

University of Wisconsin - La Crosse
Teacher Candidate Progress Review Form
[TCPR Overview and Information](#)

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| Teacher Candidate Name: | |
| Department/Course/Section: | |
| UWL Faculty/Staff Name: | |
| Date: | |

| What: | Navigate Alert | Notice of Concern (TCPR) | Automatic Referral (TCPR) |
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| Who: | Students not yet admitted to SOE | Students admitted to SOE | Students admitted to SOE |
| When: | Any Student Concern | <input type="checkbox"/> Pattern of behavior that required conversation (attendance, academics) | <input type="checkbox"/> Crisis or immediate concern |
| | | <input type="checkbox"/> Outside concerns affecting performance | <input type="checkbox"/> Concerns affecting placements (ex. performance, disposition, attendance, etc.) |
| | | <input type="checkbox"/> Repeated accommodations/modifications made to course expectations and/or assignments (ex. extended time) | <input type="checkbox"/> If situation persists it would lead to harm, failure, or removal from placement or program |
| | | <input type="checkbox"/> Other: | <input type="checkbox"/> Student request |
| | <p>Please note: If any concerns in the "Automatic Referral (TCPR)" column are selected, the student will be required to meet with the TCPR committee.</p> <p>If the only concerns indicated are in the "Notice of Concern (TCPR)" column, the form will be kept on file. If a second TCPR form is submitted, it will result in the student being required to meet with the TCPR committee.</p> | | <input type="checkbox"/> Other: |

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| Standard(s) of Concern: Check all that apply | <input type="checkbox"/> 1: Learner Development | <input type="checkbox"/> 6: Assessment |
| | <input type="checkbox"/> 2: Learning Differences | <input type="checkbox"/> 7: Planning for Instruction |
| | <input type="checkbox"/> 3: Learning Environments | <input type="checkbox"/> 8: Instructional Strategies |
| | <input type="checkbox"/> 4: Content Knowledge | <input type="checkbox"/> 9: Professional Learning and Ethical Practice |
| | <input type="checkbox"/> 5: Application of Content | <input type="checkbox"/> 10: Leadership and Collaboration |

Please save this form and email the completed form to the School of Education: soe@uwlax.edu
For specific questions or concerns, please contact Mackenzie Taylor: mtaylor2@uwlax.edu

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| Description of the concern. | <p>Not meeting content knowledge and planning expectations, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designing learning experiences based on the central concepts of the discipline. <input type="checkbox"/> Demonstrating an adequate command of the subject matter. Displaying enthusiasm for subject matter. <input type="checkbox"/> Seeking opportunities to learn. <input type="checkbox"/> Accepting and utilizing feedback to grow professionally. <p>Not meeting expectations regarding attention to learners, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulating knowledge of the developmental characteristics of age groups. Recognizing the effects of actions on learners. <input type="checkbox"/> Creating experiences that build on the strengths of learners. <input type="checkbox"/> Designing learning experiences that are sensitive to the rich diversity of learners and their contributions to the learning environment. <input type="checkbox"/> Working well with and treating with dignity and respect all individuals regardless of race, ethnicity, ability, language, gender, sexual orientation, age, or religion. <p>Not meeting professionalism expectations, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displaying attitude conducive to the varying learning environments. <input type="checkbox"/> Matching behavior to the expectations specific to each environment. Following the rules and regulations of the learning environment. <input type="checkbox"/> Accepting and utilizing feedback to grow professionally. Practicing positive verbal and non-verbal communication skills. Seeking ways to improve. <input type="checkbox"/> Supporting others. <input type="checkbox"/> Listening to other viewpoints – whether agreeing or disagreeing. <input type="checkbox"/> Meeting deadlines; if unable to meet deadlines, informing necessary parties and working to develop and implement alternatives. Engaging in professional collaboration. <input type="checkbox"/> Being punctual and meeting attendance requirements. <input type="checkbox"/> Fulfilling professional responsibilities and completing tasks. Participating in class and professional field experiences. <input type="checkbox"/> Maintaining physical appearance appropriate to the learning environment. Being prepared and meeting professional responsibilities. <p>Other:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe concern: |
|------------------------------------|---|

| Faculty, Supervisor, Advisor, Program Director, or Staff | | |
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| Name: | | Date: |
| <input type="checkbox"/> I have informed and discussed with the student the TCPR Notice of Concern or Automatic Referral, and I have emailed the student a completed PDF of this form. | | |
| Form of Communication with Student: <ul style="list-style-type: none"> <input type="checkbox"/> In Person Meeting <input type="checkbox"/> Virtual Meeting | | |
| <input type="checkbox"/> Attempted to meet with the student, but no response. Form has been sent to the student via email. | | |

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Supplemental Information (optional)

| Have you consulted with additional staff/faculty regarding this concern? If so, list names and roles. | Faculty/Staff Name: | Role (Instructor, Advisor, Field/ST Supervisor, Cooperating Teacher, Field Experience Coordinator, etc.) |
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| Describe activities that are recommended to be completed as part of a support plan or activities that have been attempted to support the student. | |
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