



**UNIVERSITY OF NEW MEXICO  
COLLEGE OF EDUCATION AND  
HUMAN SCIENCES**

**2023-2024**

# **Educator Preparation Programs Teacher Candidate Continuation Policy**



## **Teacher Candidate Continuation Policy**

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### **Resources**

New Mexico Code of Ethical Responsibility of the Education Profession

[http://www.unm.edu/~susanrc/Site/SPC\\_ED\\_519\\_files/Ethical%20Code%20of%20Conduct6.60.9%20NMAC.pdf](http://www.unm.edu/~susanrc/Site/SPC_ED_519_files/Ethical%20Code%20of%20Conduct6.60.9%20NMAC.pdf)

UNM Student Code of Conduct

<https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

UNM Student Grievance Procedure

<https://pathfinder.unm.edu/student-grievance-procedure.html>

UNM Graduate Student Grievance Procedure

<https://pathfinder.unm.edu/campus-policies/graduate-student-grievance-procedure.html>



COLLEGE OF EDUCATION AND HUMAN SCIENCES

## **Teacher Candidate Continuation Policy**

<https://COEHS.unm.edu/uploads/docs/coe-main/epp-continuation-policy.pdf>

The College of Education & Human Sciences (COEHS) and the Educator Preparation Licensure Programs adopt the following as its Teacher Candidate Continuation Policy.

The College of Education & Human Sciences (COEHS) and the Educator Preparation Licensure Programs offer a curriculum designed to academically prepare individuals for the teaching profession. This preparation results from a combination of the successful completion of university coursework, clinical experiences, and includes the demonstration of professional dispositions that all teachers should possess. The COEHS recommends teacher candidates to the New Mexico Public Education Department Professional Licensure Bureau for teacher licensure. A teacher candidate who has not demonstrated the academic, professional behavior, and dispositions indicated below will not be recommended by the COEHS and the Educator Preparation Programs for licensure. A teacher candidate who has not demonstrated the academic, professional behavior, and dispositions indicated below may not be allowed to continue in a licensure program.

On occasion, a teacher candidate's professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the licensure program personnel. In order to address this concern, the Teacher Candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support in order to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit his/her licensure program.

A teacher candidate may initiate the UNM Student Grievance Policy at any time during the Teacher Continuation Policy process.

### **I. Background**

Teacher candidates are students who have been admitted to an educator preparation licensure program in the College of Education & Human Sciences.

All teacher candidates will be apprised of the Teacher Candidate Continuation Policy upon admission to the program. This policy applies to all educator preparation teacher candidates admitted to an educator preparation program and to teacher candidates completing coursework in the COEHS which requires interaction with schools, and remains so until completion of their program.

A teacher candidate's program acceptance is assessed at admission to his/her teacher educator program and their program continuation is assessed throughout their time within that program.

The faculty assesses a teacher candidate's program admission by determining that the teacher candidate is in good standing at UNM.

For successful advancement and program completion, teacher candidates must meet both the academic and field-based experience (student teaching) requirements of their specific educator preparation program and the academic, professional behavior, and dispositions requirements upheld by UNM's College of Education & Human Sciences. While matriculating through these educator preparation programs, teacher candidates are assessed and monitored to ensure they are meeting the academic, field-based experience (student teaching), professional/ethical behavior, and dispositional requirements. Any concerns raised in the following areas may initiate the Teacher Candidate Continuation Policy review process: Academic; professional/ethical behavior; or dispositions.

For information on professional expectations and ethical behaviors see the College of Education & Human Sciences, Educator Preparation Programs' Unit Handbook, the teacher candidate's licensure program handbook, and the teacher candidate's host school's handbook. Additional documents on professional expectations and ethical behaviors include:

- (1) The Code of Ethical Responsibility of the Education Profession)  
([http://www.unm.edu/~susanrc/Site/SPC\\_ED\\_519\\_files/Ethical%20Code%20of%20Conduct6.60.9%20NMAC.pdf](http://www.unm.edu/~susanrc/Site/SPC_ED_519_files/Ethical%20Code%20of%20Conduct6.60.9%20NMAC.pdf) );
- (2) The UNM Student Code of Conduct  
(<https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html> ); and,
- (3) The Teacher Candidate Dispositions (page 16).

All decisions by the College of Education & Human Sciences personnel related to a teacher candidate's academic or professional behavior are subject to appeal through the Pathfinder – UNM Student Handbook, Student Grievance Procedure (<https://pathfinder.unm.edu/student-grievance-procedure.html> ); For teacher candidates in a graduate program the appeal is the Graduate Student Grievance Procedure (<https://pathfinder.unm.edu/campus-policies/graduate-student-grievance-procedure.html> ).

## II. Definitions and Descriptions

### A. Educator Preparation Program Coordinators (EPPCs)

The Educator Preparation Program Coordinators are the program coordinators for all the educator licensure programs in the College of Education & Human Sciences. They are responsible for monitoring teacher candidates' progress in their licensure program. Working together as a group, the Program Coordinators may impose Formal Level 2 actions or Emergency Actions in response to a teacher candidate's deficiencies in performance.

For purposes of decision-making and hearings, a quorum of four (4) Program Coordinators will be needed, and the group will make decisions based upon a simple majority vote.

For a teacher candidate who is a graduate student in an alternative licensure program, the Program Coordinator will inform the teacher candidate's Faculty Advisor of any Teacher Continuation or Emergency Actions.

### B. Corrective and Adverse Actions

**Corrective Actions** reside in the Formal Review Level 1. They are defined as specific actions recommended by the Formal Review Level 1 participants and are to be implemented by the teacher candidate in order to resolve the issue(s)/concern(s) brought forth in the review. The *Corrective Action Plan* is a written agreement between the Formal Review

Level 1 participants (described in section III.B.) and the teacher candidate. Corrective actions are intended to assist the teacher candidate with their professional learning experiences and improve the teacher candidate's overall performance in the program.

**Adverse Actions** reside in the Formal Review Level 2. Adverse actions are actions recommended by the committee of program coordinators (described in section IV.A.). Adverse actions could include probation, repetition of an entire program phase, or dismissal from the licensure program and/or College of Education & Human Sciences.

### C. Informal Review

An Informal Review involves a meeting of the parties who are directly involved with the teacher candidate and are knowledgeable with the concern and the teacher candidate. The purpose of the Informal Review is to address a concern with the teacher candidate and to provide suggestions to the teacher candidate on how to correct the concern. An Informal Review can involve faculty, university student teacher supervisor, school personnel (cooperating teacher or principal), personnel in the Center for Student Success, Department Chair, and the teacher candidate.

### D. Formal Reviews (Level 1 and Level 2)

When concerns with a teacher candidate continue after the Informal Review or an egregious or more serious academic or behavioral concern arises, the matters may be addressed in a Formal Review. There are two kinds of formal review: **Formal Review Level 1** and **Formal Review Level 2**. The distinction between Level 1 and Level 2 is significant. Each Level has its own set of expectations and documentation. All teacher candidates referred for review should participate in the process. Refusal to participate will not terminate the process.

#### 1. Formal Review Level 1

A Formal Review Level 1 action is taken with a teacher candidate when a concern or deficiency has not been corrected after an Informal Review meeting between the teacher candidate and involved parties.

A Formal Review Level 1 action typically involves the imposition of a corrective action plan that, in the opinion of the Educator Preparation Program Coordinators (EPPCs), is necessary in order to improve the teacher candidate's performance. A Level 1 action includes, but is not limited to: requiring a teacher candidate to complete a **Corrective Action Plan** (Appendix B) in which she/he agrees to take certain actions in order to continue in his/her licensure program. Corrective actions cannot be appealed by the teacher candidate, but may be reviewed by the designated Associate Dean at the teacher candidate's request.

#### 2. Formal Review Level 2

A Formal Review Level 2 action is taken when a teacher candidate: (1) Fails to successfully implement a Level 1 Corrective Action Plan: or, (2) has more serious academic or professional behavioral concerns. Level 2 actions could include, but are not limited to: probation from the

College of Education & Human Sciences and/or the licensure program; repetition of all or part of the licensure program; or, dismissal from the College of Education & Human Sciences and the licensure program. Level 2 actions are subject to appeal by the teacher candidate.

Level 2 Reviews may include instances of unprofessional conduct/behavior that is not serious enough to warrant an emergency suspension, but needs to be immediately addressed in a timely manner without going through the Informal or Level 1 Reviews.

### **E. Alternative Actions: Emergency Suspension and Leave of Absence Option**

The purpose of an **emergency suspension** is to provide an immediate response to an emergency situation by removing the teacher candidate from the situation/environment. An emergency suspension is enacted when there are egregious violations of the UNM Student Code of Conduct (Appendix E), the NMAC 6.60.9 Code of Ethical Responsibility for Educators (Appendix D), or the teacher candidate's host school or district's code of conduct.

A teacher candidate may be immediately suspended on an emergency basis if the teacher candidate's behavior is deemed threatening to self or others or is sufficiently disruptive.

**Leave of absence** –is optional and may be used when the teacher candidate, the licensure program coordinator, and the COEHS agree that the teacher candidate could use some time apart from school (UNM classroom/host school) to deal with personal issues.

## **III. Informal Review and Formal Review Level 1 Procedures**

### **A. Informal Review Procedure**

When the faculty member, university student teacher supervisor, program coordinator, personnel in the Center for Student Success, school personnel, Department Chair, or other involved party has a concern about a teacher candidate meeting any of the continuation criteria, they will conduct an Informal Review meeting and undertake the following steps:

#### **1. Discuss**

The concern will be discussed directly with the teacher candidate, and the parties will seek to work with the candidate to resolve the difficulties. If a problem arises in the field, the university student teaching supervisor and/or cooperating teacher of the host school or district may discuss and document concerns directly with the program coordinator. The teacher candidate is included in this meeting.

#### **2. Document**

The dates and content of the meeting with teacher candidate will be documented. Complete the ***Informal Review Summary*** form and give a copy to the teacher candidate's Program Coordinator, the Department Chairperson, and the designated Associate Dean.

### 3. Advise

The initiator of the **Informal Review Summary** will advise the appropriate Program Coordinator, the Department Chair and the designated Associate Dean in order to identify potential patterns and issues related to the teacher candidate. If this deficiency/behavior continues, it may result in further action and review by the College of Education & Human Sciences (i.e. the teacher candidate proceeds to Formal Review Level 1).

#### B. Formal Review Level 1 Procedure (Corrective Actions)

When a faculty member, instructor, program coordinator, personnel in the Center for Student Success, or university Student Teaching Supervisor or other involved party continues to have the same concern that the teacher candidate has not successfully addressed in the **Informal Review**, or if the concern is significant, the involved party will complete the **Formal Review Level 1** form. This form is to be submitted to the teacher candidate's Program Coordinator and copies sent to the Department Chairperson and the designated Associate Dean.

Within 10 business days a Formal Review Level 1 meeting will be scheduled with the involved persons (faculty, personnel in the Center for Student Success, school personnel, the Department Chairperson, the Program Coordinator, or other involved parties) and the teacher candidate. During this meeting, the parties will discuss the perceived concern. If necessary, a **Corrective Action Plan** will be developed by the involved parties for the teacher candidate. The nature, content, and time frame for this plan will depend on the specific situation. The **Corrective Action Plan** is signed by all parties involved in the Formal Review Level 1 meeting.

Corrective Action plans are not subject to appeal, but a teacher candidate may request a review by the designated Associate Dean within 10 business days.

If the teacher candidate **successfully completes** the Corrective Action Plan, he/she will continue in their program. If the candidate **fails** to meet the Corrective Action Plan he/she will move to **Formal Review Level 2** for review by the Educator Preparation Program Coordinators (EPPCs).

### IV. Formal Review Level 2 Procedures and Adverse Actions

#### A. Formal Review Level 2 Procedure

The Formal Review Level 2 procedure is enacted when: (1) the same issue/concern persists for the same teacher candidate and the teacher candidate fails to implement the **Corrective Action Plan** successfully; or, (2) there is a more serious egregious academic or professional behavioral concern. During the Formal Review Level 2 review, the Educator Preparation Program Coordinators will meet to address the recurring issue/concern. The teacher candidate's Program Coordinator will serve as the Level 2 Review Chair.

The Formal Review Level 2 shall be initiated when the issue/concern is related to: 1) a teacher candidate's failing to successfully implement the **Corrective Action Plan**; or 2) a teacher candidate's alleged behavior fails to meet the program standards (academic, ethical,

professional). The initiator will submit a referral letter to the teacher candidate's Department Chair and Program Coordinator stating the concern. Upon receipt of this letter, the Department Chair and Program Coordinator shall notify the teacher candidate of the reason for the referral for initiating Formal Review Level 2 process.

The teacher candidate may choose to respond to this letter within ten (10) business days of receipt of the letter. The EPPCs will be notified and will conduct a fact-finding investigation based upon the referral letter and the teacher candidate's response to the referral letter. After completing the investigation, the Level 2 Review Chair will send a letter and a synopsis or copies of the information gathered during the fact-finding investigation to the teacher candidate.

The Level 2 Review Chair will then convene a meeting of the EPPCs to which the teacher candidate is invited and permitted to bring witnesses. At least three (3) business days prior to the EPPC meeting, the teacher candidate shall provide a list of all anticipated witnesses and the approximate time frame needed for these witnesses. The teacher candidate may also provide any additional information that he/she would like the EPPCs to know. This information may be provided in writing prior to the meeting or orally at the meeting. All other written documentation that the student would like the EPPCs to have must be submitted three (3) days prior to the Level 2 Review hearing.

The EPPCs will make a decision as to: 1) whether or not the reported behavior (or absence of action) or failure to meet a program standard occurred; and if so, 2) whether the behavior (or absence thereof) or failure to meet program standards has violated any of the College of Education & Human Sciences Teacher Candidate Continuation Policy.

The decision will be made by a simple majority vote of the EPCCs. Only the EPCCs will be present during the deliberation process. A quorum for the EPPCs is four (4).

Once a decision is made, the Level 2 Review Chair and Program Coordinator will notify the teacher candidate of the EPPCs' decision by letter within 15 business days of the meeting. Any adverse actions imposed by the EPPCs is considered an academic decision of the College of Education & Human Sciences and can be appealed as described in the: (1) Student Grievance Procedure (Appendix F) for undergraduate teacher candidates; or, (2) Graduate Student Grievance Procedure (Appendix G), if the teacher candidate is a graduate student.

The Level 2 Review Chair will complete the *Teacher Candidate Continuation Review* form (Appendix B) and will submit copies to the teacher candidate's Department Chairperson and the designated Associate Dean.

## **B. Formal Review Level 2 Actions (Adverse Actions)**

Formal Review Level 2 actions include, but are not limited to the following:

### **1. Probation**

When a teacher candidate is placed on probation, the EPPCs will require a written plan of action (or contract) and a statement of the period of time the teacher candidate will remain on probation.



## **2. Repetition of an entire program phase**

A teacher candidate may be required to repeat an entire phase of the program (e.g., Student Teaching). Difficulty in achieving or sustaining academic or professional behavioral standards may lead to the EPPC's vote for repetition of a phase of the teacher candidate's program.

## **3. Release from the licensure program and/or College of Education & Human Sciences**

Failure to meet academic or professional standards as set forth in the Educator Preparation Policies and Procedures Unit Handbook may constitute grounds for termination from the program and/or College of Education & Human Sciences.

# **V. Alternative Action: Emergency Suspension and Leave of Absence Option**

## **A. Emergency Suspension**

The purpose of an emergency suspension is to provide an immediate response to an emergency situation by removing the teacher candidate from the situation/environment.

The designated Associate Dean in consultation with the Program Coordinator and Department Chair may immediately suspend a teacher candidate on an emergency basis if, based on information received about the teacher candidate's conduct, the designated Associate Dean finds the teacher candidate's behavior may endanger him/herself or others.

Generally, an emergency suspension may be imposed only in response to an acute incident or pattern of serious egregious conduct that raises significant question as to the teacher candidate's ability to function safely and effectively in the university classroom and/or field-based (school classroom or school) setting.

A teacher candidate who has been placed on emergency suspension may request that the designated Associate Dean who issued the suspension meet as soon as possible (no later than five working days) after the request. At this meeting, the teacher candidate will have the opportunity to explain his/her position and request that the suspension be lifted or modified.

The teacher candidate may offer evidence for the designated Associate Dean's consideration. If, after meeting with the teacher candidate, the designated Associate Dean finds that the teacher candidate's continued presence in his/her professional licensure program may endanger him/herself or others, the designated Associate Dean, in consultation with the teacher candidate's Program Coordinator, will continue the suspension. This decision may be appealed as described in the UNM Pathfinder. Otherwise, the suspension must be lifted or appropriately modified, as determined by the designated Associate Dean. The teacher candidate will be notified of his/her decision within five working days after this meeting. If the emergency suspension is continued, the underlying allegation shall be referred to the EPPCs for consideration of further action consistent with the Level 2 Formal Review Process. The EPPCs will meet as soon as possible to consider the referral.

If the designated Associate Dean lifts the suspension, the teacher candidate will be permitted to return to their program immediately. The matter will still be referred to the EPPCs for the Formal Review Process.

## **B. Leave of Absence Option**

A **Leave of Absence Option** is different from a suspension. A **Leave of Absence Option** is designed to provide the teacher candidate with sufficient time away from program coursework or his/her school placement in order to resolve serious issues.

A teacher candidate may request a **Leave of Absence Option** to the EPPCs and the designated Associate Dean in order to take time away from educational activities. In the event that the EPPCs or the designated Associate Dean issues a **Leave of Absence Option**, the teacher candidate shall receive written notice of the leave of absence and instructions on returning to the program.

The Associate Dean will notify the teacher candidate's Department Chair in writing of the teacher candidate's request for a Leave of Absence Option and the designated Associate Dean's decision.

## **VI. Teacher Candidate Appeals Policy**

The College of Education & Human Sciences and the Educator Preparation Programs adopts the Student Grievance Procedure (Appendix E) for undergraduate students and the Graduate Student Grievance Procedure (Appendix G) for graduate students in an alternative licensure program as the appeals policy for all teacher candidates.

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Responsible Office: College of Education & Human Sciences

Approving Body: COEHS Educator Preparation Program

Faculty Origination Date: April 2018

Date of Revision: September 2019

Scope: Teacher Candidates in an Educator Preparation Program

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### **ANNUAL POLICY REVIEW**

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**The "Teacher Candidate Continuation Policy" and the "Alternative Action: Emergency Suspension and Leave of Absence Option" Policies will be reviewed annually by the Educator Preparation Program Coordinators.**

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## Teacher Candidate Continuation Policy

### INFORMAL REVIEW

| Purpose   | Participants (as appropriate to the case)   | Procedure  |
|---|---|--|
| Discuss issue/concern with the TC regarding academics, professional behaviors, or dispositions. | Faculty, School Personnel, TC, PC, US, Department Chair, CSS Personnel (if appropriate) | <ol style="list-style-type: none"> <li>1. Participants discuss and document issue/concern with the Teacher Candidate.</li> <li>2. Complete the <i>Informal Summary Form</i>.</li> <li>3. Confidential copies sent to all participants and the designated Assoc. Dean.</li> </ol> |

### FORMAL REVIEW LEVEL 1 (Corrective Action)

| Purpose  | Participants (as appropriate to the case)   | Procedure   |
|--|---|---|
| Issue/concern persists without correction. Discuss the continuing concern and develop a <i>Corrective Action Plan</i> with timeline and follow-up. | Faculty, School Personnel, TC, PC, US, Department Chair, CSS Personnel (if appropriate) | <ol style="list-style-type: none"> <li>1. Meeting with participants to discuss the continuing issue/concern.</li> <li>2. Complete <i>Formal Review Level 1 Summary Form</i>. Include measurable and observable terms that describe the required changes to be made. Include a timeline for implementing the changes.</li> <li>3. Participants will complete the <i>Corrective Action Plan</i> form.</li> <li>4. Confidential copies sent to all participants and designated Assoc. Dean.</li> </ol> |

### FORMAL REVIEW LEVEL 2 (Adverse Action)

| Purpose   | Participants (as appropriate to the case)   | Procedure   |
|---|---|---|
| The issue/concern persists without corrective changes. The TC has other serious academic, professional, or behavioral issue(s) or concerns. Convene a meeting of the Program Coordinators to discuss the TC's failure to complete the <i>Corrective Action Plan</i> or has other serious issues and to determine an appropriate Level 2 action. | All Ed. Prep. Program Coordinators<br><br>Involved Parties<br>Teacher Candidate, US, CT, Department Chair, School Personnel, CSS Personnel (if appropriate) | <ol style="list-style-type: none"> <li>1. EPPCs meet with involved parties to discuss the failure of the TC to successfully implement the <i>Corrective Action Plan</i>.</li> <li>2. Review all documents related to the issue/concern.</li> <li>3. Interview the TC and others involved in the issue.</li> <li>4. Make a determination of the Adverse Action for the TC.</li> <li>5. Complete the <i>Teacher Candidate Continuation Review</i> form.</li> <li>6. Confidential copies to all participants, the designated Assoc. Dean.</li> </ol> |

## Teacher Candidate Emergency Action Policies\*

### EMERGENCY SUSPENSION

| Issue  | Procedure for Emergency Suspension   |
|--|--|
| The behavior of a Teacher Candidate (TC) that is threatening to others, endangers others' learning, or is an acute incident. A pattern of conduct that raises questions as to whether the TC can function safely/effectively in the university classroom or school setting. The purpose of an emergency suspension is to remove the TC from the environment. | <ol style="list-style-type: none"> <li>1. The Program Coordinator (PC) meets with the designated Assoc. Dean and the Department Chair to discuss the issue and further action.</li> <li>2. The designated Assoc. Dean may immediately suspend the TC.</li> <li>3. TC may meet w/PC, Dept. Chair, &amp; designated Associate Dean to explain his/her position and request the suspension be lifted.</li> <li>4. The designated Assoc. Dean will document the case and the decision.</li> <li>5. Copies to be given to the PC and Department Chair.</li> </ol> |

### LEAVE OF ABSENCE OPTION

| Issue   | Procedure for Leave of Absence Option   |
|---|---|
| The behavior of a Teacher Candidate (TC) that is subject to a leave of absence option could include: unprofessional conduct (NMAC 6.60.9), continuing disruptive behavior on campus or at the school site, or behavior requiring time away from the classroom or school site. | <ol style="list-style-type: none"> <li>1. The Program Coordinator (PC), Department Chair, and the designated Associate Dean meet with the TC to discuss the issue/concern.</li> <li>2. They may agree the TC should take a leave of absence from part or all educational/professional activities for a period of time.</li> <li>3. The designated Assoc. Dean will document the case with the decision.</li> <li>4. The TC will be given a letter to document the leave and instructions on returning to the program.</li> <li>5. Copies will be given to the PC and Department Chair.</li> </ol> |

**Abbreviations:** TC = Teacher Candidate PC = Ed. Prep. Program Coordinator US = University Supervisor CSS = Center for Student Success  
\* The "Teacher Candidate Emergency Action Policies" ARE NOT part of the "Teacher Candidate Continuation Policy".

TEACHER CANDIDATE INFORMAL REVIEW

Teacher Candidate \_\_\_\_\_ UNM ID# \_\_\_\_\_ Date \_\_\_\_\_

Initiator of Informal Review \_\_\_\_\_ Role \_\_\_\_\_

The Concern (Check all that apply):      \_\_\_ Academic      \_\_\_ Behavioral      \_\_\_ Other (specify) \_\_\_\_\_

Directions: Summarize the concern and discussion with the Teacher Candidate.

I (we) have discussed the concern(s) and possible solutions with the teacher candidate.

|                    |                 |
|--------------------|-----------------|
| Name (print) _____ | Signature _____ |
| Name (print) _____ | Signature _____ |
| Name (print) _____ | Signature _____ |
| Name (print) _____ | Signature _____ |

Copies given to the Program Coordinator, Department Chair, and the designated Associate Dean.

FORMAL REVIEW SUMMARY  
Formal Review Level 1

Teacher Candidate \_\_\_\_\_ UNM ID# \_\_\_\_\_ Date \_\_\_\_\_

Initiator of Level 1 Review \_\_\_\_\_ Role \_\_\_\_\_

The Concern (Check all that apply): \_\_\_\_\_Academic \_\_\_\_\_Behavioral \_\_\_\_\_Other (specify)\_\_\_\_\_

**Directions:** Briefly describe the behavior, situation or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. (Include any documents which serve as evidence.)

*Teacher Candidate signature indicates notification concern(s) and IS NOT an indication of agreement.*

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty or School Personnel signature(s) indicates that the student has been informed in writing of the concern(s).

Name (print) \_\_\_\_\_ Signature \_\_\_\_\_

Name (print) \_\_\_\_\_ Signature \_\_\_\_\_

Name (print) \_\_\_\_\_ Signature \_\_\_\_\_

Name (print) \_\_\_\_\_ Signature \_\_\_\_\_

*Copies given to the Program Coordinator, Department Chair, and the designated Associate Dean.*

## CORRECTIVE ACTION PLAN Formal Review Level 1

Teacher Candidate \_\_\_\_\_ UNM ID# \_\_\_\_\_ Date \_\_\_\_\_

Initiator of Level 1 Review \_\_\_\_\_ Role \_\_\_\_\_

The Concern (Check all that apply):      \_\_\_Academic      \_\_\_Behavioral      \_\_\_Other (specify) \_\_\_\_\_

**Directions:**      Indicate the remediation plan for the teacher candidate.  
(Include timelines and benchmarks for the completion of this Corrective Action Plan.)

*Teacher Candidate signature indicates agreement with the Corrective Action Plan and consents to follow this plan.*

Teacher Candidate Signature \_\_\_\_\_

I (we) have discussed the concern(s) and the *Remediation Plan* with the teacher candidate.

Program Coordinator (print) \_\_\_\_\_ Signature \_\_\_\_\_

Department Chair (print) \_\_\_\_\_ Signature \_\_\_\_\_

*Copies given to the Program Coordinator, Department Chair, and the designated Associate Dean.*

## TEACHER CANDIDATE CONTINUATION REVIEW

### Formal Review Level 2

Teacher Candidate \_\_\_\_\_ UNM ID# \_\_\_\_\_ Date \_\_\_\_\_

The Concern (Check all that apply): \_\_\_\_\_Academic \_\_\_\_\_Behavioral \_\_\_\_\_Other (specify)\_\_\_\_\_

#### **Disposition of Case:**

Following the review of the evidence presented from documentations and previous meetings, and after interviewing the teacher candidate in question and the faculty involved with this case, the Program Coordinators have made the following recommendation:

- \_\_\_\_\_ Teacher candidate is allowed to proceed in the program without further corrective action.
- \_\_\_\_\_ Teacher candidate is allowed to proceed in the program with an additional corrective action plan (attached).
- \_\_\_\_\_ Teacher candidate is not allowed to proceed in the program and is being dismissed from the program effective immediately.

**Additional** (optional) comments from the Program Coordinators (if needed).

***Teacher Candidate's signature indicates notification regarding the Program Coordinators' decision and IS NOT an indication of agreement.***

**Teacher Candidate Signature:** \_\_\_\_\_

#### **Program Coordinators' signatures:**

**CHAIRPERSON**

Print \_\_\_\_\_ Signature \_\_\_\_\_

**MEMBER**

Print \_\_\_\_\_ Signature \_\_\_\_\_

**MEMBER**

Print \_\_\_\_\_ Signature \_\_\_\_\_

**MEMBER**

Print \_\_\_\_\_ Signature \_\_\_\_\_

**MEMBER**

Print \_\_\_\_\_ Signature \_\_\_\_\_

***Copies to the Teacher Candidate's Program Coordinator, Department Chair, and the designated Associate Dean.***



College of Education & Human Sciences Educator Preparation Programs

## TEACHER CANDIDATE DISPOSITIONS

### NMTEACH DOMAIN 4: Professionalism

**Note:** Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

**Note:** Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English learners (ELs) and Individualized Education Program (IEP) goals, when serving SWD.

#### **NMTEACH 4A: Communicating with Families**

- How well does the teacher engage families in the instructional program?
- To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate?

#### **NMTEACH 4B: Participating in a Professional Community**

- How willing and committed is the teacher to participate in the professional community?
- How collegial and productive are the teacher’s relationships with her/his colleagues?

#### **NMTEACH 4C: Reflecting on Teaching**

- How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices?

#### **NMTEACH 4D: Demonstrating Professionalism**

- How high are the teacher’s professional standards and practices?
- To what level is the teacher willing to comply with district and school rules and regulations?

#### **NMTEACH 4E: Growing and Developing Professionally**

- To what level does the teacher seek out, implement, and share professional learning?
- How well does the teacher utilize feedback?

#### **NMTEACH 4F: Maintaining Accurate Records**

- How efficient and accurate are the teacher’s record-keeping systems?

The rubric for scoring the Teacher Candidate’s Dispositions is based on the NMTEACH “Levels of Performance”: Ineffective, Minimally Effective, Effective, and Highly Effective.

Each Element (4A, 4B, 4C, 4D, 4E, 4F) is scored using this rubric.

The criteria for the Levels of Performance are identified in the NMTEACH Domain 4.

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/NMTEACH-Observation-Rubric-Domain-4.pdf>