

University of Wisconsin-La Crosse
Teacher Candidate Progress Review – Overview for Teacher Candidate

Dear Teacher Candidate,

The School of Education has established this process to address a concern that has been identified by university faculty, staff, your supervisor, advisor or program director. The concern has the potential to become a larger, more serious issue in the future, whether here at UWL or in a school district in which you may be employed.

Process Overview. Supervisors and students please read this together.

Eagle Alert – Communicates early warning signs of potential issues and coordinates discussion between faculty, advisors, and students. Multiple Eagle Alerts may warrant a TCPR Notice of Concern.

Teacher Candidate Progress Review (TCPR) Form

A Teacher Candidate Progress Review is a support system for UWL School of Education students that can be implemented at any phase of the teacher preparation program. Filling out a TCPR form for a School of Education student is an opportunity to enlist the support of the committee and the resources at UWL to ensure student success. Forms may be completed to address academic, dispositional, or other special concerns faculty, staff, advisor, supervisor, etc. may have in regard to a student. This system of support is not unlike the Eagle Alert system utilized by the entire campus, but it goes deeper in providing specific, School of Education support for students.

There are two types of TCPR referrals: a notice of concern and an automatic referral.

- A notice of concern is meant to document an issue or concern that has surfaced in the classroom, field, or elsewhere. It is an opportunity for faculty, staff, your supervisor, advisor, or program director to address specific concerns with you in a formal way so that you are fully aware that the issue could become more serious if action is not taken to correct the concern.
- An automatic referral is for issues that are quite serious and require immediate support to remediate (e.g., if a teacher candidate is asked/required to leave a classroom). This type of TCPR referral is also automatically created when a second notice of concern is completed.

The Teacher Candidate Progress Review process is not a punitive process, and is meant to be supportive. Supports are identified and discussed with you, and a corrective plan is set in place.

Who serves on the TCPR Committee?

The committee, under the leadership of the Associate Dean of the School of Education, is selected from School of Education faculty across campus. Voting members serve for a term that is renewable. Committee meetings are typically held several times each semester on an as-needed basis. Non-voting, advisory members include the SOE Certification Officer, the Field Experience Coordinators, and professionals from Student Life. TCPR Committee members are colleagues who are here to support you through your coursework, Field I, Field II, Student Teaching and any additional field experiences. Their goal is to give you the support you need to help you be prepared for your first five years as a new teacher.

What actions does the TCPR Committee consider?

Actions the committee can take include discussion with teacher candidate, referral to additional campus services, advising specific actions for remediation, and, only in the most serious situations, removal from the School of Education. Support for removal continues with follow-up help on academic and career advising.

If there is anything you do not understand, need clarification on, or need additional information about, please ask. Be an advocate for yourself and initiate discussions to gather the support you need to help you succeed. The Teacher Candidate Progress Review Committee is a caring team of professionals who work tirelessly to support our School of Education students. We want to see you succeed and support your growth as an individual and future teacher.

University of Wisconsin-La Crosse
**Teacher Candidate Progress Review – Overview for Faculty, Staff,
Supervisors, Advisors, Program Directors**

Dear Faculty, Staff, Supervisors, Advisors, and Program Directors,

The School of Education has established this process to address a concern that has been identified by university faculty, staff, your supervisor, advisor or program director. The concern has the potential to become a larger, more serious issue in the future, whether here at UWL or in a school district in which the student may become employed.

When should you complete an Eagle Alert?

Eagle Alerts should be used as a communication tool for both positive feedback and feedback that communicates early signs of issues and negative patterns. Eagle Alerts are a means of coordinating discussion between faculty, advisors, program directors and the student. Multiple Eagle Alerts may warrant a TCPR Notice of Concern. Advisors and Program Coordinators should watch for patterns.

When should a Teacher Candidate Progress Review (TCPR) Form be completed?

When a specific concern exists for a School of Education student's performance, academic concerns or dispositions — anything that might hinder success in the classroom — it is important to address this concern through filing a TCPR form. Small, easy to coach issues, or instructional issues are rarely call for a TCPR Form, but faculty concerns that have the potential to impact student success as an educator are the focus of this system. This may include patterns of behavior which are contrary to the requirements in the Handbook, multiple absences, etc. If you have any questions about whether to complete a TCPR Form, please contact your Field Experience Coordinator.

When should a Teacher Candidate Progress Review (TCPR) Form for a *Notice of Concern* be completed?

There are two types of TCPR referrals: a notice of concern and an automatic referral. A notice of concern is means to document an issue or concern that has surfaced in the classroom, field, or elsewhere. It is an opportunity to address specific concerns with a teacher candidate in a formal way so that they are fully aware that the issue could become more serious if corrective action is not taken. Additionally, a notice of concern provides formal documentation addressing the concern that can be used for future reference if needed.

When should the Teacher Candidate Progress Review Form be an *Automatic Referral*?

An automatic referral is for concerns that are quite serious and require immediate support to remediate (e.g., if a teacher candidate is asked/required to leave a classroom, classroom absence or academic performance that suggests a failing grade, dispositional or health concerns that put students at risk, etc.). This type of TCPR referral is also automatically created when a second notice of concern is completed by you or another instructor, supervisor, program director, etc.

Prior to completing a Teacher Candidate Progress Review Form, it is encouraged that you consult with the student's advisor to determine if the concerns you hold are part of a bigger equation that should be addressed.

How do I deliver a TCPR to a student?

When a faculty member, staff, supervisor, advisor, or program director deems a TCPR is appropriate, he/she should complete the form with the student while discussing the issue in a professional way and clearly provide the expectations for the teacher candidate. This meeting should take place in a relatively quiet place and it is encouraged to include a colleague if the situation warrants it. After the discussions, the student should be asked to sign the form and be made aware that doing so merely signifies that the conversation took place. If possible, a signed copy should then be given to the student.

Where does the signed TCPR form go once I have discussed it with my student?

- The completed form should be emailed to the School of Education: soe@uwlax.edu or delivered to 235 Morris Hall.
- The appropriate person(s) will guide the student through the process as needed. Students who receive the automatic referral will prepare a brief reflection statement, which is available to the committee prior to meeting with the student. When meeting with the committee, students provide additional information and answer questions from the committee with the goal of establishing a support process to help the School of Education student address the issue. Students receive guidance and support from the committee usually beginning that same day. Campus resources are often tapped to aid students in this process.

Potential Concerns

The following is a list of potential concerns that may require a TCPR referral.

Concerns regarding content knowledge and planning:

- Designs learning experiences based on the central concepts of the discipline.
- Demonstrates an adequate command of the subject matter. Displays enthusiasm for subject matter.
- Seeks opportunities to learn.
- Accepts and utilizes feedback to grow professionally.

Concerns regarding attention to learners:

- Articulates knowledge of the developmental characteristics of age groups. Recognizes the effects of actions on learners.
- Creates experiences that build on the strengths of learners.
- Designs learning experiences that are sensitive to the rich diversity of learners and their contributions to the learning environment.
- Works well with and treats with dignity and respect all individuals regardless of race, ethnicity, ability, language, gender, sexual orientation, age, or religion.

Concerns regarding professionalism:

- Displays attitude conducive to the varying learning environments.
- Is able to match behavior to the expectations specific to each environment. Follows the rules and regulations of the learning environment.
- Accepts and utilizes feedback to grow professionally. Practices positive verbal and non-verbal communication skills. Seeks ways to improve.
- Is supportive of others.
- Can listen to other viewpoints – whether agreeing or disagreeing.
- Meets deadlines; if unable to meet deadline, informs necessary parties and works to develop and implement alternatives. Engages in professional collaboration.
- Is punctual and meets attendance requirements.
- Successfully fulfills professional responsibilities and completes tasks. Participates in class and professional field experiences.
- Maintains physical appearance appropriate to the learning environment. Is prepared and meets professional responsibilities.

University of Wisconsin-La Crosse
Recommended Support Plan Form

Describe the strategies you discussed with the student to remedy the previously indicated areas of concern. The purpose is to align noted concerns with the Wisconsin Teacher Educator Standards (WTES).

If this is a 2nd Notice of Concern or an Automatic Referral, the TCPR Committee will be working with the student to develop a support plan. Recommendations for components of that support plan (i.e., specific recommendations for a course) are encouraged to be provide.

Support Plan: Which Wisconsin Teacher Education Standards does the plan address? (check all that apply)

1 2 3 4 5 6 7 8 9 10

Describe activities that are recommended to be completed as part of support plan (attach additional pages if necessary):

Support plan was completed on the following date: _____

Signature of Faculty, Supervisor, Advisor, Program Director, or Staff:

Printed Name: _____

Signature: _____

Date: _____

Signature of Teacher Candidate:

Signed: _____

Date: _____