

UNM College of Education and Human Sciences

Teacher Candidate Continuation Policy

Purpose

This policy outlines the process by which a teacher candidate's academic performance, professional behavior, and/or field experiences can be addressed within the College of Education and Human Sciences (COEHS) at the University of New Mexico through informal and formal processes. This policy provides a fair, supportive, and transparent mechanism for ensuring teacher candidate readiness and program quality.

Background

The COEHS is committed to preparing teacher candidates who demonstrate strong academic knowledge, ethical practices, and a deep commitment to the learners and communities they will serve. Educator preparation is a holistic process that includes coursework, clinical field experiences, and the ongoing development of professional dispositions essential to effective teaching and learning.

COEHS and its Educator Preparation Programs take pride in supporting teacher candidates as they grow into reflective, responsive, and equity-minded educators. As part of this commitment, the COEHS recommends teacher candidates to the New Mexico Public Education Department for licensure based on their successful demonstration of academic competence, professional behavior, and readiness to meet the needs of diverse learning environments.

Occasionally, a teacher candidate may benefit from additional support in one or more of these areas. The Teacher Candidate Continuation Policy provides a clear, supportive structure for addressing concerns when they arise. Its primary goal is to guide and assist teacher candidates in strengthening their practice, ensuring they have every opportunity to succeed. In cases where challenges persist, the policy outlines options for continued support, conditional progression, or, when necessary, transition out of the program.

Guiding Principles of the Continuation Policy

- Promote teacher candidate success through timely feedback and developmentally appropriate support.
- Ensure alignment with New Mexico licensure requirements and the Educator Code of Ethics.
- Maintain a learning environment grounded in equity, transparency, and high expectations.
- Provide clearly defined processes for early intervention, support planning, and appeal.

Definitions

Teacher Candidate: A student enrolled in a COEHS licensure or endorsement program.

Educator Preparation Program Coordinator (“Program Coordinator”): The COEHS faculty member who manages an educator licensure pathway program and is responsible for monitoring teacher candidates’ progress within that program.

Cooperating Teacher: The school-based teacher who enters an agreement with UNM to mentor, supervise, and support the teacher candidate.

Concerned Party: Any program faculty, supervisor, cooperating teacher, or administrator who identifies an issue related to the teacher candidate’s performance or behavior.

Informal Review: A preliminary process to address concerns through direct communication, reflection, and goal-setting.

Formal Review: A structured, multi-level process for addressing persistent or serious concerns.

Corrective Action Plan (CAP): A documented plan identifying specific actions, benchmarks, and timelines for improvement. Corrective actions are intended to assist the teacher candidate with their professional learning experiences and improve the teacher candidate’s overall performance in the program and/or field experience.

Probation: When a teacher candidate is temporarily removed from the licensure program and/or school site for a period of time.

Removal from Field Experience and/or Program: When a teacher candidate is formally and permanently removed from their field experience and/or licensure program. The teacher candidate is informed in writing of this decision.

Withdrawal from Program: A teacher candidate may elect to withdraw from their licensure program at any time. The teacher candidate’s withdrawal will be confirmed in writing by the licensure program.

The Review Process

Table 1. Summary of Types of Review

Review Type	Trigger	Outcome	Leads to
<i>Informal Review</i>	Concern or need to document progress or behavior; verbal notification	Documentation of plan or resolution	Formal Review if noted concerns are unresolved
<i>Formal Review Level 1</i>	Persistent concern or unmet expectations; written notification	Meeting; Corrective Action Plan (CAP)	Continuation or Level 2 Review
<i>Formal Review Level 2</i>	Unresolved concern, serious misconduct	Program decision (continue, suspend, exit)	Appeal or further action following the UNM Student Code of Conduct.

Informal Review

Purpose: Address concerns early and collaboratively and provide suggestions to the teacher candidate on areas for improvement or otherwise document progress.

Initiation: Informal Reviews can be initiated by faculty in the program, university supervisors, school personnel (e.g., cooperating teacher, Principal, Director), personnel in the Center for Student Success, Department Chair, Program Coordinator, or teacher candidate.

Participants: All knowledgeable parties

Process:

Initiated by someone with knowledge of the teacher candidate.

Verbal or written notification: The person initiating the informal review uses the *Informal Review Summary* to request discussion with the teacher candidate or verbally notifies the teacher candidate that a discussion is requested.

Discuss: Initiator meets with the teacher candidate to discuss the concern or need to document progress. Discussion includes efforts to work with the teacher candidate to prevent or resolve any noted concerns or challenges.

Document: The *Informal Review Summary* is completed as an informal document showing resolution or agreed-upon action steps, as well as the dates and content of the meeting discussion. The *Informal Review Summary* form is then shared with the teacher candidate's Program Coordinator and – at the discretion of the Project Coordinator – the Department Chair, Director of Licensure and/or an Associate Dean.

Advise: The initiator of the Informal Review and knowledgeable parties will then advise the appropriate Program Coordinator to identify the teacher candidate's compliance with the Informal Review Summary within the documented time frame.

Outcome:

- If resolved, no further action is taken. Documentation of resolution or plan/resolution.
- If unresolved or repeated, may lead to a *Level 1 Formal Review*.

Level 1 Formal Review

Purpose: To document actions that the teacher candidate must address or improve when a concern has not been corrected after the Informal Review meeting, or in response to egregious actions warranting a *Level 1 Formal Review* without Informal Review.

Initiation: Initiated by faculty in the program, university supervisor, or Program Coordinator.

Participants: Teacher Candidate, Program Coordinator, relevant faculty, university supervisor, and – if necessary – the cooperating teacher.

Process:

Initiated by someone with knowledge of the teacher candidate.

Written notification: The initiator completes the "Initiation" section of the *Level 1 Formal Review Form* and submits it to the teacher candidate's Program Coordinator. Copies are sent to the Department Chair, Director of Licensure and the Associate Dean.

Meeting notification: Within ten (10) business days, a *Level 1 Formal Review* meeting will be scheduled by the Program Coordinator with the initiator and involved parties, including the teacher candidate. The reasons outlined in the Initiation section of the review form are shared with the teacher candidate at this time.

Meeting and Documentation: The reason for the Level 1 Formal Review meeting is discussed with the teacher candidate and all relevant participants. The "Meeting Summary" section of the *Level 1 Formal Review Form* is completed. The "Corrective Action Plan (CAP)" section of the *Level 1 Formal Review Form* is completed. The CAP should be developed collaboratively and include the nature, content, and time frame for

the plan, which depends on the situation. The *Level 1 Formal Review Form* is signed by all participants in the meeting, acknowledging the requirements of the CAP.

Advise: Progress is reviewed at the time designated on the *Level 1 Formal Review Form*. The “Progress Review” of the Formal Review Form is completed at the date assigned. The *Level 1 Formal Review Form* must be re-signed by the teacher candidate and the Level 1 Formal Review initiator after the progress is reviewed.

Outcomes:

- Satisfactory progress: Teacher candidate continues in program.
- Unsatisfactory progress: advance to *Level 2 Formal Review*.

Level 2 Formal Review

Purpose: To document actions that the teacher candidate must address or improve and document adverse actions that result.

Participants: Teacher Candidate, Program Coordinator, Director of Licensure, the Associate Dean, and additional relevant personnel (e.g., other Program Coordinators)

Process:

Initiated when teacher candidate does not complete CAP actions, is in violation of COEHS policies, patterns of egregious behavior occurs, or the safety of self/others is at risk

Written notification: The initiator completes the “Initiation” section of the *Level 2 Formal Review Form* and submits it to the teacher candidate’s Program Coordinator. Copies are sent to the Department Chair, Director of Licensure and the Associate Dean. Immediately, the teacher candidate is removed from their field experience until resolution.

Review Hearing Committee convened: Immediately, the Program Coordinator convenes a group of relevant individuals that includes at least, but not limited to, the initiator, the Director of Licensure, the Associate Dean and determines the date of a Review Hearing. The Review Hearing must be scheduled during a time when the teacher candidate would have been scheduled to attend their field experience in order to assure teacher candidate availability to participate.

Teacher candidate notification: As soon as possible, or at least within three (3) days, the Department Chair and Program Coordinator notify the teacher candidate of the reason for initiating a Level 2 Formal Review and the date of a scheduled Review Hearing (must occur within five (5) days of the written notification). The Review Hearing is scheduled with the Review Committee.

Teacher candidate response period: Prior to the Review Hearing, the teacher candidate is permitted to:

- submit a written response,
- provide any additional information, in writing, that they would like the Review Hearing committee to consider prior to the Review Hearing,
- may plan to provide additional information, orally, at the Review Hearing, and
- may plan to bring any relevant witnesses or intentional participants to the review hearing.

Investigation: The Department Chair and Program Coordinator engage in a fact-finding investigation based upon what is provided in the *Level 2 Formal Review Form* under the “Initiation” section and any additional information provided in writing by the teacher candidate. The investigation must include discussion with the Review Hearing Committee.

Review Hearing: The Program Coordinator convenes a *Level 2 Review Hearing*. The *Review Hearing* must include the Review Hearing Committee. The Review Hearing must occur within five (5) days of the written notification. In the *Level 2 Review Hearing*:

- The Program Coordinator provides a summary of the investigation to the teacher candidate and relevant participants.
- The teacher candidate is permitted to respond orally to the summary of the investigation and provide additional information.
- The “Hearing Summary” section of the *Level 2 Formal Review Form* is complete.
- The teacher candidate leaves the Review Hearing meeting temporarily while the Review Hearing committee considers adverse actions. The “Adverse Actions” section of the *Level 2 Formal Review Form*. Adverse actions could include probation, repetition of an entire program phase, or dismissal from the licensure program or the COEHS (see below). A decision is made regarding continuation, conditional continuation, or dismissal. The decision must be based on:
 - whether or not the reported behavior (or absence of action) or failure to meet a program standard occurred; and, if so,
 - whether the behavior (or absence thereof) or failure to meet program standards has violated any of the COEHS Teacher Candidate Continuation Policy.
- The teacher candidate returns to the Review Hearing and is provided a summary of the decision made by the Review Hearing Committee.
- The teacher candidate can decide to withdraw from the Program and forego any additional adverse actions.
- The “Outcomes” section of the *Level 2 Formal Review Form* is completed and the form is signed.
- The Program Coordinator or Director of Licensure provides a formal letter, including a synopsis of the *Review Hearing*, and a copy of the *Level 2 Formal Review Form* – including any copies of relevant information gathered during the investigation – to the teacher candidate within five (5) days of the completion of the *Review Hearing*.
- For a teacher candidate who is a graduate student the Program Coordinator will inform the teacher candidate’s Faculty Advisory of any Teacher Continuation planning, including Emergency Actions or Temporary Removals.

Outcomes:

- Teacher candidate complies with Adverse Action, as described on the Level 2 Formal Review Form.
- Teacher candidate may appeal decision (see below). The Level 2 Formal Review decision remains in place until further notice.

Adverse Actions

Decisions about adverse actions are made within the following context and expectations:

Probation

When a teacher candidate is placed on probation, the Level 2 Review Committee will develop a written plan of action in collaboration with the teacher candidate. This plan will include clearly defined expectations, support strategies, and the specific duration of the probationary period, and conditions to be met before being considered for re-entry into the program.

Repetition of a Program Phase

A teacher candidate may be required to repeat an entire phase of their program (e.g., field experience) if additional time and experience are necessary to meet or sustain academic, professional, or dispositional expectations. This decision is made following a review by the Level 2 Review Committee) and is intended to support the teacher candidate's continued development.

Release from the Licensure Program and/or COEHS

If a teacher candidate is unable to meet the academic, professional, or dispositional standards outlined in the Educator Preparation Policies and Procedures Unit Handbook, the teacher candidate may be released from their licensure program and/or the COEHS. This decision is made with careful consideration and after all appropriate supports and review processes have been followed.

Withdraw from Licensure Program

A teacher candidate may elect to withdraw from their licensure program at any time. The teacher candidate's withdraw will be confirmed in writing by the licensure program. No further action is necessary.

Emergency Action & Temporary Removal

In cases involving immediate risk to student safety and/or well-being, or serious violation of policy, the Director of Licensure, Associate Dean, or Program Coordinator may enact an emergency suspension or temporary removal from field placement or coursework.

The teacher candidate will be notified in writing and a *Formal Level 2 Review Hearing* will be initiated promptly.

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, the NMAC 6.60.9 Code of Ethical Responsibility for Educators, or the teacher candidate's host school or district's code of conduct.

The Director of Licensure and/or the Associate Dean, in consultation with the Program Coordinator and Department Chair, may impose an emergency suspension if there is reasonable belief that the teacher candidate's conduct poses a risk of harm to themselves or others, or significantly disrupts the learning environment.

Emergency suspension is typically reserved for acute incidents or repeated, serious misconduct that raises immediate concerns about the teacher candidate's ability to function safely and professionally in educational settings.

Emergency Suspension

If a teacher candidate placed on emergency suspension, they may request a meeting with the Director of Licensure or Associate Dean. This meeting must occur as soon as possible and no later than five (5) working days from the request. During the meeting, the teacher candidate will have an opportunity to present their perspective and submit any supporting evidence. After the meeting, the Director of Licensure or Associate Dean will determine whether to:

- Lift the suspension,
- modify the conditions of the suspension, or
- continue the suspension.

If the suspension is continued due to ongoing safety or conduct concerns, the matter will be referred to the Program Coordinators for a Level 2 Formal Review. The Level 2 Review Hearing Committee will convene according to the written process.

Leave of Absence

A leave of absence is optional and may be used when the teacher candidate, the Program Coordinator, and the COEHS agree that the teacher candidate agree that a period of time away from the UNM classroom or school site would be beneficial to attend to personal circumstances. A leave of absence does not require a Review Hearing.

A teacher candidate may request a leave of absence by submitting a written request to the Program Coordinators and the Associate Dean. This option allows the teacher candidate to temporarily step away from educational activities for personal or professional reasons.

If the leave of absence is approved, the teacher candidate will receive written notification from the Program Coordinator outlining the terms of the leave and the process for returning to the program. The Program Coordinator will also inform the teacher candidate's Department Chair in writing of both the request and the final decision.

Appeals

Any Adverse Actions imposed at the *Level 2 Review Hearing* is considered an academic decision of the COEHS and can be appealed. Identified corrective actions during the Level 1 Formal Review cannot be appealed by the teacher candidate, but may be reviewed by the Director of Licensure and/or the Associate Dean at the teacher candidate's request.

Teacher Candidates may appeal *Level 2 Formal Review* decisions following university grievance procedures:

- Undergraduate students: Follow [UNM Undergraduate Grievance Policy].
<https://pathfinder.unm.edu/student-grievance-procedure.html>
- Graduate students: Follow [UNM Graduate Student Grievance Policy].
<https://pathfinder.unm.edu/campus-policies/graduate-student-grievance-procedure.html>

Appeals must be submitted in writing within ten (10) business days of the decision and include supporting evidence.

Key Resources

- UNM Student Code of Conduct - <https://pathfinder.unm.edu/code-of-conduct.html>
- COEHS Licensure Information Page - <https://coehs.unm.edu/current-students/licensure/>
- New Mexico Public Education Department Educator Growth and Development (Elevate NM) - <https://web.ped.nm.gov/bureaus/educator-quality/educator-growth-development/educator-evaluation/teacher-evaluation/>
- New Mexico Administrative Code 6.60.9 “Code of Ethical Responsibility of the Education Profession” - <https://www.srca.nm.gov/parts/title06/06.060.0009.html>

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Appendix A. Teacher Candidate Dispositions

NMTEACH Domain 4: Professionalism

Scoring Rubric: Each element (4A–4F) is evaluated using the NMTEACH “Levels of Performance” rubric: **Ineffective**, **Minimally Effective**, **Effective**, and **Highly Effective**.

The full criteria are detailed in the NMTEACH Observation Rubric—Domain 4:
<https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/NMTEACH-Observation-Rubric-Domain-4.pdf>

Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD). Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English learners (ELs) and Individualized Education Program (IEP) goals, when serving SWD.

4A. Communicating with Families

- **Engagement:** How effectively does the teacher involve families in the instructional program?
- **Communication:** Are communications—formal and informal—frequent, culturally responsive, and appropriate?

4B. Participating in a Professional Community

- **Commitment:** How willing and consistent is the teacher in participating in the professional community?
- **Collaboration:** How collegial and productive are the teacher’s relationships with colleagues?

4C. Reflecting on Teaching

- **Insight:** How detailed, accurate, and thoughtful is the teacher’s reflection on instructional practices?

4D. Demonstrating Professionalism

- **Standards:** How consistently does the teacher uphold high professional standards and practices?
- **Compliance:** To what extent does the teacher follow district and school rules and regulations?

4E. Growing and Developing Professionally

- **Professional Learning:** How actively does the teacher seek out, implement, and share professional learning?
- **Responsiveness:** How well does the teacher incorporate feedback into practice?

4F. Maintaining Accurate Records

- **Record-Keeping:** How efficient and accurate are the teacher’s systems for maintaining records?

Appendix B. Overview Summary of the New Mexico Code of Ethical Responsibility of the Education Profession

This code (6.60.9 NMAC) applies to all licensed educators in New Mexico. It sets the minimum ethical standards and professional behaviors expected of teachers, administrators, and anyone working under a PED-issued license or certificate. The goal is to ensure fairness, professionalism, and integrity in all educational settings.

Commitment	Key Behaviors (Do)	Key Misconduct (Don't)
Students	<ul style="list-style-type: none"> - Treat students fairly and with respect - Encourage inquiry and independent thinking - Keep student information private - Create safe learning environments 	<ul style="list-style-type: none"> - Discriminate against students - Show favoritism with gifts/money - Engage in sexual or inappropriate relationships - Harass or exploit students
Community	<ul style="list-style-type: none"> - Work to improve education for all - Support democratic and civic values - Respect official school policies - Help shape and explain education policy 	<ul style="list-style-type: none"> - Use position for partisan politics - Block public participation in education policy - Undermine academic freedom
Profession	<ul style="list-style-type: none"> - Act with honesty and integrity - Support and mentor colleagues - Keep information confidential - Give credit for others' ideas - Provide fair evaluations 	<ul style="list-style-type: none"> - Misrepresent qualifications (yours or others') - Influence colleagues unfairly - Spread false or derogatory comments - Falsify records or research use
Employment Practices	<ul style="list-style-type: none"> - Apply and hire fairly based on qualifications - Honor contracts and agreements - Be transparent about job conditions - Work with respect toward boards/admins 	<ul style="list-style-type: none"> - Misrepresent in applications - Break contracts without cause - Undermine other applicants - Use school resources for personal gain

For more information, visit:

- 6.60.9 NMAC - <https://www.srca.nm.gov/parts/title06/06.060.0009.html>

Appendix C. Sample Decision-Making Matrix

Concern Category	Example Scenario(s)	Initial Action	Possible Review Level
Academic Performance	Missed or incomplete assignments GPA below program requirement	Faculty/advisor outreach	Informal Review
	Program desire to document progress	Faculty/advisor outreach	Informal Review
	Repeated failure to meet assignment expectations or field goals	Document concern, set goals	Formal Review Level 1
	Failure to complete CAP goals or repeated course failure	Formal Review Level 1	Formal Review Level 2
Dispositional Concerns	Unprofessional communication (e.g., email tone, dismissiveness)	Private conversation with support	Informal Review
	Poor attendance, lack of preparation for teaching or meetings	Document and create improvement plan	Formal Review Level 1
	Refusal to accept feedback; pattern of unprofessional behavior	Escalate concern to Program Coordinator	Formal Review Level 2
Field Experience Concerns	Difficulty building rapport with students, families, and or cooperating teacher	Supervisor feedback and reflection	Informal Review
	Undermining cooperating teacher; classroom mismanagement	Written concern from site mentor	Formal Review Level 1 or 2
	Placement refusal by multiple schools and/or repeated removal from placements	Program Coordinator discussion and Formal Review Level 1	Formal Review Level 2
Ethical or Safety Concerns	Disregard of student privacy (e.g., posting on social media)	Immediate documentation & consult	Formal Review Level 2
	Suspected substance use during placement; harm to self or others	Emergency removal, report to Dean of Students	Emergency Suspension + Level 2 Review
	Alleged violation of Educator Code of Ethics (NMAC 6.60.9)	Emergency Suspension	Emergency Suspension
Personal Circumstances	Extended illness, family emergency	Supportive planning meeting	Leave of Absence (optional)
	Teacher Candidate requests time away for mental health or caregiving	Written request, reviewed by Director of licensure and/or Associate Dean	Leave of Absence (optional)

Appendix D. Frequently Asked Questions

Understanding the Teacher Candidate Continuation Policy

What is the Continuation Policy, and why does it matter?

The Continuation Policy outlines how concerns about academic progress, professionalism, and/or field performance are addressed. It's designed to support your success and ensure you are fully prepared for licensure and teaching.

What happens if someone has a concern about me?

Concerns may be shared by faculty, supervisors, cooperating teachers, or others. In most cases, concerns are addressed through an Informal Review, where you'll meet with a faculty member to discuss the situation and set goals for improvement.

Will I automatically be removed from my program if a concern is raised?

No. The goal is to support your growth. Most concerns are resolved informally. A formal review or program change only happens when concerns are repeated, serious, or not resolved through support.

What is a Corrective Action Plan (CAP)?

A CAP is a written plan created with you to help address specific concerns, which includes clear goals, timelines, and supports. The plan is created during a Level 1 Formal Review. Your progress will be reviewed to determine next steps.

Can I request time away from the program?

Yes. You can request a Leave of Absence if you need to step away for personal, medical, or other reasons. This should be done in writing and discussed with your Program Coordinator and the Associate Dean.

What if I feel the decision about me is unfair?

You have the right to appeal decisions made during a formal review or emergency suspension. Appeals follow university policies described in the UNM Pathfinder or Graduate Student Handbook.

Who can I talk to for support during a review?

You are encouraged to reach out to your:

- Program Coordinator or faculty advisor
- Field Services staff
- UNM Center for Teaching and Learning (academic help)
- SHAC (for counseling and/or health services)

Will this affect my ability to become licensed?

Only if a serious concern goes unaddressed or if you are unable to meet program requirements after support has been provided. The policy is designed to help you stay on track, not to remove you without cause.

Appendix E. Documentation Checklist for Informal and Formal Reviews

This checklist is designed to guide faculty, supervisors, and program coordinators through the documentation requirements for Informal and Formal Reviews (Level 1 and Level 2). Check all applicable boxes and complete notes where required.

Informal Review

- ☐ Initiation: Review initiated by appropriate party (faculty, supervisor, school personnel, Center for Student Success, Department Chair, Program Coordinator, or teacher candidate).
- ☐ Meeting held with teacher candidate to discuss concerns or progress.
- ☐ Discussion documented: efforts to support candidate, prevent or resolve concerns.
- ☐ Informal Review Summary form completed: meeting date(s), discussion summary, action steps, and timeline.
- ☐ Summary shared with Program Coordinator (and, if needed, Department Chair, Director of Licensure, Associate Dean).
- ☐ Program Coordinator monitors compliance with action steps.
- ☐ Outcome documented: Resolved (no further action) OR Unresolved/Repeated (advance to

Level 1 Formal Review

- ☐ Initiator completes “Initiation” section of the Level 1 Formal Review Form and submits to Program Coordinator.
- ☐ Copies distributed to Department Chair, Director of Licensure, and Associate Dean.
- ☐ Program Coordinator schedules Level 1 meeting within ten (10) business days.
- ☐ Meeting participants: Teacher Candidate, Program Coordinator, relevant faculty/supervisor, cooperating teacher (if needed).
- ☐ Written documentation of concern shared with candidate before meeting.
- ☐ Corrective Action Plan (CAP) developed and signed (specific concerns, action steps, and timeline).
- ☐ Progress reviewed at designated time.
- ☐ Outcome documented: Satisfactory progress (candidate continues) OR Unsatisfactory progress (advance to Level 2).

Level 2 Formal Review

- ☐ Initiator completes “Initiation” section of the Level 1 Formal Review Form and submits to Program Coordinator.
- ☐ Teacher Candidate removed from field experience
- ☐ Program Coordinator contacts Review Hearing Committee and schedules Review Hearing immediately. Hearing must be held within five (5) days of written notification.
- ☐ Within three (3) days of written notification, teacher candidate is notified of reason for initiating Level 2 Formal Review and date of scheduled Review Hearing.
- ☐ Candidate allowed to submit written response prior to Review Hearing.
- ☐ Fact-finding investigation conducted by Department Chair & Program Coordinator (collect evidence, candidate response, documentation).
- ☐ Program Coordinator convenes Level 2 Review Hearing with committee of Program Coordinators.
- ☐ Candidate invited
- ☐ Committee determines: Did behavior/inaction occur? Did it violate standards/policies?
- ☐ Level 2 Formal Review Form complete, including “Hearing Summary” section and “Adverse Actions” section.
- ☐ Teacher candidate provided with written materials/copies within five (5) days of completion of the Review Hearing.

Appendix F. Informal Review Summary

This form is used to document an Informal Review of a teacher candidate. The purpose of the Informal Review Summary is to collaboratively address concerns early and/or to document progress. Outcomes may include agreed-upon action steps, documentation of progress, and identification of next steps.

INITIATION

Teacher Candidate:	Program/Concentration:
UNM ID:	
Initiated by/Role:	
Summary of Reason for Informal Review initiation:	
Efforts to Support Candidate/Prevent or Resolve any Current Concerns or Progress Monitoring Efforts:	

SUMMARY

Summary of related conversations/meeting (with dates):		
Relevant Action Steps	Responsible Party	Timeline

Signatures

Teacher Candidate: _____ Date: _____

Initiator: _____ Date: _____

Program Coordinator: _____ Date: _____

Additional Participants: _____ Date: _____

Note: This form becomes part of the teacher candidate's file. Copies must be provided to the Program Coordinator and, if applicable, the Department Chair, Director of Licensure, and/or Associate Dean.

Progress Review/Date (to be completed according to above action steps, if necessary): <input type="checkbox"/> Resolved <input type="checkbox"/> Unresolved (consider Level 1 Formal Review)
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Appendix G. Level 1 Formal Review

This form is used to document a Level 1 Formal Review (initial corrective action) of a teacher candidate. The form provides a unified process for documenting concerns and developing corrective action plans.

INITIATION (to be submitted to the Program Coordinator)

Initiator		
Name, Title, Role: Date:		
Teacher Candidate Information		
Teacher Candidate:	Program/Concentration:	
UNM ID:		
Summary of Concerns		
Academic	Behavioral	Other
Additional Documentation Provided		

MEETING NOTIFICATION

Date of scheduled Level 1 Formal Review Meeting: _____

Prior to meeting:

- ☐ Teacher candidate is notified of concerns.
☐ Meeting is scheduled within ten (10) days of the initiation

MEETING SUMMARY

Only complete this section if a Level 1 Formal Review was initiated.

Meeting Date	Meeting Participants
Were the concerns discussed during the meeting? _____ Was the teacher candidate present at the meeting? _____	Name, title, role of each participant
Notes:	

CORRECTIVE ACTION PLAN

This Corrective Action Plan (CAP) is developed collaboratively during a Level 1 Formal Review meeting. It outlines the actions required of the teacher candidate, the expected outcomes, and the timeline for completion.

Area of Concern	Required Action(s)	Timeline/Deadline	Evidence of Completion

Signatures

Teacher Candidate: _____ Date: _____

Initiator: _____ Date: _____

Program Coordinator: _____ Date: _____

Additional Participants: _____ Date: _____

Note: This form becomes part of the teacher candidate's file. Copies must be provided to the Program Coordinator and, if applicable, the Department Chair, Director of Licensure, and/or Associate Dean.

PROGRESS REVIEW (To occur in alignment with the Corrective Action Plan)

Progress Review/Date (to be completed according to above action steps, if necessary):

☐ Satisfactory Progress

☐ Unsatisfactory Progress (advance to Level 2 Formal Review)

Signatures

Teacher Candidate: _____ Date: _____

Initiator: _____ Date: _____

Program Coordinator: _____ Date: _____

Additional Participants: _____ Date: _____

Appendix H. Level 2 Formal Review

This form is used to document a Level 2 Formal Review (serious issues, unmet CAP goals, or adverse actions). This combined form provides a unified process for documenting concerns and recording outcomes of a Review Hearing.

INITIATION (to be submitted to the Program Coordinator; Copies provided to Department Chair, Director of Licensure, and the Associate Dean)

Initiator		
Name, Title, Role:		
Date:		
Teacher Candidate Information		
Teacher Candidate:		Program/Concentration:
UNM ID:		
Previous Actions		
Date of related Informal Review (if applicable)	Date of Level 1 Formal Review (if applicable)	Other
Summary of reason for initiating Level 2 Formal Review		
Additional Documentation Provided		

MEETING NOTIFICATION

Date of teacher candidate removal from field experience: _____

Date of scheduled Review Hearing: _____

Prior to meeting:

☐ Review Hearing Committee is convened

☐ Teacher candidate is notified of permissions (to submit a written response, to provide written additional information prior to Review Hearing, to plan to provide additional information at Review Hearing, plan to bring relevant witnesses)

☐ Meeting is scheduled within five (5) days of the initiation

INVESTIGATION

Summary of materials obtained during fact-finding investigation
Summary of additional information from investigation provided to Review Hearing Committee

HEARING SUMMARY

Review Hearing Requirements	Review Hearing Participants
<input type="checkbox"/> Summary of Investigation is provided to teacher candidate and relevant participants <input type="checkbox"/> Teacher candidate is permitted to respond orally to the summary of the investigation and provide additional information <input type="checkbox"/> Review Hearing Committee considers Adverse Actions in the absence of the teacher candidate. Decisions are based on: 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 the program standards has violated any of the COEHS Teacher Candidate Continuation Policy. <input type="checkbox"/> Upon return, teacher candidate is provided a verbal summary of the decisions made by the Review Hearing Committee	Name, title, role of each participant
Adverse Actions	
<input type="checkbox"/> Probation – Additional documentation or notes below required detailing the defined expectations of probation, support strategies, specific duration of the probationary period, and the conditions to be met before considered for re-entry into the program. <input type="checkbox"/> Repetition of a Program Phase – Additional documentation or notes below must detail the extent of program phase required to be repeated <input type="checkbox"/> Release from the Licensure Program and/or COEHS – Additional documentation or notes below must detail why the teacher candidate is unable to meet the academic, professional, or dispositional standards outlined in the Educator Preparation Policies and Procedures Handbook and ensure review processes have been followed <input type="checkbox"/> Withdraw from Licensure Program – Written documentation of withdraw from the teacher candidate must be provided <input type="checkbox"/> Emergency or Temporary Removal – Additional documentation or notes below must detail duration of the removal and the conditions to be met before considering further action <input type="checkbox"/> Other (must have supporting documentation or notes below):	

Additional Hearing Summary Notes (if applicable)

Signatures

Teacher Candidate: _____ Date: _____

Initiator: _____ Date: _____

Program Coordinator: _____ Date: _____

Director of Licensure: _____ Date: _____

Review Hearing Committee:

Name: _____ Date: _____

Signature: _____

Name: _____ Date: _____

Signature: _____

Name: _____ Date: _____

Signature: _____

Note: This form becomes part of the teacher candidate's file. Copies must be provided to the Program Coordinator and, if applicable, the Department Chair, Director of Licensure, and/or Associate Dean.

OUTCOMES

- ☐ The Program Coordinator or Director of Licensure provides a formal letter, including a synopsis of the *Review Hearing*, and a copy of the *Level 2 Formal Review Form* – including any copies of relevant information gathered during the investigation – to the teacher candidate within five (5) days of the completion of the *Review Hearing*.
- ☐ Teacher candidate complied with Adverse Action, as described on the Level 2 Formal Review Form.
- ☐ Teacher candidate is appealing decision. The Level 2 Formal Review decision remains in place until further notice.