

Faculty and Staff Roles in Procedure for Assisting Child Development Students to Improve Their Lab Practice

Rationale: Child Development students are in a continuum of development as teachers. Many students need only a reasonable amount of supervision from their supervising lab teacher to satisfactorily master the lab objectives of their coursework. Others may require intensive assistance. The level and type of assistance varies from student to student. The procedures outlined below are guidelines for providing students optimum intensive assistance.

Procedure Guidelines

The Role of the Supervising Teacher:

1. Review the lab objectives listed in Child Development course competencies and course evaluations. Feel free, of course, to discuss the objectives with the course instructor.
2. Request a conference with the student directly. Please inform the course instructor and Lab School Director of your intent. Conferences may also be called for students not behaving professionally or ethically in lab.
3. Discuss with the student the areas you have determined need improvement.
 - a. Provide examples of what you would expect to see if the objective were being met satisfactorily and suggest changes the student could make. It works effectively to give the students feedback from your observations of them and their own level of practice. Determine a timeframe for the changes and set another feedback conference, usually within a month.
4. Briefly document the conference in writing and provide a copy to the Lab School Director and the student's instructor.
5. Confer with the student's instructor about his or her level of progress. Request the faculty observe the student in the classroom if needed.
6. If the student does not make the expected changes or maintain the changes, you in collaboration with the student's instructor can develop a contract outlining the expected behavioral changes, again providing a timeline for the changes and a follow up conference. (You may also want to include the Lab School Director, CDP Department Chair, or Students with Disabilities Counselor, if needed.) The faculty member should observe the student before you develop a contract together.
7. Inform the Lab School Director of the contract and conference.

The Role of the Faculty Member

1. Review the lab objectives listed in the Child Development course competencies and, if appropriate, include the objectives on the course syllabus.
2. To enforce the significance of lab work to the student, include a statement on course syllabi requiring a satisfactory evaluation by the student's Lab School supervising teacher is necessary to receive credit for the course.
3. Meet with the lab school supervising teacher as requested.
4. Monitor the student's progress via the Lab School teacher.
5. Observe the student as requested by the Lab School teacher and before developing a contract with the supervising Lab teacher.
6. Meet with the student and lab school teacher in a follow-up feedback conference.
7. Inform the Department Chair of your contract and conference.

Recommended Timeline

This timeline is based on providing the student with an opportunity to withdraw from the course. The last day to withdraw from a course is typically 3 weeks before the end of the semester.

Initial Conference	during the first 4 weeks of lab
Follow-Up Conference	by 6 th week of semester
Faculty Observation, if requested	by midterm
Contract Meeting	by 9 th week of semester
Follow-up Conference	by 12 th week of semester

It may not always be possible to determine that a student needs intensive supervision to improve in the above timeline. The steps may be followed anytime during the semester. Faculty and the lab school supervising teacher may determine that it is better to give the student more time for improvement and place the student "on notice" that he or she is not meeting the expected objectives. Please be sure to do this with the knowledge of the Lab School Director and Department Chair so there can be follow-up the next semester.