

# WATSON SCHOOL OF EDUCATION

## Performance Review Process

Consistent with the commitment to admit quality students into the teacher education programs, the Watson School of Education also focuses upon the retention of students in programs designed to prepare them to become effective educators. The Performance Review Process is an ongoing component of that effort, and is formally activated at least once per semester. The purpose of the Performance Review Process is to provide honest and candid feedback to prospective educators as part of the Watson School's obligation to produce quality personnel. Students should be aware that review of performance will occur at least twice during their program of studies in the Watson School of Education: (1) approximately midway through their coursework requirements, and (2) prior to student teaching. Faculty also can express their concerns at any time during a student's program.

The Performance Review Process focuses on student performance in the following areas:

### Academic Achievement

This area encompasses performance in courses in Basic Studies, Pre-Education set, and Professional Studies in Education. Advisors monitor the attainment of a 2.7 GPA for admission to the Watson School of Education, as well as grades in courses leading to completion of degree and licensure requirements. Professors monitor student performance within courses based upon quality of work products submitted, grades, class interactions, academic integrity, and mastery of concepts within the various areas of study.

### Professional Behavior

Included in this area are behaviors and skills related to becoming a professional educator, such as preparation for field-based assignments (e.g., having lesson plans completed); punctuality and attendance; appropriate attire; development of positive rapport with children, parents, teachers, and administrators; professional demeanor; professional interactions with university students, faculty, staff, and administrators; use of standard English in oral and written communications; and adherence to school rules and ethical standards. Partnership teachers, university supervisors, and professors monitor these behaviors in class sessions, the Ed Lab, and field-based assignments in school settings.

## **Process**

Concerns about performance in Academic Achievement or Professional Behavior must first be discussed with the student by the partnership teacher, university supervisor, professor, or Ed Lab staff. At the time the discussion occurs, the individual also may discuss the situation/concern with the department chair.

At least once per semester (prior to the preregistration advising period), faculty will be surveyed by the Coordinator of Student Services regarding performance of students enrolled in the programs. At that time, professors will share concerns and discuss support provided to date. (Professors also can notify the Coordinator of Student Services and/or department chair any time an incident occurs.)

The Coordinator of Student Services will compile the information received and share it with the department chairs. The Coordinator will schedule a conference with any student for whom a pattern of concerns has been identified or for whom a serious incident has been observed. Department chairs also may meet with the students. (The chair of Curricular Studies will meet with students in the education of young children, elementary, middle grades, and special education programs. The chair of the Department of Specialty Studies will meet with students in the secondary or allied program areas.) Written records will be maintained for these meetings.

The first priority will be to provide any support or assistance appropriate for the student, such as referral to the Coordinator of Student Services, Associate Dean for Academic Programs, Counseling Center, or the Learning Assistance Center. Depending upon the nature of the situation, other options may be warranted including establishment of written timelines to correct certain behaviors (e.g., making up work missed) or specification of consequences (e.g., withdrawal from internship if pupils cease to learn or classroom routines are being disrupted).

Confidential records will be maintained on the conferences and any written correspondence by the department chairs and the Coordinator of Student Services. If the pattern of poor performance persists for two semesters, the student will be advised by conference and follow-up letter from the Dean or the department chair to explore other career options. Copies of such correspondence will be sent to the Dean or his/her designee.

## **Note Regarding Crime Convictions**

At the time of application for licensure, students are asked to complete a statement and attach copies of court proceedings regarding convictions for crimes other than minor traffic violations. The state may deny the issuance of a license if an individual has been convicted of or pleaded no contest to a crime if there is a reasonable and adverse relationship between the crime and the continuing ability of the person to perform any of his or her professional functions in an effective manner.