

EDUCATOR PREPARATION PROGRAM CONTINUATION AND DISMISSAL POLICY

In order to continue in the Educator Preparation Program (EPP), a student must do as follows:

- Continue to meet admission standards.
- Remain in good standing with their Site/Course Professor, University Supervisor, Cooperating Teacher, and school placement Principal.
- Make satisfactory progress toward teacher certification.

Reasons for dismissal from the Educator Preparation Program may include, but are not limited to the following:

- Failure to meet course requirements
- Lack of progress or success on a continuation plan
- Violation of the Code of Ethics and Standard Practices for Texas Educators (RULE §247.2)
- Non-adherence to the EPP Handbook Contract
- Lack of progress demonstrating the Teacher Standards (RULE §149.1001) and TExES PPR Domains and Competencies
- Violation of school district and/or campus rules and regulations
- Excessive tardiness, absences, or failure to complete or make-up days missed
- Failure to respond to feedback from the Site/Course Professor, University Supervisor, Cooperating Teacher, and/or school placement Principal.

Procedures for removing a student from the Educator Preparation Program:

- If dismissal is due to a violation of established admission or continuation criteria, the Office of the Director of Field Experiences will notify the student in writing of the grounds for dismissal.
- If dismissal is resulting from a school placement principal recommendation, a request to terminate the placement will be generated by the principal. The principal will send a letter to the Office of the Director of Field Experiences. This letter will convey that it is in the best interest of K-12 learners or the teacher candidate/clinical teacher/intern that the field experience be terminated. After this occurs, the Office of the Director of Field Experiences will schedule a meeting to inform the student of the decision to terminate the placement and dismiss the student.
- A formal letter of dismissal from the Educator Preparation Program will be sent from the Office of the Director of Field Experiences.

DUE PROCESS RIGHTS IN THE EDUCATOR PREPARATION PROGRAM

Students who wish to appeal admission or retention criteria may schedule a meeting with the Office of the Director of Field Experiences to ask that an individual exception be made. The student must follow the TAMU-CC College of Education and Human Development Due Process and Complaint Resolution Policy Procedures found on <http://education.tamucc.edu/index.html>

Educator Preparation Program Continuation Plan (Part A)

To: _____ From: _____ Date: _____

All TAMU-CC candidates seeking educator certification are informed that the Educator Preparation Program Handbooks sets forth requirements and expectations for prospective educators. ***The purpose of this continuation plan is to inform you that the following professional dispositions are not being met or are deficient as indicated:***

In the TAMU-CC Classroom:

- Poor Punctuality
- Poor Work Quality
- Dominates class discussion/group activities
- Volatile/ overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner
- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc...)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating/Plagiarism
- Lack of empathy/ interest in teaching
- Other:

At the School Site:

- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field place
- Poor adherence to hours required of mentor teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children/ youth
- Requires excessive guidance
- Displays hostilities toward teachers
- Evidence of cheating
- Inappropriate social interaction with pupils/teachers
- Inappropriate physical contact with pupils/teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Volatile/ overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- Does not participate in public school campus activities
 - Refusal to accept constructive suggestions
- Does not work well with others
- Displays negative attitudes
- Does not take initiative in group projects/ work
- Dominates group discussions/ activities
- Does not complete individual assignments/work for group project
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written/ oral language
- Hygiene issues
- Does not willingly help other candidates
- Failure to implement constructive suggestions
- Other:

Educator Preparation Program Continuation Plan (Part B)

Goals to be addressed	Activities to facilitate improvement	Evidence to determine improvement	Timeline	Follow-up notes	Date completed
1.					
2.					
3.					

Candidate Demonstrated Satisfactory Improvement
 Satisfactory Improvement by Candidate was not demonstrated;
-Referred to The Office of the Director of Field Experiences.

Candidate Signature: _____