

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

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

What:	Navigate Alert	Notice of Concern (TCPR)	Automatic Referral (TCPR)
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:	

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 Leah Davis: ldavis@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:
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Faculty, Supervisor, Advisor, Program Director, or Staff		
Name:		Date:
<input type="checkbox"/> I have informed and discussed with the student the TCPR Notice of Concern or Automatic Referral. 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.)

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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