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LINKS TO STANDARDS, COMPETENCIES, and ASSESSMENTS

NMTEACH Observation Rubric

InTASC Standards
https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

New Mexico Code of Ethical Responsibility of the Education Profession (NMAC 6.60.9)
http://www.unm.edu/~susanrc/Site/SPC_ED_519_files/Ethical%20Code%20of%20Conduct6.60.9%20NMAC.pdf

New Mexico Licensure Requirements
http://164.64.110.134/nmac/T06C061
I. TEACHER CANDIDATE STATEMENT OF UNDERSTANDING

Please review the UNM College of Education Field Experiences Handbook.

If you are applying for admission to a licensure program read the statement below, sign the document, and return it to the coordinator of the program to which you are applying.

I, ______________________________, hereby acknowledge and declare that:

\[\text{Print Name}\]

I am aware that the University of New Mexico College of Education Field Experience policies are available to me in the Field Experiences Handbook, upon request to the appropriate department responsible for field experience placement, or upon request to an administrator in the College of Education. It is my responsibility to familiarize myself with these policies.

In addition, I confirm that I have received, read, and understood the policies in the Field Experiences Handbook.

I agree to conduct my activities in accordance with the University of New Mexico College of Education policies and understand that breaching these standards may result in sanctions, including removal from my roles and responsibilities for this field experience, removal from the program, reporting to appropriate agencies, and suspension or expulsion from UNM.

Teacher Candidate Printed Name: ______________________________

Teacher Candidate Signature: ______________________________

Date: ______________________________
II. DIRECTORY OF LICENSURE PROGRAMS AND SERVICES

A. **Early Childhood Education**  
   Department of Individual, Family, and Community Education (IFCE)  
   Dept. Admin.: Cynthia Salas  505-277-4318  casalas@unm.edu  
   **Dr. Cathy Gutierrez-Gomez**, Program Coordinator  
   505-277-9606  ccgomez@unm.edu  
   **Dr. David Atencio**, Assessment Coordinator  
   505-277-3757  atencio1@unm.edu

B. **Elementary Education**  
   Department of Teacher Education, Educational Leadership, and Policy (TEELP)  
   Dept. Admin.: Amy Hathaway  505-277-0504  a hathawa@unm.edu  
   **Dr. Marjori Krebs**, Assessment Coordinator  
   505-277-0602  mkrebs@unm.edu

C. **Physical Education Teacher Education**  
   Department of Health, Exercise, and Sports Sciences (HESS)  
   Dept. Admin.: Dwight Zier  505-277-8173  d29zier@unm.edu  
   **Dr. Genn Hushman**, Program Coordinator  
   505-277-5248  ghushima@unm.edu  
   **Ms. Holly Kowalski**, Assessment Coordinator  
   505-277-2929  hikowalski@unm.edu

D. **Secondary Education**  
   Department of Teacher Education, Educational Leadership, and Policy (TEELP)  
   Dept. Admin.: Amy Hathaway  505-277-0504  a hathawa@unm.edu  
   **Dr. Diane Torres Velasquez**, Assessment Coordinator  
   505-277-9098  vlasquez@unm.edu

E. **Special Education**  
   Department of Special Education (SPCD)  
   Dept. Admin.: Audrea Winslow  505-277-6915  anp@unm.edu  
   **Dr. Erin Jarry**, Program Coordinator  
   505-277-0731  ejarry@unm.edu  
   **Ms. Clare Stott**, Assessment Coordinator  
   505-277-3202  clareks@unm.edu  
   **Dr. Susan Copeland**, Program Coordinator (MA + Alternative License)  
   505-277-0628  susanrc@unm.edu

F. **Art Education**  
   Department of Art and Art History – College of Fine Arts  
   Dept. Admin.: Nancy Treviso  505-277-9133  nt treviso@unm.edu  
   **Dr. Justin Makemson**, Program/Assessment Coordinator  
   jmakemson@unm.edu  
   **Dr. Nancy Pauly**, Program/Assessment Coordinator  
   napuly@unm.edu

G. **Center for Student Success and Field Services Center**  
   **Dr. Smith Frederick**, Director  
   Undergraduate Advisement  505-277-3190  coeac@unm.edu
III. FIELD EXPERIENCE INTRODUCTION

A. Purpose of Field Experiences

Field experiences are an integral component of educator preparation programs. Field experiences provide productive and structured learning opportunities that allow teacher candidates to identify, observe, and study relevant growth, developmental patterns, and characteristics of children and adolescents at varying stages of maturation. Moreover, field experiences allow teacher candidates to participate in planning and evaluation of learning experiences while being immersed in PK-12 school environments. The field experience is an opportunity for teacher candidates to observe and participate in diverse educational settings, become reflective practitioners, and to apply the theories and concepts learned in program course work to a full assumption teaching role. This experience offers the teacher candidate a unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which empower a sense of development as a professional. By observing qualified, passionate master teachers, our teacher candidates will solidify principles learned during coursework by actively assisting with instruction, facilitating group work, and teaching lessons of their own.

Furthermore, this field experiences allows observations of professionals who work among diverse cultures and will assist teacher candidates with recognition of how to meet the needs of students from different ethnicities, socio-economic and language backgrounds, genders, and exceptionalities.

Additional information on the field experiences of each licensure program is found in the individual licensure program’s handbook on the COE Field Services Portal https://fsp.unm.edu
- Early Childhood Education
- Elementary Education
- Physical Education Teacher Education
- Secondary Education
- Special Education/Elementary Education Dual License
- Special Education MA + Alternative Licensure
- Art Education

B. Placement Procedures

The primary goal of all teacher preparation programs in the College of Education is to enhance teacher candidates’ perspectives in education and their experiences working with diverse populations of students. As such, all field experience placements are generated in a variety of urban and rural areas, in public, private, and charter
institutions and provide exposure to diversity in race, ethnicity, culture, socio-economic status, learning style, exceptionalities, and languages. While all programs have minor differences that should be reviewed in each program specific field experience handbook, the following are some general guidelines regarding the process of placement of teacher candidates in field experience sites:

1. Program faculty and Field Services Center (FSC) experts collaborate with school district personnel to determine placements. Teacher candidates may not contact schools, individual teachers, or administrators on their own in an attempt to influence or arrange their own placements. Teacher candidates who do so may jeopardize their field placements.

2. A teacher candidate will receive a field experience placement only after all requirements are met, including a current background check for the school district and proof of liability insurance.

3. A teacher candidate may begin a field placement and be present at the school site only after the match has been officially created and the teacher candidate has received an email notification from FSC.

4. Field placements are based on availability of cooperating teachers and parameters set by the school districts. This means that individual preferences or special accommodations are limited and that changes in placements may not be possible.

5. An attempt is made to place teacher candidates at geographically convenient schools, but no guarantees can be given. The successful coordination of travel to and from the school site, regardless of distance, is an expectation for all teacher candidates.

6. When requesting a field placement, teacher candidates agree to provide the program faculty and the FSC, via the Field Services Portal, accurate and complete information. False statements or lack of full disclosure may impact a teacher candidate’s ability to gain a placement.

7. A placement is finalized after the cooperating teacher has interviewed the teacher candidate and the University of New Mexico has given approval. It is the cooperating teacher’s prerogative to decline a placement.

8. Any changes to the status of a teacher candidate’s placement (change of location, early end, change of teacher candidate responsibilities at site) must be arranged and approved in writing by FSC and program faculty.

9. Any changes in a teacher candidates’personal status that would reflect a change in background check results must be reported to the program coordinator and FSC within 10 days.
10. Teacher candidates are responsible for meeting program requirements as explained through orientations, handbooks, faculty advisors, course syllabi, instructors, etc.

Information on placement procedures is located on the Field Services Portal https://fsp.unm.edu in the COE Center for Student Success:

The Field Services Center in the Center for Student Success for the College of Education works with program faculty and school personnel in order to support the placement of student teachers in the classroom.

Teacher candidates who have been approved by their respective program to begin student teaching in the field must register at the Field Services Portal, https://fsp.unm.edu.

The Field Services Center will work with each student as well as with College of Education faculty and district and school personnel to ensure an appropriate field experience is coordinated.

Teachers and school administrators who would like to participate with the College of Education and support the assignment of student teachers in their classrooms must also register at the Field Services Portal, http://fsp.unm.edu. We look forward to working with you and thank you for your support of our teacher candidates!

https://coe.unm.edu/administration/center-for-student-success/field-services.html

C. College of Education Core Values and Conceptual Framework

Key guiding documents within the college include a strategic plan, which the college uses to provide direction for future projects. Also included are the conceptual framework, which the faculty and staff devised to inform the philosophical underpinnings of the college, and core values and vision statements. Taken together, these documents provide the foundation from which the college approaches its work. Adopted April 27, 2010 https://coe.unm.edu/administration/framework-for-professional-education.html

1. COE Core Values

**Advocacy:** In response to evidence of educational, social, and political inequities, we promote activism to advance change.

**Building Professional Identities:** We support the development of individuals as life-long learners and effective professionals who are grounded in their own identities.

**Collaboration and Relationships:** We engage in authentic, active participation with all community members to develop solutions for the individual, local, and global challenges we face.

**Dignity:** We treat all people ethically, with respect, and afford them the dignity that is their innate right.
Diversity and Social Justice: We are dedicated to the analysis of social structures and power relations that hinder equal access for all, especially historically underrepresented populations, and to the educational and political work that addresses these inequalities.

New Mexico: The peoples, cultures, histories and communities of New Mexico enrich our work. This sense of place influences all that we do.

Scholarship and Research: We challenge ourselves to engage in scholarship and research that enrich the human experience, inform educational policy and practice, and address the needs of a complex, diverse world.

Teaching and Learning: Teaching and learning are central to our work. We study, question, debate, and revise these dynamic and robust areas of investigation in order to improve our practice.

2. COE Conceptual Framework for Professional Education

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These understandings, practices and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

**Understandings** frame the identity and practice of educational professionals. We seek to help teacher candidates better understand:

**Human Growth and Development**: Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

**Culture and Language**: The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one's own background and development shape understanding and interaction.

**Content of the Disciplines**: The substance of the disciplines you teach – the central organizing concepts and factual information-and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

**Pedagogy**: Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

**Technology**: Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

**Professional Issues**: The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.
Nature of Knowledge: How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

These understandings enable you, as a professional, to value and engage in practices that embody the following qualities:

Learner-Centered: Students’ past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

Contextual: Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

Coherent: Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

Culturally Responsive: Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.

Technologically Current: Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

Developing a professional identity is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:

Caring: Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.

Advocacy: Committed to ensuring equitable treatment and nurturing environments for all learners.

Inquisitiveness: Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

Reflection-in-Action: Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

Communication: Skilled in speaking, writing, and using other modes of expression.

Collaboration: Able to work cooperatively with students, parents, community members, and colleagues.

Ethical Behavior: Aware of and able to work within the ethical codes of the profession.

D. Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The following is a list of the INTASC Standards. These standards were established to ensure that new teachers can integrate knowledge along with student learning. To learn more about the standards, visit https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10.
The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
E. NMTEACH: The New Mexico State Educator Evaluation and Support System

1. Overview

NMTEACH uses a variety of measures to create a comprehensive picture of a teacher’s effectiveness in the classroom. Its purpose is to provide information needed to better support our teachers to continuously improve in their craft by knowing their specific strengths and areas for development.

NMTEACH is a part of “New Mexico Rising”, New Mexico’s State Plan for the Federal Government’s, “Every Student Succeeds Act” https://www2.ed.gov/admins/lead/account/stateplan17/nmconsolidatedstateplan.pdf

For more detailed information on rubrics and outcomes, please use the link: http://ped.state.nm.us/ped/NMTeachIndex.html

2. NMTEACH Domains

a. DOMAIN 1: PLANNING AND PREPARATION

1A: Demonstrating Knowledge of Content
To what level is content communicated in the lesson plan and resulting lesson?

1B: Designing Coherent Instruction
To what level are activities meaningfully sequenced to support learning?
To what level are a variety of learning strategies and individual supports used within the instructional plan?

1C: Setting Instructional Outcomes
How are daily instructional outcomes (aka learning goals) communicated to all students?
To what level do instructional outcomes directly align to content standards?

1D: Demonstrating Knowledge of Resources
How does the teacher utilize skills and content learned from professional development opportunities?

1E: Demonstrating Knowledge of Students
To what level have student learning styles been addressed in the lesson?
How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition?

1F: Designing Student Assessment
To what level has the teacher incorporated formative assessment techniques throughout the lesson? How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson?

b. DOMAIN 2: CREATING AN ENVIRONMENT FOR LEARNING

2A: Creating an Environment of Respect and Rapport
To what level are interactions in the classroom positive and productive?
To what level are all student groups respected and valued in the classroom?
2B: Organizing Physical Space
To what level do all students have equal access to learning resources and materials?
To what level does the classroom environment support the day’s lesson?

2C: Establishing a Culture for Learning
To what level do all students exhibit a learning energy during the lesson that supports engagement?
To what level are all students encouraged to communicate with others to address learning goals?

2D: Managing Classroom Procedures
To what level is the classroom culture and routine maximizing instructional time?
To what level does the teacher use developmentally appropriate procedures to maximize instructional time?

2E: Managing Student Behavior
To what level are student behavior expectations consistently monitored and reinforced?

c. DOMAIN 3: TEACHING FOR LEARNING

3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development
To what level are directions clearly delivered and understandable?
To what level is content communicated in a clear, concise manner?

3B: Using Questioning and Discussion Techniques to Support Classroom Discourse
To what level do all students have an opportunity to answer questions?
To what level are questions thought provoking and rigorous?
To what degree are questions designed and used to meet individual IEP goals?

3C: Engaging Students in Learning
To what level are all students engaging in the lesson’s activities?
To what level are activities sequential and aligned to the daily learning target?
To what level are all students required to be intellectually engaged with the course content?

3D: Assessment in Instruction
To what level does the teacher determine the understanding and needs of each student during the lesson?
To what level are all students aware of how they will demonstrate understanding of the content/lesson?

3E: Demonstrating Flexibility and Responsiveness
To what level does the teacher modify instruction within the lesson/class period?

d. DOMAIN 4: PROFESSIONALISM

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?
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?

4C: Reflecting on Teaching
How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices?

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?

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?

4F: Maintaining Accurate Records
How efficient and accurate are the teacher’s record-keeping systems?
IV. EXPECTATIONS OF SCHOOL AND UNIVERSITY PERSONNEL

A. Teacher Candidate Expectations

1. Admission Requirements
   Teacher candidates applying for admission to a licensure program must meet the following requirements (NMAC 6.65.3.9 Rule):
   a. Pass all NES Essential Academic Skills subtests 1, 2, and 3 (http://www.nmta.nesinc.com);
   b. Must have a grade point average of at least 2.75 on a 4.0 scale; and,
   c. Must have successfully completed the NM-PED’s required background check and approval process.

2. Instructions for Application
   The following section includes general information and directions for applying to a licensure program. Refer to specific programs for additional application information and/or requirements.

   In TK20 you will enter the following information.
   • Demographic Information:
   • GPA:
   • NES Essential Skills I, II, III (upload copy of results): Reading, Math, Writing
   • Resume:
     Please include a resume with work, volunteer, and extracurricular experience.
   • Letter of Intent:
     Please write a letter of intent that includes your reasons for applying to the program, a description of relevant experiences, your education and career goals, and a description of how you view yourself, your skills, and your experiences in relation to the dispositions listed below. We do not expect you to write a separate paragraph on each disposition listed, but rather write a comprehensive letter that addresses each disposition in your descriptions of experience, goals, etc. Letter is 1000 word maximum.
     1. The applicant values the input and contributions of others.
     2. The applicant respects people as individuals with differing backgrounds.
     3. The applicant is committed to recognizing his/her biases and seeks to appropriately address problems of bias.
     4. The applicant is committed to making accommodations to work with people with different needs.
     5. The applicant values planning as a collegial activity and considers the input of others.
     6. The applicant values the variety of ways people communicate.
     7. The applicant understands and adheres to a code of ethics, professional standards of practice, and relevant law and policy.
   • Letters of Recommendation:
     Please submit three letters of recommendation. We have developed a link for an online form that you will distribute to each recommender. Please copy this link into an email message and send to each
recommender. Once the recommender completes the form, you will receive a copy of the completed form via email. Please upload a copy of the email message into your TK20 application. Your letters of recommendation must be uploaded prior to the application deadline.

- **Interview:**
  All candidates will be interviewed.

3. **Requirements Before Placement**

All candidates in teacher licensure programs at the University of New Mexico are required to meet requirements for New Mexico state licensure. These regulations affect student teaching, practicum, and educational agency placements.

Upon completion of 26 hours of core credits towards degree, all teacher candidates need to meet with an advisor to discuss the admissions process and the National Evaluation Series (NES) test requirements to assure the correct tests for admission are completed. Please refer to the specific requirements set by each program.

The Field Experience Office in the College of Education facilitates the placement in these educational settings for all students. Decisions about placements are determined in collaboration with school districts or educational agencies and UNM program faculty.

Please note that education students may not practice in sites where family members work or study, nor are they allowed to influence or arrange their own placements by contacting education administrators and/or education personnel.

To become eligible to work in schools or other educational agency sites, every student must show proof of liability insurance.

It is very important that teacher candidates comply with policies and procedures of the school district or educational agency, as well as, meet the expectations of the education professionals to which they are assigned including attendance, work hours, dress, and personal conduct. The duty day schedule is followed and extra time may be required to meet and plan with the educational professional teacher on a regular basis.

Attendance and punctuality are mandatory for all university and school or education agency site activities, seminars, meetings, etc.

4. **Requirements During and After Placement**

   a. **Tk20 Requirements**

Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for teacher candidates,
and faculty that help track and enhance teacher candidates' learning, as well as assessment and accountability tasks.

Teacher candidates are required to upload specific “key assessments” throughout the program of study. Please refer to the program specific field experience handbook for further information. College of Education Technology candidates have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

For further information, visit the “Tk20 Frequently Asked Questions” section in the Appendix A.

b. Teacher Candidate Exit Requirements

“EPPs [Educator Preparation Programs] shall establish rigorous exit requirements in alignment with those required to seek licensure from the department [NM-PED] including: (1) successful demonstration of competency in all relevant areas, subjects, or categories of NMTA (NES); and, (2) a written recommendation from the EPP that the candidate demonstrates the dispositions necessary for success in the classroom and other learning environments. (NMAC 6.65.3.G.)

c. Professional Responsibilities

All educators, regardless of roles, are required to report suspected abuse or neglect to: Children, Youth & Families Department by calling the Statewide Central Intake (SCI) Hotline at: 1-800-797-3260 (Nationwide) or 841-6100 (In Albuquerque).

If you call the Hotline, you can remain ANONYMOUS.

(1.) Mandated Reporters

According to New Mexico law, ANYONE who suspects or has knowledge of abuse or neglect must report. Failure to report is subject to a misdemeanor in a court of law. ANYONE who reports in good faith will be immune from civil or criminal liability.

(2.) New Mexico Children's Code states the following:

Every person, including but not limited to a licensed physician, a (medical) resident or an intern examining, attending or treating a child, a law enforcement officer, a judge presiding during any proceeding, a registered nurse, a visiting nurse, a schoolteacher or a school official or social worker acting in an official capacity who knows or has a reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately to:
(a) a local law enforcement agency;

(b) the department office in the county where the child resides; or

(c) tribal law enforcement or social services agencies for any Indian child residing in Indian country.

Please communicate any concerns immediately to the cooperating teacher. To learn about online reporting for professionals go to http://www.cyfd.org/reporters.htm

d. Sexual Harassment in the Workplace

University of New Mexico: Sexual Misconduct Policy:
https://pathfinder.unm.edu/campus-policies/sexual-violence-and-sexual-misconduct.html

Each school district in New Mexico has guidelines regarding issues of discrimination and harassment. Teacher Candidates are guaranteed the same rights as an employee of the district in which they student teach and are entitled to a copy of the guidelines, which will be presented to them upon request. However, the law in this area is constantly changing and each person’s experience is unique. Any district’s policy is not meant to create enforceable rights that are not embodied in the law. If you have any questions regarding your particular experience, you should contact the Equal Opportunity Services Office of your district and/or the New Mexico State Office of Equal Opportunity.
https://www.eeoc.gov/laws/statutes/titlevii.cfm

Sexual harassment is a form of gender discrimination as defined in Title VII of the Civil Rights Act of 1964 in Section 703. Sexual harassment is a violation of federal law, the NM State Board of Education, district, and school policies. Sexual harassment is UNWELCOME sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature.

If behavior toward another employee(s) makes him/her feel intimidated, uncomfortable, or if the employee feels threatened, it may be considered sexual harassment even if the harasser did not intend for his/her actions to be offensive.

What is Sexual Harassment?

Sexual harassment is not based upon your “INTENT”. Sexual harassment is based upon the “perception” of the “target” and whether the target feels uncomfortable, intimidated, or believe he or she is in a hostile environment. There are three types of sexual harassment: Physical, Verbal, Non-Verbal.
Sexual Harassment in Schools - Your Responsibility:
"Whether you are a teacher, support staff member, or an administrator, your responsibility is to the law; know the district’s sexual harassment policy, know the procedures for reporting harassment, and stop it when you see it. Remember, most teachers and students have more information about sexual harassment than parents. You have the responsibility to establish a safe, non-threatening, and non-intimidating educational environment. Most harassment occurs in the classroom and the hallway. Other frequent places for harassment includes bathrooms, gyms, parking lots, and buses. Sexual harassment is not fun it is illegal."

Source: Albuquerque Public Schools
Sexual Harassment in the Workplace Booklet

5. UNM and Educator Preparation Program Policies

a. The UNM Student Code of Conduct Policy
   http://pathfinder.unm.edu/code-of-conduct.html

It is important for all teacher candidates to be aware of conduct that will lead to disciplinary action by the University. In order to clarify the types of conduct which shall be considered to affect adversely the University’s educational function, to disrupt community living on campus, or to interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities or to participate in University activities, the Board of Regents hereby adopts the following Code of Conduct for students.

(1.) SCOPE
The University may take disciplinary action for an offense against the Code of Conduct when the offense occurs on University premises or at University-sponsored events, or when an offense which occurs off campus is such that in the judgment of the Dean of Students, failure to take disciplinary action is likely to interfere with the educational process or the orderly operation of the University, or endanger the health, safety or welfare of the University community

The term "student" includes both full-time and part-time students pursuing undergraduate, graduate, or professional studies.

(2.) MATTERS SUBJECT TO DISCIPLINARY ACTION
Appropriate disciplinary procedures and sanctions shall be applied to any student who commits, or attempts to commit, any of the following acts of misconduct:

2.1. Actions which have great potential for physically harming the person or property of others, including that of the University, or which actually result in physical harm, or which cause reasonable apprehension of physical harm.
2.2. Any type of sexual assault including rape.
2.3 Making false representations to the University, including forgery and unauthorized alteration of documents; unauthorized use of any University document or instrument of identification.
2.4. Academic dishonesty, including, but not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

2.5. Substantially interfering with the freedom of expression, movement or activity of others.

2.6. Initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency. Misusing or damaging fire safety equipment on University premises.

2.7. Theft of property or of services. Possession of property that is known to be stolen.

2.8. Failure to comply with the lawful directions of University officials, including campus police officers and other law enforcement officials, acting in performance of their duties.

2.9. Willfully refusing or failing to leave the property of or any building or other facility owned, operated, or controlled by the University when requested to do so by a lawful custodian of the building, facility or property if the person is committing, threatens to commit or incites others to commit any act which would disrupt, impair, interfere with or obstruct the lawful mission, processes, procedures or functions of the University.

2.10. Unauthorized presence in or use of University premises, facilities or property, in violation of posted signs, when closed, or after normal operating hours.

2.11. Illegal use, possession, or distribution of any controlled substance, illegal drug or alcohol.

2.12. Use or possession of fireworks on University premises or at University-sponsored events, unless expressly authorized in writing by the President.

2.13. Use, possession or storage of any weapon on University premises or at University-sponsored activities, unless expressly authorized in writing by the President. Weapon includes, but is not limited to, firearms, ammunition, bombs, explosives, incendiary devices, or other dangerous weapons, substances or materials.

2.14. Misusing University computing resources by intentionally making or receiving, accessing, altering, using, providing or in any way tampering with files, disks, programs, passwords or hardware belonging to other computer users without their permission.

2.15. Violation of published or posted University regulations or policies.

2.16. Aid to others in committing or inciting others to commit any act mentioned above.

2.17. Action(s) or conduct which hinders, obstructs or otherwise interferes with the implementation or enforcement of the Code of Conduct including failure to appear before any of the University’s disciplinary authorities and to testify as a witness when reasonably notified to do so by an appropriate University officer.

2.18. Any other acts or omissions which affect adversely University functions or University-sponsored activities, disrupt community living on campus, interfere with the rights of others to the pursuit of their education, or otherwise affect adversely the processes of the University.

2.19. Violating the terms of any disciplinary sanction imposed in accordance with this Code.

(3.) RIGHTS OF STUDENTS IN DISCIPLINARY MATTERS

Students’ rights under the state and federal constitutions are specifically acknowledged and affirmed, including the rights of freedom of speech, freedom of association, freedom of religion, and due process. The provisions of this Code of
Conduct shall be construed so as not to infringe upon these rights, as those rights are defined by law.

(4.) SANCTIONS

4.1. Any student who violates any of the rules set forth in Section 2 above, shall be subject to warning (verbal or written), disciplinary probation, suspension, expulsion, dismissal from University employment, or being barred from campus. Student sanctions imposed under this Code of Conduct shall be imposed pursuant to the Student Standards & Grievance Procedure, or its successor.

4.2. As used in this subsection:

4.2.1. "Verbal warning" means an oral reprimand.
4.2.2. "Written warning" means a written reprimand.
4.2.3. "Disciplinary probation" means the establishment of a time period during which further acts of misconduct may or will result in more severe disciplinary sanctions depending on the conditions of the probation. Conditions of probation can include community service, attendance at workshops and/or seminars including but not limited to alcohol, drug or safety workshops and/or seminars, mandatory mental health evaluation and/or counseling or other educational sanctions.
4.2.4. "Suspension" means losing student status for a period of time specified in the terms of the suspension. A suspension may commence immediately upon a finding of a violation or it may be deferred to a later time.
4.2.5. "Expulsion" means losing student status for an indefinite period of time. Readmission may not be sought before the expiration of two years from the date of expulsion, and it is not guaranteed even after that time.
4.2.6. "Dismissal" means termination of student employment, either for a stated time period or indefinitely.4.2.7. "Barred from campus" means being barred from all or designated portions of the University property or activities.

4.3 The sanction imposed shall be set based upon numerous factors, including the severity of the offense, the amount of harm created, the student’s record, and sanctions imposed in recent years for similar offenses. In considering the harm created, there shall be taken into account whether any harm or injury was targeted against a person or group because of that person or group’s race, color, religion, national origin, physical or mental handicap, age, sex, sexual preference, ancestry, or medical condition.

(5.) IMPLEMENTATION

The President of the University may adopt such procedures, rules or regulations as deemed necessary to implement this Code of Conduct.

b. The UNM Student Grievance Procedure
https://pathfinder.unm.edu/student-grievance-procedure.html

The Student Grievance Policy is intended to provide procedures for the resolution of disputes of an academic nature between teacher candidates and university faculty, as well as procedures for handling teacher candidate disciplinary matters. Any question about these procedures should be directed to the Office of the Dean of Students.
c. Teacher Candidate Continuation Policy

The College of Education Licensure Programs has adopted the following Teacher Candidate Continuation policy. This policy is in APPENDIX B. and an electronic copy is in the Field Services Center at: https://coe.unm.edu/administration/center-for-student-success/field-services.html

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.
B. Cooperating Teacher Expectations

1. General Information

Despite the experiences of our teacher candidates in their university classes, many of them still unwittingly maintain an image of a classroom that mirrors their own earlier experiences in elementary, middle, and high schools. For some of them, the reality of today’s classrooms is difficult to reconcile with their preconceived notions. They will depend on you to help them overcome outdated images and put into practice what they have learned throughout the program. Teacher candidates will see you as a model and you should expect them to follow the guidelines and expectations that you set for your classes as well as, for teacher behavior. As an expert in the field, you have developed a set of skills that enable you to carry on multiple tasks simultaneously while you ensure the learning of your students. Teacher candidates need both to observe and to collaborate with you in order to learn the complex role of a teachers.

Teacher candidates are by definition inexperienced. They will need you to guide and support them as they work through the intricacies of classroom teaching. For novice teachers, lesson plans are still daunting tasks that experienced teachers complete with ease. The actual work of teaching is even more overwhelming for the teacher candidate who has not developed the sophistication in the profession to understand the myriad personalities that require his/her understanding. Novice teachers need to observe and practice; they depend on your skills and your wisdom to help them develop the repertoires that will serve them when they enter the field officially. Teacher candidates will need your example, your instruction, your guidance, and your critique in order to develop the seemingly innumerable tasks that you accomplish with ease. Your expertise and your support will provide a foundation for their facilitated solo experiences in the classroom.

As part of your immediate supervision of the teacher candidate you will need to conduct both formal and informal observations and provide feedback. As the cooperating teacher, you will evaluate the teacher candidate’s lesson plans along with the teacher candidate’s methods and seminar instructors. Allow the teacher candidate to experiment with his/her skills, but keep in mind that his/her plans should remain in accordance with the approved curriculum and your classroom guidelines.

2. Qualifications of the Cooperating Teacher

“Cooperating teacher’ means an educator who has earned a rating of highly effective or exemplary on the NMTEACH educator effectiveness system, is employed by a local educational agency, is collaboratively selected by the local education agency and the educator preparation program, has at least three years of experience under the appropriate license, and is the primary evaluator of the
candidate during their clinical experience. The department [NM PED] may allow an educator who recently relocated to New Mexico and does not have an NMTEACH evaluation to serve as a cooperating teacher if:

(1) the teacher has taught for at least three years; and
(2) the teacher is either nationally board certified or has an effectiveness rating on their out-of-state evaluation equivalent to highly effective or exemplary.”

NMAC 6.65.3.7 G. Rule (July 1, 2018)

3 Responsibilities of the Cooperating Teacher

a. Provide moral support and encouragement for the teacher candidate. Help develop rapport with the teacher candidate and the students in the classroom and other staff members.

b. Give advice about classroom routines, professionalism, classroom management, conferencing, opening/closing classroom, and any other school or classroom procedures to the teacher candidate.

c. Discuss lesson planning and instructional strategies with the teacher candidate.

d. Assist in changing or adapting lesson to fit the needs of all learners in the classroom with the teacher candidate.

e. Be present during the facilitated solo times or other times while the teacher candidate leads the class.

f. Demonstrate acceptance, patience, and commitment to the well-being of the teacher candidate and all students regardless of perceived ability or cultural and linguistic diversity.

g. Observe the teacher candidate’s lessons and interactions with students and others to provide feedback on a daily basis.

h. Provide constructive criticism to the teacher candidate as well as encouragement.

i. Model lessons that reflect best practices for diverse learners.

j. Show the teacher candidate how to document learning objectives through IEPs, lesson plans, including daily routines, and how they fit into academic standards.

k. Show the teacher candidate how to manage paperwork and other documentation demands.
1. Provide copies of textbooks and other teaching materials to the teacher candidate.

m. Give the teacher candidate opportunities to take risks.

n. Provide information to the teacher candidate about district and school policies.

o. Help the teacher candidate become more aware of different learning styles and differentiated instruction.

p. Assist the teacher candidate in assessment procedures and setting up a grading system.

q. Facilitate ways for the teacher candidate to observe other experienced teachers or related service providers at the teaching site.

r. Orient the teacher candidate to the school building, regulations, use of machines, materials, and supplies.

4. Schedule of Observations and Feedback

During the final student teaching semester, cooperating teachers must upload observations and documentation of feedback given to the teacher candidate on a consistent and longitudinal basis. Observations will occur at weeks 4 or 5, week 8, week 12 and week 16. Please refer to program specific field experience handbooks for specific dates of required Tk20 uploads.

5. Tk20 Requirements

Cooperating teachers will be requested to upload certain observations and documents throughout the field experience. Each program has different requirements. Please review the program specific field experience handbook available in the appendix of this document.

6. Attend Feedback Sessions with the Teacher Candidate and University Supervisor as Often as Possible

7. Teacher Candidate Continuation Policy

The College of Education Licensure Programs has adopted the Teacher Candidate Continuation policy for identifying issues/problems relating to teacher candidate performance in the field or on campus. This policy is in APPENDIX B. and an electronic copy is in the Field Services Center at: https://coe.unm.edu/administration/center-for-student-success/field-services.html
C. University Supervisor Expectations

1. General Information

University supervisors, or embedded faculty, are professional educators with extensive educational experience. Many hold advanced degrees, as well National Board Professional Teaching certification. University supervisors understand the requirements of UNM’s teacher licensure programs and of teacher licensure in the state of New Mexico.

University supervisors support cooperating teachers and teacher candidates in their role as teacher educators. They are expected to (1) establish a strong university connection with cooperating teachers and teacher candidates, (2) communicate the expectations of the program to cooperating teachers and teacher candidates, and (3) support and assist the cooperating teachers in the completion of observation and evaluation forms.

The university supervisor is the first point of contact for teacher candidates and cooperating teachers when a question or problem arises in the field.

New Mexico Public Education Department’s requirements of the University Supervisor (Clinical supervisor):

“‘Clinical supervisor’ means the employee of the educator preparation program who works with and provides feedback to candidates during their clinical experience that is both trained and certified in NMTEACH and trained or experienced in the field in which they are supervising.”

(NMAC 6.65.3.7.D.)

The program coordinator and program faculty reviews the qualifications of each university supervisor with regard to their educational training (license/credentials, educational leadership, advanced degree, etc.) and experiences (classroom teaching, mentoring, professional development, leadership, etc.).

Specific responsibilities of the university supervisor include:

a. Visiting with the cooperating teacher and teacher candidate to establish a working relationship.

b. Working with the cooperating teacher and teacher candidate to develop shared expectations between the cooperating teacher, teacher candidate and the university.

c. Collaborating with the cooperating teacher in giving feedback and model, when necessary, ways that support teacher candidate learning.

d. Consulting with UNM faculty to review teacher candidate’s academic work to inform their work with cooperating teachers and the teacher candidate.
e. Supporting the cooperating teacher and teacher candidate in learning and using the assessment system of the program.

f. Collaborating with the cooperating teacher to conduct the teacher candidate observations and evaluations.

g. Logging each visit to or communication with the cooperating teacher and teacher candidate.

h. Communicate regularly with UNM program faculty.

2. Schedule of Observations and Feedback

The university supervisor conducts formal observations and pre-, and post conferences. During the final student teaching semester, university supervisors must upload into Tk20 observations and feedback comments of teacher candidate performance on a consistent and longitudinal basis. Observations will occur at weeks 4 or 5, week 8, week 12 and week 16. Please refer to program specific field experience handbooks for specific dates of required Tk20 uploads.

3. Tk20 Requirements

University Supervisors are required to upload certain observations, feedback comments, and documents throughout the field experience. Observations and feedback documents must be entered in TK-20 on a regularly scheduled basis throughout the semester.

Each program has different requirements. Please review the program specific field experience handbook available in Appendix A. of this document.

4. Teacher Candidate Continuation Policy

The College of Education Licensure Programs has adopted the following Teacher Candidate Continuation policy. This policy is in APPENDIX B. and an electronic copy is in the Field Services Center at:
https://coe.unm.edu/administration/center-for-student-success/field-services.html

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. (Teacher Candidate Continuation Policy)
D. Principal Expectations

1. General Information

The University of New Mexico understands that our school partners are providing an integral service in the preparation of teacher candidates. Teacher preparation simply could not occur without your willingness to host teacher candidates in your school. Thank you!

A teacher candidate should be considered as another teacher in the building and should be expected to function in a similar capacity. In relation to working with a teacher candidate, it is requested that all principals:

a. Assume leadership in establishing a climate of acceptance of the teacher candidate by teachers and other school staff members.

b. Assist the teacher candidate in developing appropriate professional relationships with teachers, staff, students, and the community.

c. Discuss the school’s policy for acceptable attire while teaching.

d. Explain all school policies with detail, including the philosophy of the school, discipline responsibilities, liability provisions and insurance protection, staffing’s and referral procedures, special teachers, length of the school days, holidays, parent conferences and the reasons for them, the duties of the department chairs (if appropriate), fire drills, cafeteria procedures, etc.

e. Share the responsibility of supervising the teacher candidate if requested to do so by the cooperating teacher and/or university supervisor.

f. Complete an annual survey sent by UNM on the quality of UNM’s teacher candidates.

2. Teacher Candidate Continuation Policy

The College of Education Licensure Programs has adopted the following Teacher Candidate Continuation policy. This policy is in APPENDIX B. and an electronic copy is in the Field Services Center at:
https://coe.unm.edu/administration/center-for-student-success/field-services.html

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.
V. FREQUENTLY ASKED QUESTIONS ON TK20

For a comprehensive list of Tk20 help topics, frequently asked questions, and support resources, please visit the Tk20 forum on the Center for Student Success Support Desk at http://it.unm.edu/support/.

What is Tk20?
Tk20 is a comprehensive data management system that allows teacher candidates to be active online participants in multiple areas of their college experience including course instruction, field experience, learning outcomes assessment, academic advising, and career portfolio management. The Tk20 system is utilized by several other colleges of education around the country including Arizona State University and The Ohio State University.

How does Tk20 work?
The Tk20 assessment process is one that involves a series of steps that are followed by teacher candidates, instructors, and the Tk20 support staff in a particular order.

- The process begins with instructors coordinating with the Tk20 support staff to discuss configuration of an assignment in Tk20. The instructions, assessment rubrics, and any necessary forms for the assignment are then configured by the Tk20 support staff and the assignment is sent to teacher candidates in Tk20.

- This results in a pending task listed on the teacher candidate's Tk20 homepage. When the assignment is sent, the instructor informs the teacher candidate directly that he/she needs to log into Tk20 and complete an assignment (Tk20 does not automatically notify teacher candidate via E-mail when he/she has a pending task to complete—this is the responsibility of the instructor).

- The teacher candidate then logs into Tk20, clicks on the pending task, and follows the steps outlined in the Tk20 user guides (provided by the instructor) to complete and submit the assignment.

- Once the teacher candidate clicks “submit”, the instructor receives a pending task on their Tk20 homepage, indicating that an assessment needs to be completed.

- The instructor then logs into Tk20, clicks on the pending task, and follows the steps outlined in the Tk20 Faculty Guide to complete and submit the assessment (Note: an assessment cannot be completed until the teacher candidate submits the assignment).

- Once the assessment has been submitted, this concludes the Tk20 assessment process. The teacher candidate can now view the completed assessment rubric by visiting the "Assessment" tab for their assignment and data can begin to be collected for reporting purposes.

Why is the UNM College of Education using the Tk20 system?
The College of Education recognizes the importance of meaningful learning outcomes assessment and the collection and analysis of teacher candidate performance data as critical components of effective teaching and learning. Additionally, the College is committed to
maintaining the standards of the Council for the Accreditation of Educator Preparation (CAEP) as well as several other agencies that oversee the accreditation of non-licensure College of Education programs. The Tk20 system provides a product that helps teacher candidates and faculty track teacher candidate progress through their program curricula and demonstrates that we have a system which allows us to collect, analyze, and use data to improve our programs and the performance of our candidates for graduation.

**Why do I have to pay a curriculum fee to use Tk20? What are the benefits?**

Part of the contract with Tk20 is an agreement that teacher candidates pay a usage and support fee. The one-time fee of $125 allows teacher candidates to access and use the system across the areas of assessment, advisement, field experience and career portfolio management. This one-time fee is good for 8 years and will allow you to access and use Tk20 after you graduate and start your career. In addition to submitting key assignments online, you will have the ability to create personal electronic portfolios of your selected work and allow faculty, peers, and future employers to access your portfolio files within Tk20.

**When is the curriculum fee assessed and is it refundable?**

The $125 one-time fee is assessed automatically by the UNM Bursar's office when a COE admitted teacher candidate registers for COE courses. The fee is refundable ONLY up to the 21st day of the semester based on a teacher candidate dropping all courses in COE. If a teacher candidate dis-enrolls from the university or changes to another program outside of COE after the 21st day of the semester, the curriculum fee will not be refunded.

**Is the fee eligible to be covered by financial aid?**

Yes, the Tk20 fee is considered a "cost of attendance" for teacher candidates in the College of Education and will be eligible for consideration as part of costs for loan purposes.

**What if I have financial circumstances beyond that covered by financial aid that would make it very difficult for me to pay all or part of the one-time $125 fee?**

The College will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for teacher candidates who have extremely challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). The process for consideration is to contact the Center for Student Success and set up an appointment to discuss your situation. At the appointment, you should provide a written explanation of the circumstances leading to your request. The request will then be reviewed by a Tk20 Faculty Board and a decision will be made regarding full or partial support for the fee. Please note that documented evidence of your financial need will be confirmed through the UNM Financial Aid office.

**Is Tk20 available on both Macs and PCs?**

Tk20 is a web-based product that is accessible to both Mac and PC users. It is most compatible with the Firefox browser.

**Is the system secure and confidential?**

Yes, Tk20 is secure and confidential. No one will have access to your files except you, your instructors, and advisors. You will have the opportunity to provide a link to your portfolio for people of your choice to have limited time access only to the portfolio files.
How do I access Tk20?
Teacher candidates and faculty can access the Tk20 system at [https://coe.unm.edu/administration/center-for-student-success/tk20/index.html](https://coe.unm.edu/administration/center-for-student-success/tk20/index.html)

What is my Tk20 username and password?
Your username and password will be the same as your UNM NetID and password.

Who do I contact if I have questions about Tk20?
Refer to the UNM COE Tk20 Website ([https://coe.unm.edu/administration/center-for-student-success/tk20/index.html](https://coe.unm.edu/administration/center-for-student-success/tk20/index.html)) and click on the "Tk20 Support" link for information on who to contact for general and specific questions related to Tk20. It is also encouraged to visit the Tk20 forum on the Center for Student Success Support Desk at coecss.zendesk.com
VI. ANNUAL REVIEW OF HANDBOOK

The Educator Preparation Programs Field Experiences Unit Handbook will be reviewed at the end of each academic year by the Educator Preparation Program Coordinators.

VII. PROGRAM HANDBOOKS

For information on each licensure program, go to the FSP portal: https://fsp.unm.edu.

A. Early Childhood Education
B. Elementary Education
C. Physical Education
D. Secondary Education
E. Special Education/Elementary Education – Dual License
F. Special Education MA + Alternative Licensure
G. Art Education
A. Tk20 Informational Guide and FAQs

Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for teacher candidates and faculty that help track and enhance teacher candidates' learning, as well as make our assessment and accountability tasks easier. Also, College of Education teacher candidates have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement. https://coe.unm.edu/administration/center-for-student-success/tk20/index.html
APPENDIX

B. Teacher Candidate Continuation Policy
   (See following pages)
Educator Preparation Programs
Teacher Candidate Continuation Policy

Fall 2018
Teacher Candidate Continuation Policy

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I. Background

II. Definitions and Descriptions
   A. Educator Preparation Program Coordinators
   B. Corrective and Adverse Actions
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      1. Formal Review Level 1
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   A. Emergency Suspension
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VI. Teacher Candidate Appeals Policy

Appendix A  Summary of Continuation Process
Appendix B  Documentation Forms – for the Teacher Candidate Continuation Policy
Teacher Candidate Continuation Policy

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

The College of Education (COE) 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, field experiences, and includes the demonstration of professional dispositions that all teachers should possess. The COE 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 COE 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.

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 COE 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.

At admission, the faculty assesses a teacher candidate’s program continuation by determining the teacher candidate:

1. Is in good standing at UNM;
2. has a cleared criminal background check; and,
III. 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. They are responsible for monitoring teacher candidates’ progress in their licensure programs. 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.
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.

### 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 and/or the licensure program; repetition of all or part of the licensure program; or, dismissal from the College of Education 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 COE 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 (Appendix B) 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 (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 (Appendix B). 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* (Appendix B) 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 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 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 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**

   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.

**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 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.
Responsibility Office: College of Education
Approving Body: COE Educator Preparation Program Faculty
Origination Date: ____________________________
Date of Revision: ____________________________
Scope: Teacher Candidates in an Educator Preparation Program

================================= ANNUAL POLICY REVIEW ===========================

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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Appendix A

Teacher Candidate Continuation Policy
At-A-Glance
**Teacher Candidate Continuation Policy**

**INFORMAL REVIEW**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Participants (as appropriate to the case)</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss issue/concern with the TC regarding academics, professional behaviors, or dispositions.</td>
<td>Faculty, School Personnel, TC, PC, US, Department Chair, CSS Personnel (if appropriate)</td>
<td>1. Participants discuss and document issue/concern with the Teacher Candidate. 2. Complete the Informal Summary Form. 3. Confidential copies sent to all participants and the designated Assoc. Dean.</td>
</tr>
</tbody>
</table>

**FORMAL REVIEW LEVEL 1 (Corrective Action)**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Participants (as appropriate to the case)</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/concern persists without correction. Discuss the continuing concern and develop a Corrective Action Plan with timeline and follow-up.</td>
<td>Faculty, School Personnel, TC, PC, US, Department Chair, CSS Personnel (if appropriate)</td>
<td>1. Meeting with participants to discuss the continuing issue/concern. 2. Complete Formal Review Level 1 Summary Form. Include measurable and observable terms that describe the required changes to be made. Include a timeline for implementing the changes. 3. Participants will complete the Corrective Action Plan form. 4. Confidential copies sent to all participants and designated Assoc. Dean.</td>
</tr>
</tbody>
</table>

**FORMAL REVIEW LEVEL 2 (Adverse Action)**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Participants (as appropriate to the case)</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Corrective Action Plan or has other serious issues and to determine an appropriate Level 2 action.</td>
<td>All Ed. Prep. Program Coordinators, Involved Parties</td>
<td>1. EPPCs meet with involved parties to discuss the failure of the TC to successfully implement the Corrective Action Plan. 2. Review all documents related to the issue/concern. 3. Interview the TC and others involved in the issue. 4. Make a determination of the Adverse Action for the TC. 5. Complete the Teacher Candidate Continuation Review form. 6. Confidential copies to all participants, the designated Assoc. Dean.</td>
</tr>
</tbody>
</table>

**Teacher Candidate Emergency Action Policies**

**EMERGENCY SUSPENSION**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Procedure for Emergency Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. The Program Coordinator (PC) meets with the designated Assoc. Dean and the Department Chair to discuss the issue and further action. 2. The designated Assoc. Dean may immediately suspend the TC. 3. TC may meet w/PC, Dept. Chair, &amp; designated Associate Dean to explain his/her position and request the suspension be lifted. 4. The designated Assoc. Dean will document the case and the decision. 5. Copies to be given to the PC and Department Chair.</td>
</tr>
</tbody>
</table>

**LEAVE OF ABSENCE OPTION**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Procedure for Leave of Absence Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. The Program Coordinator (PC), Department Chair, and the designated Associate Dean meet with the TC to discuss the issue/concern. 2. They may agree the TC should take a leave of absence from part or all educational/professional activities for a period of time. 3. The designated Assoc. Dean will document the case with the decision. 4. The TC will be given a letter to document the leave and instructions on returning to the program. 5. Copies will be given to the PC and Department Chair.</td>
</tr>
</tbody>
</table>

**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”.**
Appendix B

Documentation Forms
for
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 Informal 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 Informal 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.