



Integrated Bachelor's/Master's (IB/M) Teacher Education Program 2025 Program Expectations and Candidate Progression Policy

Throughout the teacher candidates' progress in the Teacher Education program, faculty, clinic teachers, and university supervisors will assess the teacher candidates' professional knowledge, skills, and dispositions in both the university and clinical settings, and make recommendations regarding teacher candidate continuation in the program.

Continuation in the Teacher Education program is based on continued acceptable performance. Acceptable performance in the Teacher Education program is defined as:

- Consistent, active, and appropriate engagement/participation during scheduled classes/meetings.
- Exhibits professional written and oral communication (including via email and during meetings) with faculty, staff, and peers.
- Earn grades of B- or better in education courses and seminars; maintain a GPA of 3.0 or higher in their major and education coursework.
- Maintain a cumulative GPA of 3.0 or higher.
- Complete all work with regards to grades of Incomplete prior to start of the subsequent semester, and prior to the grade being converted to a failing grade (F).
- Complete program requirements according to the plan of study for the concentration area.
- Adherence with the [Neag Teacher Education Education's Code of Conduct](#) and [UConn Student Code](#).
- Demonstrate ability to work successfully with PK-12 students in field placement settings throughout the program. Clinic teachers evaluate students by using a department designed evaluation instrument aligned with program standards. Students must actively participate in scheduled clinic hours/days and receive consistently positive evaluations from classroom teachers to continue in the program.
- Follow the teacher code of conduct within the assigned Professional Development Center (PDC).

Procedures:

The Director of Teacher Education and Assistant Dean and Certification Officer will review teacher candidate performance on a semester basis. Faculty advisors will be notified of these reports. Likewise, advisors should notify the Director of Teacher Education or Assistant Dean and Certification Officer of concerns they identify. Notification emails will be sent to teacher education candidates who do not meet the criteria for acceptable performance and a course of action will be determined.

When issues or concerns are raised regarding the teacher candidate's performance in the Teacher Education program, steps will be followed to address those issues or concerns. Those steps are:

1. Upon a concern being raised, the appropriate faculty, advisor, PDC coordinator or Director of School-University Partnerships, or staff member is required to discuss the situation with the teacher candidate. Prior to the discussion the appropriate person should review relevant documentation and other sources if needed to fully discuss the situation with the teacher education candidate. This meeting must be documented and written recommendations should be given to the teacher candidate. If, at any point, there is a determination of academic, scholarly, or professional misconduct, the responsible party will notify the student that they are submitting a university report due to a violation of the [Academic, Scholarly, and Professional Integrity and Misconduct \(ASPIM\) Policy](#). When a concern is raised about a teacher candidate's actions/dispositions in a field placement, the PDC coordinator in consultation with other appropriate persons will have the option of immediately withdrawing the teacher candidate from the placement.

2. Each semester, some teacher candidates will experience academic-, clinic-, or conduct-related performance issues that may require additional interventions to support their professional growth and learning. If the nature of the concern warrants further intervention, the teacher education candidate identified will be required to attend a review meeting to be called by the Director of Teacher Education. The Director of Teacher Education will chair and convene the Teacher Candidate Review Committee. Members, appointed by the chair, may include the Assistant Dean and Certification Officer, the student's faculty advisor, and the Director of School-University Partnerships. Members of the Teacher Candidate Review Committee and the teacher candidate will be asked to attend. The purpose of the meeting will be to share concerns, gather additional information as relevant, and to develop a Teacher Candidate Professional Growth Plan, if appropriate. Ultimately, the Teacher Candidate Review Committee may dismiss the teacher candidate from the IB/M program.
3. If the issue or concern regarding the teacher candidate's performance is not resolved, the teacher candidate will be encouraged to seek another major/program at the university. Students can appeal a dismissal from a Neag School of Education undergraduate program by submitting an appeal letter to the Associate Dean for Academic Affairs (See [Neag School of Education Dismissal Appeals Process](#) for more information). Neag graduate students can appeal a dismissal by following the process for the Graduate School, as described in the [Graduate Catalog](#).

Teacher Candidate Professional Growth Plans:

Teacher candidates who do not meet the criteria for acceptable performance may or may not be eligible for a Teacher Candidate Professional Growth Plan, based on their individual circumstances. The purpose of the plan is to address areas of concern for teacher candidates having difficulty in the Teacher Education program. Teacher Candidate Professional Growth Plans may draw upon services offered through the university to address areas of concern and will include specific objectives and timeframes within which the objectives must be met. Successful completion of conditions outlined in a Teacher Candidate Professional Growth Plan will be required for continuation in the Teacher Education program. Teacher Candidate Professional Growth Plans, clinic evaluation forms, recommendations, and academic notice letters are treated as part of a teacher candidate's permanent teacher education file.

I have read and understand the IB/M Teacher Education Program Expectations and Candidate Progression Policy as stated here.

(Print Name)

Signature of Student

Date

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