

# FSU Teacher Candidate Review and Appeal Process

## Review Process and Placement Policies

### Goals:

1. produce the most effective teachers who are:
  - o knowledgeable and skillful
  - o caring and inclusive
  - o professional and ethical
2. maintain positive relationships with public school partners
3. facilitate open communication among FSU faculty, staff, students and public school partner personnel regarding teacher candidate coursework and field placement performances

**Objective:** to promote teacher candidate success by identifying and addressing concerns raised by FSU or field personnel, communicating areas in need of improvement with candidate and when appropriate constructing a support plan. Observations of the candidate in the classroom and/or field experience, interpersonal interactions, and feedback from the field experiences will be considered when identifying areas in need of improvement.

### Maintaining Professional Characteristics Standard

Teaching involves extensive interaction with children and/or adolescents. Framingham State University and the faculty associated with teacher education are obligated to insure that those who complete a teacher education program possess both the academic knowledge and the professional attributes appropriate for teaching. Therefore, all teacher candidates will be evaluated on both academic and professional attributes deemed necessary for working with students, students' families, and professionals in the field. Teacher candidates whose suitability for teaching is in question by FSU faculty, staff, or by field personnel will be evaluated by the Framingham State University College of Education Professional Standards Committee. If warranted, continuation in a teacher licensure program may be prohibited.

(This standard is documented in the [Field Placement Handbook](#), and the [Student Teaching Handbook](#).)

## I. Review

### A. Review of applicants by Professional Standards Committee (Appendix A)

The Professional Standards Committee (PSC) meets each semester to review all applicants for the coming semester, based on the requirements matrix (in the [Field Placement Handbook](#)), which identifies requirements for each phase in the program sequence, as well as feedback from FSU personnel and field personnel. Additional attention is given to teacher candidates for whom concerns have been raised, in course work at FSU, in interactions with FSU personnel, or with MTEL. It is critical to identify and communicate potential problems and concerns early. Early identification and communication will afford time, if necessary, to construct and implement a candidate support plan and finally, reevaluate teacher candidate progress.

- If the PSC recommends a candidate support plan based on a **referral or evaluation** from the field, a designated member of the PSC will be assigned to assist with development and implementation of the teacher candidate support plans.
- A representative of the PSC will collaborate with appropriate faculty to notify candidates of decisions related to continuation in the program.

#### 1. Requirements Matrix (in the [Field Placement Handbook](#))

This table documents the requirements for each placement and phase in the program; it has been reviewed during both state program approval and national accreditation processes.

#### 2. [Professional Standards Committee Referral Form](#)

This document is available to all faculty and staff, upon request, to report concerns to the Professional Standards Committee.

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## 3. [Grade Calculator Spreadsheet](#)

A grade calculator spreadsheet is generated for and sent via email to any candidate who, at the time of application, does not meet the GPA requirement.

## 4. [Repeating the Student Teaching Practicum](#)

Candidates requesting to repeat student teaching must compose a letter to the Professional Standards Committee requesting a new placement and indicating how the next experience will differ from the previous. This must be done following a withdrawal (W), failure (F), a grade below C-, or failure to meet proficiency in quality for all six elements in the Candidate Assessment of Performance (CAP).

## B. Mid-term Review

### 1. [Dispositions Assessment for All Pre-Practicum Placements](#)

All field placement mid-term and final assessments, including dispositions, are reviewed by the appropriate faculty member and the Field Placement Office as well as **shared with the teacher candidate**. Concerns raised must be brought to the attention of the Professional Standards Committee by the faculty member or the Field Placement Office. If deemed necessary, a candidate support plan with a specified re-evaluation date will be developed by the appropriate faculty member and/or a designated member of the Professional Standards Committee. If the candidate still shows no improvement, by the specified re-evaluation date, the Professional Standards Committee will make a recommendation regarding continuance in the program.

### 2. [Mid-term Review for Practicum](#)

A formative assessment is completed at the mid-point of the student teaching practicum using the Candidate Assessment of Performance<sup>1</sup> ([CAP](#)) rubric. The.

If a candidate is not showing progress toward proficiency, the program supervisor and supervising practitioner must<sup>2</sup>

- a) provide additional feedback, including additional observations.
- b) provide very specific documented feedback and action steps via a [Candidate Support Plan](#). Both original and final versions of the support plan must be kept in the candidate's file in the College of Education Office.
- c) Model desired outcomes and provide opportunities for additional practice.

Concerns raised must be brought to the attention of the Professional Standards Committee by the program supervisor via letter, referral form or via the chairs of the Education Department and Professional Standards Committee. If deemed necessary and if not already completed, a candidate support plan with a specified re-evaluation date will be developed by the appropriate faculty. If the candidate still shows no improvement, by the specified re-evaluation date, the Professional Standards Committee will make a recommendation regarding continuance in the program.

### 3. [Informal review](#)

During both pre-practicum and practicum experiences, supervising practitioners often turn to FSU faculty for assistance and advice. All communication regarding concerns must be documented in the candidate's licensure file. (Questions regarding assignments and expectations might not be concerns and may not require documentation in the candidate's file.) If the concerns are minor, the faculty member and SP may choose to speak with the candidate; a summary of the discussion must be documented in the candidate's licensure file as evidence of potential behavior patterns. If a conversation with the candidate is not sufficient, the faculty member must

- a) notify the chairs of the Education Department and Professional Standards Committee

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<sup>1</sup> CAP was developed by MA DESE in consultation with Massachusetts Educators

<sup>2</sup> A rating of *unsatisfactory* or *needs improvement* on any of the six essential elements assessed by CAP should trigger development of a candidate support plan.

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- b) provide very specific documented feedback and action steps via a [Candidate Support Plan](#). Both original and final versions of the support plan must be kept in the candidate's file in the College of Education Office.
- c) report back to the chairs of the Education Department and Professional Standards Committee after each re-evaluation date.

If a program supervisor is visiting a school and receives feedback from another supervising practitioner (SP) regarding a candidate for whom the supervisor is not responsible, the supervisor should put the teacher in touch with that candidate's supervisor. If necessary, the SP may contact the Field Placement Office for assistance in reaching the appropriate supervisor.

Concerns raised must be brought to the attention of the Professional Standards Committee by the faculty member via letter, referral form or via the chairs of the Education Department and Professional Standards Committee. If deemed necessary and if not already completed, a candidate support plan with a specified re-evaluation date will be developed by the appropriate faculty with the assistance of a designated member of the Professional Standards Committee. If the candidate still shows no improvement, by the specified re-evaluation date, the Professional Standards Committee will make a recommendation regarding continuance in the program.

#### 4. [Reminder Letters](#)

Field placement applicants who have not yet met all requirements for placement in the upcoming semester receive a letter from the FSU Education Field Placement Office documenting outstanding requirements.

### C. [Pre-Practicum Observations and Gateway Assessments](#)

[These assessments are currently under development. Once completed, additional information will follow.]

### D. [End-of-semester Review](#)

#### 1. [For all Field Study Placements](#)

- [Field Study Time Log and Narrative](#)
- [Dispositions Assessment Rubric](#)

These documents are reviewed and initialed by the appropriate faculty member as well as reviewed and logged by the field placement staff. Any concerns raised must be shared and discussed with the teacher candidate. Concerns raised must be brought to the attention of the Professional Standards Committee by the faculty member or the Field Placement Office. If deemed necessary, a candidate support plan with a specified re-evaluation date will be developed by the appropriate faculty member with the assistance of a designated member of the Professional Standards Committee. If the candidate still shows no improvement, by the specified re-evaluation date, the Professional Standards Committee will make a recommendation regarding continuance in the program.

#### 2. [ELC FS II Narrative](#)

All field placement mid-term and final assessments, including narratives, are reviewed by the appropriate faculty member and the Field Placement Office as well as shared with the teacher candidate. Concerns raised must be brought to the attention of the Professional Standards Committee by the faculty member or the Field Placement Office. If deemed necessary, a candidate support plan with a specified re-evaluation date will be developed by the appropriate faculty member with the assistance of a designated member of the Professional Standards Committee. If the candidate still shows no improvement, by the specified re-evaluation date, the Professional Standards Committee will make a recommendation regarding continuance in the program.

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## 3. Final Review for Practicum

A summative assessment is completed in the final two weeks of the student teaching practicum using the Candidate Assessment of Performance ([CAP](#)) rubric.

## 4. Denial letters

Approximately two weeks prior to the upcoming semester, teacher candidates who have not met all requirements for placement, including GPA and MTEL, receive a letter documenting requirements not met. Candidates are asked to withdraw from the course(s) associated with the field placement.

## II. Re-mediation

### A. Professional Standards Committee Follow-up Form

This form is used to document actions required following review by the Professional Standards Committee.

### B. Letters Documenting Meeting Summaries

Meetings between candidates and faculty occur as faculty and candidates see fit. Following every meeting with a teacher candidate regarding concerns raised or difficulty meeting requirements, the faculty or staff members involved in the meeting **write a summary of the meeting objectives and outcomes**, present a copy of the summary to the teacher candidate, and **store a copy in the teacher candidate's licensure file**.

### C. Teacher Candidate Support Plan

When concerns are raised regarding a candidate's dispositions or performance, a teacher candidate support plan, with clear and measureable objectives, must be developed and documented in the teacher candidate's file. It is important to identify problems and concerns early to allow time to demonstrate improvement. A faculty or staff member must be designated to **follow-up with the teacher candidate** and/or the teacher candidate's SP regarding progress toward meeting the specified objectives.

Development of a candidate support plan requires a minimum of **two people**, in addition to the candidate. One, if at all possible, should be the appropriate faculty member or supervisor.

- If the complaint is internal to FSU, the second person could be the candidate's advisor, the faculty member's department chair, another faculty member who teaches the candidate, or a representative of the PSC.
- If a faculty member and SP decide, prior to referral to the PSC, that a support plan is in order, they may be the two people involved in development of the plan.
- If the PSC recommends a support plan based on a **referral or evaluation** from the field, a designated member of the PSC will be assigned to assist with development of the teacher candidate support plan.

## III. Appeal

A candidate may appeal a Professional Standards Committee decision by providing additional documentation and evidence to demonstrate progress toward meeting the Professional Characteristics Standard. Appeals will follow the Framingham State University [appeals process](#).