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### SCHOLARSHIP INFORMATION

**TEACHER PREPARATION AFFORDABILITY SCHOLARSHIP**  
[https://coe.unm.edu/future-students/teacher-prep-affordability-scholarship.html](https://coe.unm.edu/future-students/teacher-prep-affordability-scholarship.html)

**GROW YOUR OWN TEACHER NETWORK**  
[https://coe.unm.edu/future-students/grow-your-own-teacher.html](https://coe.unm.edu/future-students/grow-your-own-teacher.html)

**COE SCHOLARSHIPS**  
[https://coe.unm.edu/current-students/scholarships/index.html](https://coe.unm.edu/current-students/scholarships/index.html)
I. TEACHER CANDIDATE STATEMENT OF UNDERSTANDING

Please review the UNM College of Education Field Experiences Handbook.

If you are applying for admission to a licensure program read the statement below, sign the document, and return it to the coordinator of the program to which you are applying.

I, ____________________________, hereby acknowledge and declare that:

Print Name

I am aware that the University of New Mexico College of Education Field Experience policies are available to me in the Field Experiences Handbook, upon request to the appropriate department responsible for field experience placement, or upon request to an administrator in the College of Education. It is my responsibility to familiarize myself with these policies.

In addition, I confirm that I have received, read, and understood the policies in the Field Experiences Handbook.

I agree to conduct my activities in accordance with the University of New Mexico College of Education policies and understand that breaching these standards may result in sanctions, including removal from my roles and responsibilities for this field experience, removal from the program, reporting to appropriate agencies, and suspension or expulsion from UNM.

Teacher Candidate Printed Name: __________________________________________

Teacher Candidate Signature: __________________________________________

Date: ______________________
II. DIRECTORY OF LICENSURE PROGRAMS AND SERVICES

A. **Art Education**
   Department of Art and Art History – College of Fine Arts
   Dept. Admin.: Nancy Treviso  505-277-9133  ntreviso@unn.edu
   **Dr. Nancy Pauly**, Program Coordinator

B. **Early Childhood Education**
   Department of Individual, Family, and Community Education (IFCE)
   Dept. Admin.: Cynthia Salas  505-277-4318  casalas@unm.edu
   **Dr. Cathy Gutierrez-Gomez**, Program Co-Coordinator
   **Dr. Alezandra Davis**, Program Co-Coordinator

C. **Elementary Education**
   Department of Teacher Education, Educational Leadership, and Policy (TEELP)
   Dept. Admin.: Amy Hathaway  505-277-0504  ahatthawa@unm.edu
   **Dr. Leila Flores-Dueñas**, Program Coordinator, Undergraduate Program
   **Dr. Marjori Krebs**, Program Coordinator (MA + Alternative License)

D. **Physical Education Teacher Education**
   Department of Health, Exercise, and Sports Sciences (HESS)
   Dept. Admin.: Dwight Zier  505-277-8173  d29zier@unm.edu
   **Dr. Karen Lux Gaudreau**, Program Coordinator

E. **Secondary Education**
   Department of Teacher Education, Educational Leadership, and Policy (TEELP)
   Dept. Admin.: Amy Hathaway  505-277-0504  ahatthawa@unm.edu
   **Dr. Leila Flores-Dueñas**, Program Coordinator, Undergraduate Program
   **Dr. Marjori Krebs**, Program Coordinator (MA + Alternative License)

F. **Special Education**
   Department of Special Education (SPCD)
   Dept. Admin.: Audrea Winslow  505-277-6915  anp@unm.edu
   **Dr. Erin Jarry**, Program Coordinator, Dual Licensure Program
   **Dr. Susan Copeland**, Program Coordinator (MA + Alternative License)

G. **Bilingual Education and TESOL Endorsements**
   Department of Language, Literacy, and Sociocultural Studies (LLSS)
   Dept. Admin.: Lorena Rodriguez-Vazquez 505-277-6997  lrodriguezvazquez@unn.edu
   **Dr. Carlos Lopez Leiva**, Program Coordinator

H. **Center for Student Success and Field Services Center**
   **Dr. Smith Frederick**, Director
   Advisement  505-277-3190  coeac@unm.edu
III. BILINGUAL and TESOL ENDORSEMENTS ADDED TO A TEACHING LICENSE

New Mexico has a critical need for all educators to have expertise in Bilingual Education and/or TESOL. These NM-PED Endorsements are added to a teaching license. Teacher Candidates interested in Bilingual or TESOL Endorsements should consult with an Academic Advisor in the Center for Student Success and Dr. Carlos Lopez Leiva (callopez@unm.edu) the Bilingual Education Coordinator.
Department of Language, Literacy, and Sociocultural Studies Department
Bilingual Education and TESOL Endorsements

The Department of Language, Literacy, and Sociocultural Studies (LLSS) is the academic and conceptual home of the state endorsements in Bilingual Education and TESOL at UNM. Our commitment is to provide high-quality academic preparation for teachers in the areas of language and culture in order to meet the educational needs of the state, the nation, and the world. Our endorsement programs are structured to contribute to the quality of life in New Mexico through contributions to public policy, support for first and second language learners, language preservation programs, and advocacy for social justice.

The Bilingual Education and ESL endorsement programs enable teacher candidates at both the undergraduate and graduate levels to strengthen their understandings, teaching practices, and professional identities regarding the education of bilingual students and students who are learning English as a second language.

Endorsements are issued by the state of New Mexico to K-12 teachers licensed in general and special education. The following information pertains to the endorsement program in Bilingual Education or Teaching English to Speakers of Other Languages (TESOL) in the Department of LLSS. For licensure programs, see other departments in the College of Education.

Bilingual Education and TESOL Endorsements
Program of Study and Course Curriculum

The following courses have been approved by the New Mexico Public Education Department (NM Pedro) for the Bilingual Education or TESOL endorsements. Substitutions for any of these courses must be approved by NM Pedro. School districts have set a priority on hiring teachers who have successfully completed endorsement coursework versus alternative routes to endorsements. There is a great shortage of bilingually-endorsed teachers, therefore teachers with a bilingual endorsement are in especially high demand.

Bilingual Education and TESOL Program Faculty

Rebecca Blum-Martínez, Ph.D.
rebeccab@unm.edu

Sylvia Celedón-Pattichis, Ph.D.
sceledon@unm.edu

Pisarn Bee Chamcharatsri, Ph.D.
bbee@unm.edu

Holbrook Mahn, Ph.D.
hmahn@unm.edu

Christine Sims, Ph.D.
csimasacoma@aol.com

Carlos LópezLeiva, Ph.D.
calilopez@unm.edu
TESOL Endorsement
15 hours plus corequisites (K-12)

COREQUISITES (9 semester hours)
Second Language (6):
6 university-level semester hours in Spanish, Navajo, or other appropriate language
Linguistics (3):
LING 101—Introduction to the Study of Language OR LING 440—Introduction
   to Linguistics OR LING 540—Introduction to Linguistics OR Any other
   introductory Linguistics course.

COURSE REQUIREMENTS (15 hours)
LLSS 453—Theoretical and Cultural Foundations of Bilingual Education
LLSS 456/556—First And Second Language Development
   (Prerequisite: an introductory Linguistics course)
LLSS 482—Teaching English as a Second Language
   (Prerequisite: LLSS 456/556 First & Second Language Development)
LLSS 458/558—Literacy Across Cultures
LLSS 459/559—Second Language Literacy

In addition to the coursework, students will be required to successfully complete
the New Mexico-approved TESOL content exam.

KEY:
* Also offered for graduate credit

Bilingual Education Endorsement
21 hours (K-12, Spanish - English)

PREREQUISITES (9 semester hours)
Linguistics (3):
LING 101—Introduction to the Study of Language OR LING 440—Introduction
   to Linguistics OR LING 540—Introduction to Linguistics OR Any other
   introductory Linguistics course.
Language Requirements (6 hours):
SPAN 301—Topics in Hispanic Culture and Language
   (other options possible if K-12 in Spanish)
SPAN 302—Developing Spanish Writing Skills

COURSE REQUIREMENTS (21 hours)
Bilingual Education Research, Theory, and Practice (18 hours, 9 of which must be
in courses taught in Spanish)
LLSS 453—Theoretical and Cultural Foundations of Bilingual Education
LLSS 456/556—First and Second Language Development
   (Prerequisite: Intro to Linguistics course or LLSS 555 for graduate students)
LLSS 500—Bilingual Teaching Methods, Materials, and Techniques
   (Permission of instructor)
LLSS 482—Teaching English as a Second Language
LLSS 455**—Spanish for the Bilingual Classroom
   (Prerequisite: permission of instructor)
LLSS 479/579*—Teaching of Reading in the Bilingual Classroom
   (La Enseñanza de la Lectura)
   (Prerequisite: LLSS 455 and permission of instructor)
Sociocultural/History/Arts (3 hours)—choose one course from:
LLSS 449—Teaching the Native Language to Native Speakers
LLSS 460/560—Language Education in Southwest Native American Communities
LLSS 457/557—Language, Culture, and Mathematics
   (taught in Spanish during Summer)
CHMS—Any Chicano Studies course in consultation with an advisor
SPAN 307*—Introduction to Hispanic Literature
SPAN 371*—Spanish of the Southwest
SPAN 375*—Southwestern Hispanic Folklore
NAS 150—Introduction to Native American Studies

In addition to the coursework, students will be required to successfully complete LA
PRUEBA, the New Mexico approved Spanish Language Proficiency Exam.

KEY:
* Also offered for graduate credit
* Taught in Spanish

Summer Endorsement Courses

In addition to courses offered during regular school semesters, the Bilingual /TESOL
Education program offers two Language Teaching institutes during the summers
that Teacher Candidates, looking for an endorsement, can take to complete
required credits in a shorter period and reducing the coursework load during
school year. Both Institutes offer coursework related to each endorsement. The
Summer Institutes provide a meaningful teaching experience through integrated
workshop with teaching field experiences of children who are studying at local
schools and are bilingual. The Institutes include:

1. The Summer Spanish immersion Institute for Bilingual Teachers
   a. This institute offers the following courses: "LLSS 479/579," "LLSS 455, &
      "LLSS 459/559
2. ESOL/TESOL Summer Institute
   a. This institute offers the following courses: LLSS 453/580, LLSS 482/581 &
      LLSS 459/559
IV. FIELD EXPERIENCES INTRODUCTION

A. Purpose of Field Experiences

Field experiences are an integral component of educator preparation programs. Field experiences provide productive and structured learning opportunities that allow teacher candidates to identify, observe, and study relevant growth, developmental patterns, and characteristics of children and adolescents at varying stages of maturation. Moreover, field experiences allow teacher candidates to participate in planning and evaluation of learning experiences while being immersed in PK-12 school environments. The field experience is an opportunity for teacher candidates to observe and participate in diverse educational settings, become reflective practitioners, and to apply the theories and concepts learned in program course work to a full assumption teaching role. This experience offers the teacher candidate a unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which empower a sense of development as a professional. By observing qualified, passionate master teachers, our teacher candidates will solidify principles learned during coursework by actively assisting with instruction, facilitating group work, and teaching lessons of their own.

Furthermore, field experiences allow observations of professionals who work among diverse cultures and will assist teacher candidates with recognition of how to meet the needs of students from different ethnicities, socio-economic and language backgrounds, genders, and exceptionalities.

Additional information on the field experiences of each licensure program is found in the individual licensure program’s handbook in the COE Field Services Portal https://fsp.unm.edu. NOTE: Students need to register to access portal.

B. Educator Preparation Licensure Program Sites:

Art Education
https://finearts.unm.edu/academics/degrees/undergraduate-degrees/ba-art-education/

Early Childhood Education
https://coe.unm.edu/departments-programs/ifce/family-child-studies/undergraduate-programs/index.html
https://coe.unm.edu/departments-programs/ifce/family-child-studies/certification.html

Elementary Education B.S.Ed.
https://coe.unm.edu/departments-programs/teelp/elementary-education/bachelors-degree.html
Elementary Education M.A. + Alternative Licensure
https://coe.unm.edu/departments-programs/teelp/elementary-education/alternative-route-to-k-8-licensure.html

Physical Education Teacher Education

Secondary Education B.S.Ed., B.A.Ed.
https://coe.unm.edu/departments-programs/teelp/secondary-education/bachelors-degree.html

Secondary Education M.A. + Alternative Licensure
https://coe.unm.edu/departments-programs/teelp/secondary-education/licensure-ma.html

Special Education/Elementary Education Dual License B.S.Ed.
https://coe.unm.edu/departments-programs/es/special-education-program/bachelors-degree/index.html

Special Education MA + Alternative Licensure
https://coe.unm.edu/departments-programs/es/special-education-program/masters/program-application-information.html

C. Placement Procedures

The primary goals of all teacher preparation programs in the College of Education are to enhance teacher candidates’ perspectives in education and their experiences working with diverse populations of students. As such, all field experience placements are generated in a variety of urban and rural areas, in public, private, and charter institutions and provide exposure to diversity in race, ethnicity, culture, socio-economic status, learning style, exceptionalities, and languages. While all programs have minor differences that should be reviewed in each program specific field experience handbook, the following are some general guidelines regarding the process of placement of teacher candidates in field experience sites:

1. Program faculty and Field Services Center (FSC) experts collaborate with school district personnel to determine placements. Teacher candidates may not contact schools, individual teachers, or administrators on their own in an attempt to influence or arrange their own placements. Teacher candidates who do so may jeopardize their field placements.

2. A teacher candidate will receive a field experience placement only after all requirements are met, including a current background check for the school district and proof of liability insurance.

3. A teacher candidate may begin a field placement and be present at the school site only after the match has been officially created and the teacher candidate has received an email notification from FSC.
4. Field placements are based on availability of cooperating teachers and parameters set by the school districts. This means that individual preferences or special accommodations are limited and that changes in placements may not be possible.

5. An attempt is made to place teacher candidates at geographically convenient schools, but no guarantees can be given. The successful coordination of travel to and from the school site, regardless of distance, is an expectation for all teacher candidates.

6. When requesting a field placement, teacher candidates agree to provide the program faculty and the FSC, via the Field Services Portal, accurate and complete information. False statements or lack of full disclosure may impact a teacher candidate’s ability to gain a placement.

7. A placement is finalized after the cooperating teacher has interviewed the teacher candidate and the University of New Mexico has given approval. It is the cooperating teacher’s prerogative to decline a placement.

8. Any changes to the status of a teacher candidate’s placement (change of location, early end, change of teacher candidate responsibilities at site) must be arranged and approved in writing by FSC and program faculty.

9. Any changes in a teacher candidate's personal status that would reflect a change in background check results must be reported to the program coordinator and FSC within 10 days.

10. Teacher candidates are responsible for meeting program requirements as explained through orientations, handbooks, faculty advisors, course syllabi, instructors, etc.

Information on placement procedures is located on the Field Services Portal https://fsp.unm.edu (NOTE: Students need to register to access portal.) in the COE Center for Student Success.

The Field Services Center in the Center for Student Success for the College of Education works with program faculty and school personnel in order to support the placement of student teachers in the classroom. Teacher candidates who have been approved by their respective program to begin student teaching in the field must register at the Field Services Portal, https://fsp.unm.edu. The Field Services Center will work with each student as well as with College of Education faculty and district and school personnel to ensure an appropriate field experience is coordinated.

Teachers and school administrators who would like to participate with the College of Education and support the assignment of student teachers in their classrooms must also register at the Field Services Portal, http://fsp.unm.edu. We look forward to working with you and thank you for your support of our teacher candidates! https://coe.unm.edu/administration/center-for-student-success/field-services.html
D. Field Placement Policy

UNM COLLEGE OF EDUCATION
FIELD PLACEMENT POLICY
FOR ALL LICENSURE PROGRAMS

• All candidates enrolled in a teacher licensure program at the University of New Mexico are required to meet regulations for New Mexico state licensure and NCATE/CAEP, the College of Education’s accreditation agency. These regulations affect student teaching, practica, and educational agency placements.

• All students in a professional licensure program, in order to develop their professional Understandings, Practices and Professional Identities must participate in a set of planned experiences in a school or other educational agency setting.

• In order to enter these school or educational agency sites, each student must clear a background check and must purchase liability insurance.

• The Field Experience Office in the College of Education facilitates the placement in these educational settings for all students. Decisions about placements are determined in collaboration with school districts or educational agencies and UNM program faculty.

• Please note that education students may not practice in sites where family members work or study, nor are they allowed to influence or arrange their own placements by contacting education administrators and/or education personnel.

• To become eligible to work in schools or other educational agency sites, every student must complete the following steps:

  1. Admission to a licensure program in the College of Education.

  2. The purchase of liability insurance and completion of fingerprint and background checks. If the student’s fingerprinting and background check do not clear, the student is not eligible to work within the school district or educational agency.

     This may require canceling registration or dropping from the program until such issues are resolved.

  3. Receiving written approvals by district or agency to participate in any activities at the educational site.

  4. Enrollment in a Field Experience or Student Teaching Seminar

It is very important that practicum/Teacher Candidates comply with policies and procedures of the school district or educational agency, as well as, meet the expectations of the education professionals to which they are assigned: including attendance, work hours, dress, and personal conduct. The duty day schedule is followed and extra time is likely required to meet and plan with the educational professional teacher on a regular basis.
Attendance and punctuality are mandatory for all University and school or education agency site activities, seminars, meetings, etc.

E. College of Education Core Values and Conceptual Framework

Key guiding documents within the college include a strategic plan, which the college uses to provide direction for future projects. Also included are the conceptual framework, which the faculty and staff devised to inform the philosophical underpinnings of the college, and core values and vision statements. Taken together, these documents provide the foundation from which the college approaches its work. (Adopted April 27, 2010)

1. COE Core Values (https://coencate.unm.edu/core-values.html)
   - Advocacy: In response to evidence of educational, social, and political inequities, we promote activism to advance change.
   - Building Professional Identities: We support the development of individuals as life-long learners and effective professionals who are grounded in their own identities.
   - Collaboration and Relationships: We engage in authentic, active participation with all community members to develop solutions for the individual, local, and global challenges we face.
   - Dignity: We treat all people ethically, with respect, and afford them the dignity that is their innate right.
   - Diversity and Social Justice: We are dedicated to the analysis of social structures and power relations that hinder equal access for all, especially historically underrepresented populations, and to the educational and political work that addresses these inequalities.
   - New Mexico: The peoples, cultures, histories and communities of New Mexico enrich our work. This sense of place influences all that we do.
   - Scholarship and Research: We challenge ourselves to engage in scholarship and research that enrich the human experience, inform educational policy and practice, and address the needs of a complex, diverse world.
   - Teaching and Learning: Teaching and learning are central to our work. We study, question, debate, and revise these dynamic and robust areas of investigation in order to improve our practice.

2. COE Conceptual Framework for Professional Education

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These understandings, practices and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

**Understandings** frame the identity and practice of educational professionals. We seek to help teacher candidates better understand:

- Human Growth and Development: Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of
individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

Culture and Language: The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one's own background and development shape understanding and interaction.

Content of the Disciplines: The substance of the disciplines you teach – the central organizing concepts and factual information and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Pedagogy: Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

Technology: Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

Professional Issues: The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

Nature of Knowledge: How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

These understandings enable you, as a professional, to value and engage in practices that embody the following qualities:

Learner-Centered: Students’ past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

Contextual: Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

Coherent: Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

Culturally Responsive: Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.

Technologically Current: Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

Developing a professional identity is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:
Caring: Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.

Advocacy: Committed to ensuring equitable treatment and nurturing environments for all learners.

Inquisitiveness: Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

Reflection-in-Action: Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

Communication: Skilled in speaking, writing, and using other modes of expression.

Collaboration: Able to work cooperatively with students, parents, community members, and colleagues.

Ethical Behavior: Aware of and able to work within the ethical codes of the profession.

F. Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The following is a list of the InTASC Standards. These standards were established to ensure that new teachers can integrate knowledge along with student learning. To learn more about the standards, visit https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10.

The Learner and Learning

**Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
**Instructional Practice**

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

G. **NMTEACH**

1. **Overview**

   NMTEACH provides information needed to better support our teachers to continuously improve in their craft by knowing standards for teaching.

   NMTEACH is a part of “New Mexico Rising”, New Mexico’s State Plan for the Federal Government’s, “Every Student Succeeds Act.”

   [https://www2.ed.gov/admins/lead/account/stateplan17/nmconsolidatedstateplan.pdf](https://www2.ed.gov/admins/lead/account/stateplan17/nmconsolidatedstateplan.pdf)

   For more detailed information on rubrics and outcomes, please use the link:

   [https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/](https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/)

2. **NMTEACH Domains**

   [https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/nmteach-toolbox/](https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/nmteach-toolbox/)

   The four (4) NMTEACH Domains are used for the assessment of all Teacher Candidates throughout their professional program:

   Domain 1: Serves as the assessment for the Lesson Plans;
   Domain 2 and Domain 3: Frames the Observations of the Teacher Candidates
   Domain 4: Assesses the Dispositions of the Teacher Candidates
**NMTEACH Note:** Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

**NMTEACH 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.

a. **DOMAIN 1: PLANNING AND PREPARATION**

   1A: **Demonstrating Knowledge of Content**
   To what level is content communicated in the lesson plan and resulting lesson?

   1B: **Designing Coherent Instruction**
   To what level are activities meaningfully sequenced to support learning?
   To what level are a variety of learning strategies and individual supports used within the instructional plan?

   1C: **Setting Instructional Outcomes**
   How are daily instructional outcomes (aka learning goals) communicated to all students?
   To what level do instructional outcomes directly align to content standards?

   1D: **Demonstrating Knowledge of Resources**
   How does the teacher utilize skills and content learned from professional development opportunities?

   1E: **Demonstrating Knowledge of Students**
   To what level have student learning styles been addressed in the lesson?
   How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition?

   1F: **Designing Student Assessment**
   To what level has the teacher incorporated formative assessment techniques throughout the lesson?
   How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson?

b. **DOMAIN 2: CREATING AN ENVIRONMENT FOR LEARNING**

   2A: **Creating an Environment of Respect and Rapport**
   To what level are interactions in the classroom positive and productive?
   To what level are all student groups respected and valued in the classroom?

   2B: **Organizing Physical Space**
   To what level do all students have equal access to learning resources and materials?
   To what level does the classroom environment support the day’s lesson?

   2C: **Establishing a Culture for Learning**
   To what level do all students exhibit a learning energy during the lesson that supports engagement?
   To what level are all students encouraged to communicate with others to address learning goals?

   2D: **Managing Classroom Procedures**
   To what level is the classroom culture and routine maximizing instructional time?
   To what level does the teacher use developmentally appropriate procedures to maximize instructional time?
2E: Managing Student Behavior
To what level are student behavior expectations consistently monitored and reinforced?

c. DOMAIN 3: TEACHING FOR LEARNING
3A: Communicating with Students in a Manner that is Appropriate to Their Culture and Level of Development
To what level are directions clearly delivered and understandable?
To what level is content communicated in a clear, concise manner?
3B: Using Questioning and Discussion Techniques to Support Classroom Discourse
To what level do all students have an opportunity to answer questions?
To what level are questions thought provoking and rigorous?
To what degree are questions designed and used to meet individual IEP goals?
3C: Engaging Students in Learning
To what level are all students engaging in the lesson’s activities?
To what level are activities sequential and aligned to the daily learning target?
To what level are all students required to be intellectually engaged with the course content?
3D: Assessment in Instruction
To what level does the teacher determine the understanding and needs of each student during the lesson?
To what level are all students aware of how they will demonstrate understanding of the content/lesson?
3E: Demonstrating Flexibility and Responsiveness
To what level does the teacher modify instruction within the lesson/class period?

d. DOMAIN 4: PROFESSIONALISM
4A: Communicating with Families
How well does the teacher engage families in the instructional program?
To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate?
4B: Participating in a Professional Community
How willing and committed is the teacher to participate in the professional community?
How collegial and productive are the teacher’s relationships with her/his colleagues?
4C: Reflecting on Teaching
How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices?
4D: Demonstrating Professionalism
How high are the teacher’s professional standards and practices?
To what level is the teacher willing to comply with district and school rules and regulations?
4E: Growing and Developing Professionally
To what level does the teacher seek out, implement, and share professional learning?
How well does the teacher utilize feedback?
4F: Maintaining Accurate Records
How efficient and accurate are the teacher’s record-keeping systems?
V. EXPECTATIONS OF SCHOOL AND UNIVERSITY PERSONNEL

A. Teacher Candidate Expectations

1. Admission Requirements

Teacher candidates applying for admission to a licensure program must meet the following requirements (NMAC 6.65.3.9 Rule):
“Must have successfully completed the NM-PED’s required background check and approval process.”

Refer to specific programs for additional application information and/or requirements.

2. Tk20 in the College of Education at UNM

Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning, as well as make our assessment and accountability tasks easier. Also, College of Education students have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

Visit the Tk20 Support Desk
If you are new to Tk20 and need help getting started, visit the Tk20 Support Desk to access a Q&A forum with multiple resources and answers to all of your technical questions.
https://coecss.zendesk.com/hc/en-us

3. Instructions for Application

The following section includes general information and directions for applying to a licensure program. Refer to specific programs for additional application information and/or requirements.

In TK20 you will enter the following information.
- Demographic Information
- GPA
- NES Essential Skills I, II, III (upload copy of results): Reading, Math, Writing
- Resume
  Please include a resume with work, volunteer, and extracurricular experience.
• Letter of Intent
   Please write a letter of intent that includes your reasons for applying to the program, a description of relevant experiences, your education and career goals, and a description of how you view yourself, your skills, and your experiences in relation to the dispositions listed below. We do not expect you to write a separate paragraph on each disposition listed, but rather write a comprehensive letter that addresses each disposition in your descriptions of experience, goals, etc. Letter is 1,000 word maximum.

   1. The applicant values the input and contributions of others.
   2. The applicant respects people as individuals with differing backgrounds.
   3. The applicant is committed to recognizing his/her biases and seeks to appropriately address problems of bias.
   4. The applicant is committed to making accommodations to work with people with different needs.
   5. The applicant values planning as a collegial activity and considers the input of others.
   6. The applicant values the variety of ways people communicate.
   7. The applicant understands and adheres to a code of ethics, professional standards of practice, and relevant law and policy.

• Letters of Recommendation
   See individual Licensure Program requirements.

• Interview
   See individual Licensure Program requirements.

4. Requirements Before Placement

All candidates in teacher licensure programs at the University of New Mexico are required to meet requirements for New Mexico state licensure. These regulations affect student teaching, practicum, and educational agency placements.

Upon completion of 26 hours of core credits towards degree, all teacher candidates need to meet with an advisor to discuss the admissions process and the National Evaluation Series (NES) test requirements to assure the correct tests are completed.

Please refer to the specific requirements set by each program.
The Field Experience Office in the College of Education facilitates the placement in these educational settings for all students. Decisions about placements are determined in collaboration with school districts or educational agencies and UNM program faculty.

Please note that education students may not practice in sites where family members work or study, nor are they allowed to influence or arrange their own placements by contacting education administrators and/or education personnel.

To become eligible to work in schools or other educational agency sites, every student must show proof of liability insurance.

It is very important that teacher candidates comply with policies and procedures of the school district or educational agency, as well as, meet the expectations of the education professionals to which they are assigned including attendance, work hours, dress, and personal conduct. The duty day schedule is followed and extra time may be required to meet and plan with the educational professional teacher on a regular basis.

Attendance and punctuality are mandatory for all university and school or education agency site activities, seminars, meetings, etc.

5. Requirements During and After Placement

a. Tk20 Requirements

Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for teacher candidates, and faculty that help track and enhance teacher candidates' learning, as well as assessment and accountability tasks.

Teacher candidates are required to upload specific “key assessments” throughout the program of study. Please refer to the program specific field experience handbook for further information. College of Education Teacher candidates have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

For further information, visit the “Tk20 Frequently Asked Questions” in Section VI.

b. Teacher Candidate Exit Requirements

“EPPs [Educator Preparation Programs] shall establish rigorous exit requirements in alignment with those required to seek licensure from the department [NM-PED] including: (1) successful demonstration of competency in all relevant areas, subjects, or categories of NMTA (NES); and, (2) a written recommendation from the EPP that the candidate
demonstrates the dispositions necessary for success in the classroom and other learning environments. (NMAC 6.65.3.G.)

c. Professional Responsibilities

All educators, regardless of roles, are required to report suspected abuse or neglect to: Children, Youth & Families Department by calling the Statewide Central Intake (SCI) Hotline at: 1-800-797-3260 (Nationwide) or 841-6100 (In Albuquerque).
If you call the Hotline, you can remain ANONYMOUS.

(1) Mandated Reporters
According to New Mexico law, ANYONE who suspects or has knowledge of abuse or neglect must report. Failure to report is subject to a misdemeanor in a court of law. ANYONE who reports in good faith will be immune from civil or criminal liability.

(2) New Mexico Children's Code states the following:
Every person, including but not limited to a licensed physician, a (medical) resident or an intern examining, attending or treating a child, a law enforcement officer, a judge presiding during any proceeding, a registered nurse, a visiting nurse, a schoolteacher or a school official or social worker acting in an official capacity who knows or has a reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately to:
(a) a local law enforcement agency;
(b) the department office in the county where the child resides; or
(c) tribal law enforcement or social services agencies for any Indian child residing in Indian country.

Please communicate any concerns immediately to the cooperating teacher. To learn about online reporting for professionals go to [https://cyfd.org/child-abuse-neglect](https://cyfd.org/child-abuse-neglect)

d. Sexual Harassment in the Workplace
University of New Mexico: Sexual Misconduct Policy:
[https://pathfinder.unm.edu/campus-policies/sexual-violence-and-sexual-misconduct.html](https://pathfinder.unm.edu/campus-policies/sexual-violence-and-sexual-misconduct.html)

Each school district in New Mexico has guidelines regarding issues of discrimination and harassment. Teacher Candidates are guaranteed the same rights as an employee of the district in which they student teach and are entitled to a copy of the guidelines, which will be presented to them upon request. However, the law in this area is constantly changing and each person’s experience is unique. Any district’s policy is not meant to create enforceable rights that are not embodied in the law. If you have any questions regarding your particular experience, you should contact the Equal Opportunity Services Office of your district and/or the New Mexico
State Office of Equal Opportunity.
https://www.eeoc.gov/laws/statutes/titlevii.cfm

Sexual harassment is a form of gender discrimination as defined in Title VII of the Civil Rights Act of 1964 in Section 703. Sexual harassment is a violation of federal law, the NM State Board of Education, district, and school policies. Sexual harassment is UNWELCOME sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature. If behavior toward another employee(s) makes him/her feel intimidated, uncomfortable, or if the employee feels threatened, it may be considered sexual harassment even if the harasser did not intend for his/her actions to be offensive.

What is Sexual Harassment?

Sexual harassment is not based upon your “INTENT”. Sexual harassment is based upon the “perception” of the “target” and whether the target feels uncomfortable, intimidated, or believe he or she is in a hostile environment. There are three types of sexual harassment: Physical, Verbal, Non-Verbal.

Sexual Harassment in Schools - Your Responsibility:
“Whether you are a teacher, support staff member, or an administrator, your responsibility is to the law; know the district’s sexual harassment policy, know the procedures for reporting harassment, and stop it when you see it. Remember, most teachers and students have more information about sexual harassment than parents. You have the responsibility to establish a safe, non-threatening, and non-intimidating educational environment. Most harassment occurs in the classroom and the hallway. Other frequent places for harassment includes bathrooms, gyms, parking lots, and buses. Sexual harassment is not fun it is illegal.”

Source: Albuquerque Public Schools
Sexual Harassment in the Workplace Booklet

6. UNM and Educator Preparation Program Policies

a. The UNM Student Code of Conduct Policy
http://pathfinder.unm.edu/code-of-conduct.html

It is important for all teacher candidates to be aware of conduct that will lead to disciplinary action by the University. The UNM Student Code of Conduct clarifies the types of conduct considered to affect adversely the University’s educational function, to disrupt community living on campus, or to interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities or to participate in University activities.
b. **The UNM Student Grievance Procedure**
   
   https://pathfinder.unm.edu/student-grievance-procedure.html

   The Student Grievance Policy provides procedures for the resolution of disputes of an academic nature between teacher candidates and university faculty, as well as procedures for handling teacher candidate disciplinary matters.

c. **Teacher Candidate Continuation Policy**
   

   On occasion, a teacher candidate’s professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the licensure program personnel. In order to address this concern, the Teacher Candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support in order to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit his/her licensure program.
B. Cooperating Teacher Expectations

1. General Information

Despite the experiences of our teacher candidates in their university classes, many of them still unwittingly maintain an image of a classroom that mirrors their own earlier experiences in elementary, middle, and high schools. For some of them, the reality of today’s classrooms is difficult to reconcile with their preconceived notions. Teacher Candidates will depend on you to help them overcome outdated images and put into practice what they have learned throughout the program. Teacher candidates will see you as a model and you should expect them to follow the guidelines and expectations that you set for your classes as well as, for teacher behavior. As an expert in the field, you have developed a set of skills that enable you to carry on multiple tasks simultaneously while you ensure the learning of your students. Teacher candidates need both to observe and to collaborate with you in order to learn the complex role of a teachers.

Teacher candidates are by definition inexperienced. They will need you to guide and support them as they work through the intricacies of classroom teaching. For novice teachers, lesson plans are still daunting tasks that experienced teachers complete with ease. The actual work of teaching is even more overwhelming for the teacher candidate who has not developed the sophistication in the profession to understand the myriad personalities that require his/her understanding. Novice teachers need to observe and practice; they depend on your skills and your wisdom to help them develop the repertoires that will serve them when they enter the field officially. Teacher candidates will need your example, your instruction, your guidance, and your critique in order to develop their skills as teachers. They must learn to balance the seemingly innumerable tasks that you accomplish with ease. Your expertise and your support will provide a foundation for their facilitated solo experiences in the classroom.

As part of your immediate supervision of the teacher candidate you will need to conduct both formal and informal observations and provide feedback. As the cooperating teacher, you will evaluate the teacher candidate’s lesson plans along with the teacher candidate’s methods and seminar instructors. Allow the teacher candidate to experiment with his/her skills, but keep in mind that his/her plans should remain in accordance with the approved curriculum and your classroom guidelines.

2. Qualifications of the Cooperating Teacher

NMAC 6.65.3.F.

“F. Cooperating teacher” means an educator who meets the following qualifications:

(1) is employed by a LEA;
(2) is mutually selected by the LEA and the EPP;
(3) has at least three years of experience under the appropriate license;
(4) is the primary evaluator of the candidate during their clinical experience; and
(5) either meets the necessary performance level as defined by the department on their educator effectiveness report or for an educator who recently relocated to New Mexico and does not yet have an educator effectiveness report to have met one of the following requirements:
   (a) the teacher is a level three teacher with a minimum of six years teaching experience; or
   (b) the teacher is a nationally board-certified teacher.”

3 Responsibilities of the Cooperating Teacher

   a. Provide moral support and encouragement for the teacher candidate. Help develop rapport with the teacher candidate and the students in the classroom and other staff members.

   b. Give advice about classroom routines, professionalism, classroom management, conferencing, opening/closing classroom, and any other school or classroom procedures to the teacher candidate.

   c. Discuss lesson planning and instructional strategies with the teacher candidate.

   d. Assist in changing or adapting lessons to fit the needs of all learners in the classroom with the teacher candidate.

   e. Be present during the facilitated solo times or other times while the teacher candidate leads the class.

   f. Demonstrate acceptance, patience, and commitment to the well-being of the teacher candidate and all students regardless of perceived ability or cultural and linguistic diversity.

   g. Observe the teacher candidate’s lessons and interactions with students and others to provide feedback on a daily basis.

   h. Provide constructive criticism to the teacher candidate as well as encouragement.

   i. Model lessons that reflect best practices for diverse learners.

   j. Show the teacher candidate how to document learning objectives through IEPs, lesson plans, including daily routines, and how they fit into academic standards.
k. Show the teacher candidate how to manage paperwork and other documentation demands.

l. Provide copies of textbooks and other teaching materials to the teacher candidate.

m. Give the teacher candidate opportunities to take risks.

n. Provide information to the teacher candidate about district and school policies.

o. Help the teacher candidate become more aware of different learning styles and differentiated instruction.

p. Assist the teacher candidate in assessment procedures and setting up a grading system.

q. Facilitate ways for the teacher candidate to observe other experienced teachers or related service providers at the teaching site.

r. Orient the teacher candidate to the school building, regulations, use of machines, materials, and supplies.

4. Schedule of Observations and Feedback

During the final student teaching semester, cooperating teachers must upload observations and documentation of feedback given to the teacher candidate on a consistent and longitudinal basis. Please refer to program specific field experience handbooks for specific dates of required Tk20 uploads.

5. Tk20 Requirements

Cooperating teachers will be requested to upload formal observations and documents throughout the field experience. Each program has different requirements. Please review the program specific field experience handbooks.

6. Attend Feedback Sessions with the Teacher Candidate and University Supervisor as Often as Possible

7 Teacher Candidate Continuation Policy

The College of Education Licensure Programs has adopted the Teacher Candidate Continuation policy for identifying issues/problems relating to teacher candidate performance in the field or on campus. This policy is in the COE Homepage under “Student Resources.”
C. University Supervisor Expectations

1. General Information

University supervisors, or embedded faculty, are professional educators with extensive educational experience. Many hold advanced degrees, as well National Board Professional Teaching certification. University supervisors understand the requirements of UNM’s teacher licensure programs and of teacher licensure in the state of New Mexico.

University supervisors support cooperating teachers and teacher candidates in their role as teacher educators. They are expected to (1) establish a strong university connection with cooperating teachers and teacher candidates, (2) communicate the expectations of the program to cooperating teachers and teacher candidates, and (3) support and assist the cooperating teachers in the completion of observation and evaluation forms.

The university supervisor is the first point of contact for teacher candidates and cooperating teachers when a question or problem arises in the field.

New Mexico Public Education Department’s requirements of the University Supervisor (Clinical supervisor):

“‘Clinical supervisor’ means the employee of the educator preparation program who works with and provides feedback to candidates during the clinical experience that is both trained and certified in NMTEACH and trained or experienced in the field in which they are supervising.” (NMAC 6.65.3.7.D.)

The program coordinator and program faculty reviews the qualifications of each university supervisor with regard to their educational training (license/credentials, educational leadership, advanced degree, etc.) and experiences (classroom teaching, mentoring, professional development, leadership, etc.). Specific responsibilities of the university supervisor include:

a. Visiting with the cooperating teacher and teacher candidate to establish a working relationship.

b. Working with the cooperating teacher and teacher candidate to develop shared expectations between the cooperating teacher, teacher candidate and the university.

c. Collaborating with the cooperating teacher in giving feedback and model, when necessary, ways that support teacher candidate learning.

d. Consulting with UNM faculty to review teacher candidate’s academic work to inform their work with cooperating teachers and the candidate.
e. Supporting the cooperating teacher and teacher candidate in learning and using the assessment system of the program.

f. Collaborating with the cooperating teacher to conduct the teacher candidate observations and evaluations.

g. Logging each visit to or communication with the cooperating teacher and teacher candidate.

h. Communicate regularly with UNM program faculty.

2. Schedule of Observations and Feedback

The university supervisor conducts formal observations and pre-, and post conferences. During the final student teaching semester, university supervisors must upload into Tk20 observations and feedback comments of teacher candidate performance on a consistent and longitudinal basis. Formal observations will occur during the Student Teaching experience. Please refer to individual programs for observation requirements.

3. Tk20 Requirements

University Supervisors are required to upload certain observations, feedback comments, and documents throughout the field experience. Observations and feedback documents must be entered in TK-20 on a regularly scheduled basis throughout the semester.

Each program has different requirements. Please review the program specific field experience handbook.

4. Teacher Candidate Continuation Policy

The College of Education Licensure Programs has adopted the following Teacher Candidate Continuation policy.


On occasion, a teacher candidate’s professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the licensure program personnel. In order to address this concern, the Teacher Candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support in order to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit his/her licensure program.
D. **Principal Expectations**

1. **General Information**

   The University of New Mexico understands that our school partners are providing an integral service in the preparation of teacher candidates. Teacher preparation simply could not occur without your willingness to host teacher candidates in your school. Thank you!

   A teacher candidate should be considered as another teacher in the building and should be expected to function in a similar capacity. In relation to working with a teacher candidate, it is requested that all principals:

   a. Assume leadership in establishing a climate of acceptance of the teacher candidate by teachers and other school staff members.

   b. Assist the teacher candidate in developing appropriate professional relationships with teachers, staff, students, and the community.

   c. Discuss the school’s policy for acceptable attire while teaching.

   d. Explain all school policies with detail, including the philosophy of the school, discipline responsibilities, liability provisions and insurance protection, staffing’s and referral procedures, special teachers, length of the school days, holidays, parent conferences and the reasons for them, the duties of the department chairs (if appropriate), fire drills, cafeteria procedures, etc.

   e. Share the responsibility of supervising the teacher candidate if requested to do so by the cooperating teacher and/or university supervisor.

   f. Complete an annual survey sent by UNM on the quality of UNM’s teacher candidates.

2. **Teacher Candidate Continuation Policy**

   The College of Education Licensure Programs has adopted the following Teacher Candidate Continuation policy. 

   On occasion, a teacher candidate’s professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the licensure program personnel. In order to address this concern, the Teacher Candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit their licensure program.
VI. FREQUENTLY ASKED QUESTIONS ON TK20

Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for teacher candidates and faculty that help track and enhance teacher candidates' learning, as well as make our assessment and accountability tasks easier. Also, College of Education teacher candidates have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

For a comprehensive list of Tk20 help topics, frequently asked questions, and support resources, please visit the Tk20 forum on the Center for Student Success Support Desk at https://coe.unm.edu/administration/center-for-student-success/tk20/index.html.

What is Tk20?
Tk20 is a comprehensive data management system that allows teacher candidates to be active online participants in multiple areas of their college experience including course instruction, field experience, learning outcomes assessment, academic advising, and career portfolio management. The Tk20 system is utilized by several other colleges of education around the country including Arizona State University and The Ohio State University.

How does Tk20 work?
The Tk20 assessment process is one that involves a series of steps that are followed by teacher candidates, instructors, and the Tk20 support staff in a particular order.

- The process begins with instructors coordinating with the Tk20 support staff to discuss configuration of an assignment in Tk20. The instructions, assessment rubrics, and any necessary forms for the assignment are then configured by the Tk20 support staff and the assignment is sent to teacher candidates in Tk20.

- This results in a pending task listed on the teacher candidate's Tk20 homepage. When the assignment is sent, the instructor informs the teacher candidate directly that he/she needs to log into Tk20 and complete an assignment (Tk20 does not automatically notify teacher candidate via E-mail when he/she has a pending task to complete – this is the responsibility of the instructor).

- The teacher candidate then logs into Tk20, clicks on the pending task, and follows the steps outlined in the Tk20 user guides (provided by the instructor) to complete and submit the assignment.

- Once the teacher candidate clicks “submit”, the instructor receives a pending task on their Tk20 homepage, indicating that an assessment needs to be completed.

- The instructor then logs into Tk20, clicks on the pending task, and follows the steps outlined in the Tk20 Faculty Guide to complete and submit the assessment (Note: an assessment cannot be completed until the teacher candidate submits the assignment).
• Once the assessment has been submitted, this concludes the Tk20 assessment process. The teacher candidate can now view the completed assessment rubric by visiting the "Assessment" tab for their assignment and data can begin to be collected for reporting purposes.

Why is the UNM College of Education using the Tk20 system?
The College of Education recognizes the importance of meaningful learning outcomes assessment and the collection and analysis of teacher candidate performance data as critical components of effective teaching and learning. Additionally, the College is committed to maintaining the standards of the Council for the Accreditation of Educator Preparation (CAEP) as well as several other agencies that oversee the accreditation of non-licensure College of Education programs. The Tk20 system provides a product that helps teacher candidates and faculty track teacher candidate progress through their program curricula and demonstrates that we have a system which allows us to collect, analyze, and use data to improve our programs and the performance of our candidates for graduation.

Why do I have to pay a curriculum fee to use Tk20? What are the benefits?
Part of the contract with Tk20 is an agreement that teacher candidates pay a usage and support fee. The one-time fee of $125 allows teacher candidates to access and use the system across the areas of assessment, advisement, field experience and career portfolio management. This one-time fee is good for 8 years and will allow you to access and use Tk20 after you graduate and start your career. In addition to submitting key assignments online, you will have the ability to create personal electronic portfolios of your selected work and allow faculty, peers, and future employers to access your portfolio files within Tk20.

When is the curriculum fee assessed, and is it refundable?
The $125 one-time fee is assessed automatically by the UNM Bursar's office when a COE admitted teacher candidate registers for COE courses. The fee is refundable ONLY up to the 21st day of the semester based on a teacher candidate dropping all courses in COE. If a teacher candidate dis-enrolls from the university or changes to another program outside of COE after the 21st day of the semester, the curriculum fee will not be refunded.

Is the fee eligible to be covered by financial aid?
Yes, the Tk20 fee is considered a "cost of attendance" for teacher candidates in the College of Education and will be eligible for consideration as part of costs for loan purposes.

What if I have financial circumstances beyond that covered by financial aid that would make it very difficult for me to pay all or part of the one-time $125 fee?
The College will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for teacher candidates who have extremely challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). The process for consideration is to contact the Center for Student Success and set up an appointment to discuss your situation. At the appointment, you should provide a written explanation of the circumstances leading to your request. The request will then be reviewed by a Tk20 Faculty Board and a decision will be made regarding full or partial support for the fee. Please note that documented evidence of your financial need will be confirmed through the UNM Financial Aid office.
Is Tk20 available on both Macs and PCs?
Tk20 is a web-based product that is accessible to both Mac and PC users. It is most compatible with the Firefox browser.

Is the system secure and confidential?
Yes, Tk20 is secure and confidential. No one will have access to your files except you, your instructors, and advisors. You will have the opportunity to provide a link to your portfolio for people of your choice to have limited time access only to the portfolio files.

How do I access Tk20?
Teacher candidates and faculty can access the Tk20 system at https://coe.unm.edu/administration/center-for-student-success/tk20/index.html

What is my Tk20 username and password?
Your username and password will be the same as your UNM NetID and password.

Who do I contact if I have questions about Tk20?
Refer to the UNM COE Tk20 Website (https://coe.unm.edu/administration/center-for-student-success/tk20/index.html) and click on the "Tk20 Support" link for information on who to contact for general and specific questions related to Tk20. It is also encouraged to visit the Tk20 forum on the Center for Student Success Support Desk at coecss.zendesk.com.
VII. ANNUAL REVIEW OF HANDBOOK

The Educator Preparation Programs Field Experiences Unit Handbook will be reviewed at the end of each academic year by the Educator Preparation Program Coordinators.

VIII. PROGRAM WEBSITES

For information on each licensure program, go to the FSP portal: https://fsp.unm.edu.
NOTE: You cannot access any program information without being a registered user.

The following links are to the Educator Programs and contain specific information for each program.

A. Art Education
   http://arted.unm.edu/sample-page/bachelor-of-arts-art-education/

B. Early Childhood Education
   https://coe.unm.edu/departments-programs/ifce/family-child-studies/certification.html

C. Elementary Education: Undergraduate
   https://coe.unm.edu/departments-programs/teelp/elementary-education/bachelors-degree.html
   Elementary Education M.A. with Alternative Route to Licensure
   https://coe.unm.edu/departments-programs/teelp/elementary-education/alternative-route-to-k-8-licensure.html

D. Physical Education

F. Secondary Education: Undergraduate
   https://coe.unm.edu/departments-programs/teelp/secondary-education/bachelors-degree.html
   Secondary Education M.A. with Alternative Route to Licensure
   https://coe.unm.edu/departments-programs/teelp/elementary-education/alternative-route-to-k-8-licensure.html

G. Special Education/Elementary Education – Dual License
   https://coe.unm.edu/departments-programs/es/special-education-program/masters/program-application-information.html

H. Special Education MA + Alternative Licensure
   https://coe.unm.edu/departments-programs/es/special-education-program/about-our-programs.html
IX. Teacher Candidate Continuation Policy

The College of Education (COE) and the Educator Preparation Licensure Programs offer a curriculum designed to academically prepare individuals for the teaching profession. This preparation results from a combination of the successful completion of university coursework, clinical experiences, and includes the demonstration of professional dispositions that all teachers should possess. The COE recommends teacher candidates to the New Mexico Public Education Department Professional Licensure Bureau for teacher licensure. A teacher candidate who has not demonstrated the academic, professional behavior, and dispositions indicated below will not be recommended by the COE and the Educator Preparation Programs for licensure. A teacher candidate who has not demonstrated the academic, professional behavior, and dispositions indicated below may not be allowed to continue in a licensure program.

On occasion, a teacher candidate’s professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the licensure program personnel. In order to address this concern, the Teacher Candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support in order to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit his/her licensure program.

X. Resources: Standards, Competencies, Assessments, NM-PED Licenses

NMTEACH Observation Rubric

InTASC Standards
https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

New Mexico Code of Ethical Responsibility of the Education Profession (NMAC 6.60.9)
http://www.unm.edu/~susanrc/Site/SPC_ED_519_files/Ethical%20Code%20of%20Conduct6.60.9%20NMAC.pdf

New Mexico Licensure Requirements
http://164.64.110.134/nmac/T06C061
XI. EDUCATOR PREPARATION PROGRAM ASSESSMENTS

NMTEACH Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

NMTEACH 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.

A. TEACHER CANDIDATE DISPOSITIONS

NMTEACH DOMAIN 4: Professionalism

4A: Communicating with Families
   • How well does the teacher engage families in the instructional program?
   • To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate?

4B: Participating in a Professional Community
   • How willing and committed is the teacher to participate in the professional community?
   • How collegial and productive are the teacher’s relationships with her/his colleagues?

4C: Reflecting on Teaching
   • How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices?

4D: Demonstrating Professionalism
   • How high are the teacher’s professional standards and practices?
   • To what level is the teacher willing to comply with district and school rules and regulations?

4E: Growing and Developing Professionally
   • To what level does the teacher seek out, implement, and share professional learning?
   • How well does the teacher utilize feedback?

4F: Maintaining Accurate Records
   • How efficient and accurate are the teacher’s record-keeping systems?

The rubric for scoring the Teacher Candidate’s Dispositions is based on the NMTEACH “Levels of Performance”: Ineffective, Minimally Effective, Effective, and Highly Effective.

Each Element (4A, 4B, 4C, 4D, 4E, 4F) is scored using this rubric. The criteria for the Levels of Performance are identified in the NMTEACH Domain 4

B. LESSON PLANNING

NMTEACH DOMAIN 1: Planning and Preparation

**NMTEACH Note:** Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

**NMTEACH 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.

1A: Demonstrating Knowledge of Content
- To what level is content communicated in the lesson plan and the resulting lesson?

1B: Designing Coherent Instruction
- To what level are activities meaningfully sequenced to support learning?
- To what level are a variety of learning strategies and individual supports used within the instructional plan?

1C: Setting Instructional Outcomes
- How are daily learning goals communicated to all students?
- To what level do instructional outcomes directly align to content standards?

1D: Demonstrating Knowledge of Resources
- How does the teacher utilize skills and content learned from professional development opportunities?
- What resources have been provided to all students to support learning?

1E: Demonstrating Knowledge of Students
- To what level have student learning styles been addressed in the lesson?
- How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition?

1F: Designing Student Assessment
- To what level has the teacher incorporated formative assessment techniques throughout the lesson?
- How are students assessed to determine understanding of the learning goal at the end of the lesson?

The rubric for scoring the Teacher Candidate’s Lesson Plans is based on the NMTEACH “Levels of Performance”: Ineffective, Minimally Effective, Effective, and Highly Effective.

Each Element (1A, 1B, 1C, 1D, 1E, 1F) is scored using this rubric. The criteria for the Levels of Performance are identified in the NMTEACH Domain 1 https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/NMTEACH-Teacher-Observation-Rubric-Domain-1-CLRI.pdf
NMTEACH Domain 2: Creating an Environment for Learning

NMTEACH Domain 3: Teaching for Learning

**NMTEACH Note:** Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

**NMTEACH 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.

NMTEACH DOMAIN 2: Creating an Environment for Learning

2A: Creating an Environment of Respect and Rapport

- To what level are interactions in the classroom positive and productive?
- To what level are all student groups respected and valued in the classroom?

2B: Organizing Physical Space

- To what level do all students have equal access to learning resources and materials?
- To what level does the classroom environment support the day’s lesson?

2C: Establishing a Culture for Learning

- To what level do all students exhibit a learning energy during the lesson that supports engagement?
- To what level are all students encouraged to communicate with others to address learning goals?

2D: Managing Classroom Procedures

- To what level is the classroom culture and routine maximizing instructional time?
- To what level does the teacher use developmentally appropriate procedures to maximize instructional time?

2E: Managing Student Behavior

- To what level are student behavior expectations consistently monitored and reinforced?

NMTEACH DOMAIN 3: Teaching for Learning

3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development

- To what level are directions clearly delivered and understandable?
- To what level is content communicated in a clear, concise manner?

3B: Using Questioning and Discussion Techniques to Support Classroom Discourse

- To what level do all students have an opportunity to answer questions?
- To what level are questions thought provoking and rigorous?
- To what degree are questions designed and used to meet individual IEP goals?
3C: **Engaging Students in Learning**
- To what level are all students engaging in the lesson’s activities?
- To what level are activities sequential and aligned to the daily learning target?
- To what level are all students required to be intellectually engaged with the course content?

3D: **Assessment in Instruction**
- To what level does the teacher determine the understanding and needs of each student during the lesson?
- To what level are all students aware of how they will demonstrate understanding of the content/lesson?

3E: **Demonstrating Flexibility and Responsiveness**
- To what level does the teacher modify instruction within the lesson/class period?

The rubrics for scoring the Teacher Candidate’s Observations is based on the NMTEACH “Levels of Performance”: Ineffective, Minimally Effective, Effective, and Highly Effective.

Two NMTEACH Domains are used for the Teacher Candidate Observations. Each Element (2A, 2B, 2C, 2D, 2E and 3A, 3B, 3C, 3D, 3E) is scored using these rubrics. The criteria for the Levels of Performance are identified in the documents:

NMTEACH Domain 2

and

NMTEACH Domain 3
D. PROFESSIONAL DEVELOPMENT PLAN

Rationale
Teachers are expected to be lifelong learners engaged in continuous professional development. Many professional development activities in this assignment will be self-directed based on knowledge of your practice and your students’ performance. A Professional Development Plan (PDP) is required of every teacher in the state of New Mexico each year, for the purpose of teacher evaluation.

Professional Development Plan (PDP): Student Instructions

This semester, you will complete a Professional Development Plan (PDP). The PDP has multiple steps for completion:

1. At the beginning of the semester:

   Consider all the feedback and experiences you have had during your teacher preparation program.

   • Identify one NMTEACH element as an area for growth in each of the four NMTEACH Domains.

   • The NMTEACH Domains and Elements can be found here: https://www.nctq.org/dmsView/NMTEACH_Rubric_(1)_(1).

   • Complete the first five sections of the PDP template with your plan for how you will develop in that area.
   • Goal, Rationale, Action Plan, Dates, Resources

2. Throughout the semester:

   • Use your plan to guide your activities throughout the semester, taking notes and collecting evidence along the way.

3. At the end of the semester:

   • Use your final teaching observation and additional evidence to evaluate the outcomes and results of your PDP, then complete the remaining two sections of the PDP:
   • Outcomes and Results
   • Reflection
   • Use the Summative Reflection to reflect on your experience with the PDP as a whole.
# PDP Assignment Template

## Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Professional Learning Goal</th>
<th>NMTEACH Domain 1 Element</th>
<th>Professional Learning Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td></td>
<td>Specifically, I will...</td>
</tr>
<tr>
<td>Action Plan: Possible Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipated Dates for activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
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<tr>
<td>Outcomes and Results</td>
<td></td>
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<tr>
<td>Reflection</td>
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</tbody>
</table>

## Domain 2: Creating an Environment for Learning

<table>
<thead>
<tr>
<th>Professional Learning Goal</th>
<th>NMTEACH Domain 2 Element</th>
<th>Professional Learning Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
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<td>Specifically, I will...</td>
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<tr>
<td>Reflection</td>
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</table>
### Domain 3: Teaching for Learning

<table>
<thead>
<tr>
<th>Professional Learning Goal</th>
<th>NMTEACH Domain 3 Element</th>
<th>Professional Learning Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Specifically, I will...</td>
</tr>
</tbody>
</table>

**Rationale**

Why am I focusing on this element?

**Action Plan:**

Possible Activities

What am I planning to do and how?

**Anticipated Dates for activities**

When am I going to do it?

**Resources**

What/who will I use?

**Outcomes and Results**

What happened?

**Reflection**

What did I learn?

What will I do differently?

What will I do next?

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### Domain 4: Professionalism

<table>
<thead>
<tr>
<th>Professional Learning Goal</th>
<th>NMTEACH Domain 4 Element</th>
<th>Professional Learning Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Specifically, I will...</td>
</tr>
</tbody>
</table>

**Rationale**

Why am I focusing on this element?

**Action Plan:**

Possible Activities

What am I planning to do and how?

**Anticipated Dates for activities**

When am I going to do it?

**Resources**

What/who will I use?

**Outcomes and Results**

What happened?

**Reflection**

What did I learn?

What will I do differently?

What will I do next?
<table>
<thead>
<tr>
<th>Summative Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I learn? What will I do differently? What will I do next?</td>
</tr>
</tbody>
</table>