for investigation. The TC shall be denied a new field placement pending the results of the investigation.

Any subsequent field placements will only be made with the full knowledge and consent of the Superintendent of the participating school district and the College Dean. Recommendation for licensure shall remain contingent upon satisfactory completion of all required field experiences, including a minimum of 16 weeks of Student Teaching and evidence of good moral character as defined by the Ohio Department of Education. The College of Education and Human Development will refer to the University Student Code of Conduct, located at http://www.bgsu.edu/student-handbook/code-of-conduct/code-of-student-conduct.html, for further consideration of this matter.

Sexual Harassment

Sexual harassment will not be condoned. Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. A report of sexual harassment in a field site will be fully investigated and appropriate action will be taken if the report is found to be true and accurate. This may include, but is not limited to, removal from the field site for the remainder of the semester.

Felony Conviction Policy

A Teacher Candidate convicted of a felony will not be eligible for licensure per Ohio Revised Code: http://education.ohio.gov/Topics/Teaching/Educator-Conduct/How-Convictions-Affect-Licensure-(1)

Teacher Candidate with a Disposition Issue during their Program

When a concern is identified (field or academic) the Program Coordinator should be notified about nonprofessional behavior by either the Field Office or course instructor. A meeting should be initiated by the Program Coordinator. At the meeting with the Program Coordinator, relevant instructor, and candidate:

> 1) The Program Coordinator should establish written goals for the candidate in a Memorandum of Understanding (MOU). The Program Coordinator should document progress periodically in the online system.
> 2) The Office of Field Experiences and School Director (if applicable) must be notified of the MOU.

A Student Success Team (SST) is required to meet with the candidate to discuss remediation strategies if:

> 1) The MOU is violated via actions or missed deadlines.
> 2) The school site requests additional support or releases a candidate from placement.
> 3) The candidate subsequent behavior is egregious.

The SST meeting is initiated by contacting the Office of Field Experiences. At the SST meeting, a plan will be developed and subsequently monitored by the Program Coordinator or an assigned faculty member and SST members. The SST shall review the documentation/information and:

> 1) Permit the candidate to proceed in the program with appropriate additional remediation;
> 2) Delay or terminate the internship or field placement;
> 3) Make a recommendation to the Dean to remove the candidate from the program.

TC Appeal Process:

TCs who wish to appeal the SST's decision must prepare a written appeal and present it to the Director of the School in which the TC is enrolled, as well as to the Associate Dean.

Dismissal Policy and Procedure

Dismissal Policy

The Teacher Candidate (TC) may be dismissed from a teaching site by order of the following:

1. The field site school administrator.
2. The Classroom Mentor Teacher (CMT).
3. Student Success Team.

Circumstances under which a TC may be dismissed include but are not limited to:

1. Non-adherence to school policy and/or procedures.
2. If at any point it is determined the TC does not have a current, valid BCI/FBI background check.
3. Failure to comply with field site and BGSU attendance and punctuality directives.
4. Failure to complete tasks in a timely, appropriate manner.
5. Failure to meet BGSU program requirements.
6. Failure to meet moral and ethical standards of the profession as defined by the school and the University.
7. Insubordination to the CMT.

Dismissal Procedure

If a field site CMT, school administrator, or Student Success Team (SST) decides that a TC is to be dismissed, the TC may receive a failing grade. If the SST has not been involved in the dismissal decision, a SST meeting will be initiated.

Student Success Team

What is the Student Success Team (SST)?
The SST is a College of Education and Human Development interdisciplinary team designed to support students experiencing challenges during the course of their academic program. The SST offers a team-based approach to problem solving, building supports and providing interventions, ideally, early in the Teacher Candidate's (TC's) career to remediate any issues that may adversely affect successful completion of their program. The SST is also an opportunity for TCs, faculty and related field personnel to share concerns while positively planning for successful outcomes.

Who are the members of the SST?
The team consists of interdisciplinary faculty members appointed by the Dean or designee from the School of Teaching and Learning, School of Intervention Services, and the School of Human Movement, Sport, and Leisure Studies, who will work with TCs to identify possible ways to help the TC experience greater success. Relevant faculty/staff such as an advisor, seminar/practicum instructor, University Mentor (UM), Classroom Mentor Teacher (CMT), program coordinator, and/or other faculty who have had the TC in class who know or work with the TC could be invited to participate in the team meeting.

Why is a TC referred to the SST?
Referrals for an SST meeting occur for many different reasons. A TC may be experiencing difficulties related to academics, field experience, dispositional areas, or health concerns, to name a few. The interdisciplinary team process allows for greater exploration of potential causes and solutions to address the area of need to help the TC experience greater success in their current educational path or provide recommendations for a more suitable career. The Field Director will determine the necessity of a SST before a change of placement is considered.

How is a TC referred to a SST?
If you have a TC who is struggling in class or in the field, either academically or with dispositions, and you have tried remediation with minimal success, please complete the online professional dispositions form and contact the Office of Field Experiences at 419-372-7389.

What are Interventions?
Interventions are strategies identified to help a TC experience greater success. They may include utilizing different instructional approaches, or adding supports such as content specific tutors, learning commons, counseling, specific faculty tutoring, additional UM supports, or outside experts such as a specialized coach.

What will occur during the SST Meeting?
During the SST meeting, team members will review the TC's overall progress, as well as strategies that have been utilized to address issues or concerns. The meeting serves as a

problem-solving session in which the team, including the TC, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions. It is through this information exchange process that effective strategies and interventions can be suggested, tested, and monitored. The selected interventions, strategies, and implementation timelines are recorded in a Student Success Plan that will be reviewed periodically and in effect until graduation. This Success Plan will be developed by the TC's Program Coordinator with review and input from the SST. A follow-up meeting will be scheduled to review the success of the interventions developed in the Student Success Plan. At this meeting the team may determine:

- The interventions were successful, and further intervention assistance is not needed
- The interventions were successful, and further interventions need to be added for other areas of concern.
- The interventions were somewhat effective. Further or modified interventions are needed to gather more information. A follow-up meeting will be scheduled.
- The interventions were not effective, or one or more of the Success Plan conditions were violated.

TC in Pre-professional Year
In the event of violations of any one or more of the conditions in the Success Plan, at that time, the SST will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

TC in the Professional Year
In the event of violations of any one or more of the conditions in the Success Plan, this will constitute a failure in methods and/or student teaching. At that time, the SST will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

Student Success Team Referral & Meeting ➡️

Tier Three:
- MOU violated, **or**
- Placement change is requested, **or**
- Egregious campus, community, or field incident occurs.
- Success Plan developed & student is monitored.

Tier Two Intervention:
1. "Unscheduled" Dispositions form completed, citing general area(s) of concern.
2. Student meets with relevant faculty/staff member, or if field-related, with immediate supervisors (ex: CMT/UM). PC may be involved in meeting, as needed.
   - Dispositions form shared & signed.
3. College MOU completed & signed, specifying BGSU student actions & timeline required.
4. Dispositions Form & MOU sent to PC & uploaded to Student Success Collaborative.

⬅️ Program Coor., Field Exp, CMT, & UM must be informed if field-related.

Tier One Intervention:
1. Annual review of all students by advisors and Program Coordinators:
   a. GPA
   b. Dispositions/Field Evaluations
   c. Attendance
   d. Eligibility Markers
2. Students contacted; those with serious issues meet with advisor, field supervisor, and/or Program Coordinator, as needed.
   a. Email, "Unscheduled" Dispositions form, MOU, and/or notation (as deemed necessary) uploaded to Student Success Collaborative (SSC).