

Candidate Intervention System

School of Education

University of Wisconsin-Stout

Revised: 10/24/2007

The School of Education at the University of Wisconsin-Stout has articulated standards and dispositions for initial and advanced candidates (see back side of this form). The purpose of this intervention system is to provide candidates the opportunity and support needed to resolve academic performance or disposition issues that fall below unit expectations.

Faculty, staff, and clinical experience supervisors initiate this process by completing a "Candidate Intervention" form. Concrete reasons for initiating the process include things like chronic absenteeism, disrespect for culture or gender, pessimism about some students' ability to learn, consistently expressing low expectations, inappropriate dress or behavior in clinical settings, a general lack of enthusiasm or initiative, unduly simplistic ideas about teaching and learning, insubordination, lack of autonomy, or a lack of empathy for students. The completed form is submitted to the chair and it is subsequently forwarded to the candidate's program director. He or she will work with the candidate to define specific objectives for addressing the deficiencies in question and establish a timeline for achieving said objectives.

Failure to achieve the established objectives in a timely manner moves the issue to the "School Retention Committee (SRC)." This committee is comprised of faculty from the School of Education. They would review the initial intervention plan, interview the candidate, and consider providing the candidate a second opportunity to resolve the problem. The specific behavioral objectives and deadlines are revised and updated. Failure to fulfill the objectives in accordance to this plan results in a candidate no longer being eligible for professional program admission and subsequently being advised into another program.

The assessments and decisions made in conjunction with this process are the professional judgments of the faculty in the School of Education regarding the ability of candidates to demonstrate to the knowledge, skills, and dispositions associated with being a professional educator. It is not part of the Student Academic Disciplinary Procedure (UWS-14) at UW-Stout, although the results of a disciplinary action may be used as a basis for initiating this procedure.

Dispositions

- Attendance (present in and on time for classes and student teaching)
- Preparedness (prepared for classes and student teaching/practicum experiences)
- Continuous Learning (view education as a life-long learning process)
- Positive Climate (respond professionally to situations and feedback)
- Reflective (engage in active reflection)
- Thoughtful and Responsive Listener (thoughtfully listen and respond to people's insights, needs, and concerns)
- Cooperative/Collaborative (work well with others)
- Respectful (show respect for self and others)

Wisconsin Teacher Education Standards

1. Teachers know the subject they are teaching.
2. Teachers know how children grow.
3. Teachers understand children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

Wisconsin Pupil Services Standards

1. The pupil services professional understands the Ten Teacher Standards.
2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.
3. The pupil services professional has the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.
4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
5. The pupil services professional understands the organization, development, management, and content of collaborative and mutually supportive pupil services programs within educational settings.
6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral, and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation, and evaluation of system-wide interventions and strategies.
7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services, and adult education.

Wisconsin Educator Standards – Administrators

1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.