Program Coordinators:

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Statement of Philosophy

Educating youth is the most significant and universal work of society. Programs in the Center for Teacher Education are committed to the preparation of competent and caring professionals. These teacher preparation programs, along with the areas of curriculum, instruction, and pedagogy, are designed to take advantage of and be congruent with the environment of the State of New Mexico. The education and welfare of the children remain the Center for Teacher Education’s highest concern and drive decisions and actions in all of its programs. Education faculty are also concerned that teacher education programs continue to involve all participants in a growth process leading to the preparation of responsive, skilled, and reflective professionals who work effectively with children, peers, and parents in an evolving, global community.

Program Prerequisites:

Students who are eligible to student teach must have met all of the following criteria:

- Fully admitted to the Dual License Program
- Completion of SPCED 201, 204 and all other prereresidency coursework
- Proof of Liability insurance and background checks on file at COE and/or Field Coordinator's office
- Passing grades in all Dual License coursework
- Approval from Dual License Coordinators

Program Goals

In reflection of the above philosophy, the Dual License Program strives for the preparation of teachers who are:

1. Professional, in that they are...
   a. Respectful of colleagues, parents, students, and self;
   b. Able to collaborate and contribute in the classroom and school;
   c. Dedicated to lifelong learning, continual growth and improvement;
   d. Aware of student needs and classroom procedures; and
   e. Reliable for fulfilling obligations on time with a focused aim on quality.

2. Capable of effective preparation, implementation, and evaluation of instruction by ensuring that...
   a. Lesson plans link purpose with method, curriculum, instruction, and assessment;
   b. Instruction and materials are challenging and relevant, provokes curiosity, interest, involvement, and engagement of students;
   c. Purpose, instruction, and methods of inquiry are clearly understood by students;
   d. The physical, intellectual, and emotional environments in the classroom are conducive to learning; and
   e. The voices of all children, in all their intelligences, are heard.

3. Continuously seeking ways to engage students in a climate of curiosity, cooperation, and challenge by...
   a. Encouraging an eagerness of all students to participate in class activities;
   b. Encouraging effective, rigorous intellectual habits by classroom members;
   c. Valuing all qualities of genius in all children; and
   d. Sharing verbal space in the classroom by teacher and students together.

4. The teacher encourages the development of student involvement, responsibility, and critical thinking skills by...
   a. Using techniques to arouse student interest;
b. Using appropriate questioning techniques;
c. Providing opportunities for the active involvement of students;
d. Allowing opportunities for student thought; speculation, and creativity;
e. Using student responses and questions in teaching;
f. Giving students opportunities to make appropriate choices in and take responsibility for their own learning; and
g. Providing re-teaching, impromptu learning, or other adjustments when necessary.

5. The teacher manages the classroom to ensure the best use of instructional time by...
   a. Handling routine tasks promptly and efficiently;
   b. Minimizing distractions and interruptions;
   c. Having materials, media, etc., ready for student use; and
   d. Handling behavior problems individually when possible.

6. The teacher creates an atmosphere conducive to learning, self-discipline, and development of realistic and positive self-concepts by...
   a. Establishing and stating expectations for behavior utilizing input from students;
   b. Allowing opportunities for students to express personal ideas, needs, and interests;
   c. Being sensitive to the needs and feelings of students;
   d. Acknowledging students achievement; and
   e. Assuring each student some success.

**Student Teaching Overview**

The role of teacher is one of the most important roles in society. Teachers are responsible for the world’s future. The preparation involved in your becoming a teacher requires commitment, dedication, knowledge, enthusiasm, and responsibility! The way in which you conduct yourself can have a profound impact on children and determine your desirability as a future employee.

In addition to the emotional and intellectual challenges you’ll face throughout this Residency Year, we recognize the financial burden of working with no monetary compensation. Please do all that you can to ensure that you’re in a position to invest yourself full-time toward the profession and time at your site - for your own sake as well as that of the children you’ll be serving.
Residency Year Course Descriptions:

Fall Semester:          Spring Semester

LLSS 321          SPCED 464
SPCED 319          SPCED 313
LLSS 435          EDUC 493
SPCED 304 (2-4 h)  SPCED 462 (7 h)
CIMTE 400 (6h)    CIMTE 400 (3 h)

Requirements for the Student Teaching Experience

Liability Insurance:

The student must have on file in the Center for Teacher Education, Field Services Office, proof of purchase of liability insurance. The insurance is purchased at the Field Services Office. The liability insurance provides comprehensive liability protection for claims arising out of the professional activities during the student teaching experience. This includes legal defense, court judgments, and out-of-court settlements. There is a pamphlet available in the Field Services Office that explains the coverage provided by the insurance policy.

Graduation Checks:

You will need to make an appointment with a faculty advisor (Veronica Moore or Liz Keefe) during the summer before your student teaching experience to do a graduation check. Please call Jo Sanchez, the Dual License Academic Advisor, at 277-5018 to schedule an appointment.

Background Checks:

Students are strongly advised to begin the process for their background checks in the semester before they student teach. Background checks may take up to 14 weeks to process. The State Department of Education will keep completed background checks for 6 months. The State Department of Education will not accept background checks over one year old. Applications for the background checks are available at the
human resources department of the district where you will be completing your student teaching.

Dual License Field Coordinator must have a copy of the background check and/or an “Authorization to Student Teach” form on file before the student is allowed to work at the school site.

**Students will not be placed in schools until all requirements have been completed.**

**School Placements**

The Dual License Program has developed partnerships with several schools throughout the Albuquerque and outlying areas. Your Program Coordinator will provide a list of the schools participating in the program. All students must complete one semester in a special education pre K-12 setting, and one semester in a general education K-8 setting at one of the school sites indicated by the Program Coordinator. Most placements will be decided and a mentor teacher agreement received by the Program Coordinator before the end of the Spring Semester of the student’s pre-residency year.

Student teachers will be paired with a cooperating teacher who is considered experienced and is certified to teach in the same content area in which the student teacher is seeking certification.

**Expectations**

Grades for your student teaching experience will be based on several different factors. You will receive a syllabus at the beginning of each semester that defines the specific criteria for your student teaching grades. In general, the expectations that are required of all dual license students are listed below.
Attendance:

1. You must be at the school site at the beginning of the duty day and remain until the end of the staff work day every day that you do not have the required seminars for your residency year. Student teachers follow the duty day and holiday schedule of the district and the school to which they are assigned. Routine appointments for you or other family members must be scheduled outside of the usual school hours.

We do understand that an extenuating circumstance may arise that forces you to miss time at your duty site and you are allowed to miss two days per semester. Any more than two days missed must be made up before the end of the semester.

If you do miss a day, it is your responsibility to call your cooperating teacher at home at the earliest possible time. You must also notify your UNM supervisor of any absences as soon as you know the absence is unavoidable. If you have instructional time or duties for which you are responsible, you must get your lesson plans to school and remind your cooperating teacher of any duties you may have.

2. We encourage our Student Teachers to participate in appropriate professional development conferences throughout the school year. These days will not count as absences at the school site when approved ahead of time by your UNM Supervisor and Cooperating teacher.

3. Snow Days: You are responsible for listening to the media and follow the lead of the district/school to which you are assigned.

4. Attendance at all Dual License classes at UNM is mandatory. Each student is only allowed one absence per semester. See individual course syllabi for attendance requirements and penalties. IEP's, parent-student meetings, field trips or other cooperating site-based functions are NOT excused absences.
Duties and Responsibilities:

1. You are expected to assist your Cooperating Teachers in all school and classroom routines, such as playground duties, lunchroom duties, and field trips.

2. Throughout the course of the school year, you are to participate in the following activities:
   a. Frequent and sustained observation of children;
   b. Assisting in the preparation of the classroom environment, including the setting up of learning/interest centers, preparing materials, and the organization of classroom space;
   c. Working with individual children with special needs;
   d. Planning for and working with small and whole groups of children;
   e. Management of the total classroom with full-time responsibilities for preparation and delivery of instruction.

3. You are required to plan and work with children in all curriculum areas. You are further required to write lesson plans for every activity you are responsible for implementing.

4. You will be expected to record progress of children in some effective way and to participate in parent-teacher conferences.

5. You will be expected to assume expanded planning and management responsibilities as the student teaching experience progresses.

UNM Supervisor Visits:

1. You will consult regularly with both the UNM Supervisor and your Cooperating Teacher in your planning. Your Cooperating Teacher will need to know in advance what plans you intend to carry out. Remember that you are in another teacher’s classroom and typically working from their curriculum.

2. You must have a lesson plan ready every day before you begin to teach - whether it’s just one lesson or an entire day worth of instruction. The lesson plan will be turned in to the UNM Supervisor and/or your cooperating teacher at least one day prior to the planned lesson. Additionally, you must provide a
detailed plan to your Cooperating Teacher and UNM Supervisor several days prior to your solo time for review and feedback before you begin your lesson.

YOU WILL NOT BE ALLOWED TO TEACH IF YOUR CLINICAL SUPERVISOR AND YOUR COOPERATING TEACHER HAVE NOT APPROVED YOUR LESSON PLANS!

3. Your UNM Supervisor will be at your site at least once per week if you are in the Albuquerque Metro Area, and at least once every two weeks if you are in any other areas. Your UNM supervisor will conduct informal observations and evaluations of your performance every time he/she visits your classroom. Additionally, one formal evaluation will be completed each semester. The committee at the meetings will consist of the student, the cooperating teacher, and the UNM Supervisor. Program coordinators may also attend the meetings.

4. As partial requirement of the student teaching grade, you will also complete regular reflections of your experiences. This will be turned in to your UNM Supervisor and will be used to assist your supervisor in providing direct feedback and support based on your individual needs. Please talk to your UNM Supervisor for more information.

Professional Expectations:

1. Please follow your school’s dress code at all times and maintain a professional appearance, demeanor and time consciousness at all times.
2. Maintain a positive attitude.
3. Demonstrate the ability to accept suggestions and constructive criticism and make an effort to implement strategies and suggestions.
4. Be prompt; and sign in and out daily.
5. Respect the confidential nature of student records.
6. Attend staff meetings at your site when appropriate.
7. Attend meetings set up by your UNM Supervisor.
8. Follow the policies and procedures established by the school district and your school with regard to student discipline.
Suggestions for a Successful Residency Year

The following is a list of suggestions for completing a successful Residency Year and a discussion of program requirements. These have evolved from the input of Cooperating Teachers, UNM Faculty and Supervisors, and Student Teachers who have participated in this program.

1. Observe events, individuals, settings, and interactions from multiple perspectives. The changing patterns of the kaleidoscope provide an excellent analogy for your observations. Your experiences, viewed from a variety of angles and perspectives, will enrich the depth and quality of your Residency Year.

2. Previous Student Teachers have reported that they've felt like they were members of school families because they quickly became involved in the school. It is suggested that you become part of your school by participating in extracurricular activities. This might include staff parties, fundraisers, sporting events, committees, and PTOs.

3. The best way to acquaint yourself with the school faculty and staff is to talk to them. The faculty often has dreams for their schools and possess knowledge, skills, and perspectives that may be invaluable to you during your Residency Year. Conversely, you will find that many cooperating teachers are anxious to hear what you have been learning and may ask for your assistance in introducing some new procedure or technique in their classrooms. You will have the opportunity to initiate conversation with school personnel in the lounge while on duty, and before/after the school day. The sooner staff gets to know you, and you know them, the more comfortable you will feel. If you are hesitant to begin the introduction process on your own, pair up with another Student Teacher for the first week and make the introductions a team effort.

4. Schools have many differences and similarities. Sometimes the total aspect of how a school "looks" or "feels" is referred to as the school climate. This overall climate somewhat dictates how individuals within the school operate. Consider the aspect of climate as you complete your assignments. Start thinking about what you consider to be a part of school climate. What makes for an effective school/classroom climate?
5. Related to school climate are issues of dress, proper lounge etiquette, interactions with parents, other professionals, clerical, and custodial staff. In other words, you need to find out quickly what the acceptable and unacceptable behaviors are at your individual sites. Your UNM supervisors and your Cooperating Teachers will be helpful in a discussion of these topics.

6. When your supervisors (UNM or site-based) are asked to give feedback or complete a recommendation for you, they have moral, legal, professional, and ethical responsibilities to honestly report your strengths and weaknesses. They will record their observations accurately.

7. As a cohort, you are placed in different schools and may be assigned to a variety of cooperating teachers during your year in the schools. As you move from teacher to teacher, you will find different teaching styles and expectations. In general, however, the following items are universally important:

   a. If the lesson is planned by the Student Teacher and is completed earlier than anticipated, the Student Teacher may be responsible for back-up activities to fill the remainder of the lesson time. The best advice is to check with your Cooperating Teacher before you begin your first lessons.

   b. The discipline policy and procedures of the school and classroom must be followed, even though they may not reflect your personal beliefs. The only exception to this is if you feel the process or procedure may be harmful to the students. If this should occur (and we are happy to say this is extremely rare), contact your UNM Supervisor.

   c. If there is a committee structure or other work structure in place in the school, each Student Teacher is expected to participate.

   d. Plan on time to collaborate with your Cooperating Teacher. Some teachers want this to occur before school, others after school. Those of you in middle or high schools sites, depending on the structure of your school, may find it possible to schedule such time during the day.

   e. As you begin your year, especially those of you with past experiences in classrooms, may find yourself ready to move more quickly to a role
greater than your initial assignment. If this occurs, speak with your Cooperating Teacher or to your UNM Supervisor to see if something can be worked out to meet your needs. Educational Assistants (EAs) are invaluable to the educational process and are usually highly regarded by the Cooperating Teachers. A comment recently made about one of our Student Teachers to a Cooperating Teacher was, “Aren’t you lucky to have an extra EA?!” If you are required to do what an EA does as you begin your placement, please take it as a compliment.

f. During your Residency Year you may need to request time, assistance, feedback, and recommendations from your Cooperating Teachers and from UNM faculty working at your school site. You will be working with people who are very busy, but who desire to make time to work with you. If possible, please make your requests in writing, clearly and politely, and provide enough lead-time for the individual to respond. If you ask in the hallway, someone may forget. Don’t forget to thank your Cooperating Teachers with occasional notes (and a piece of chocolate wouldn’t hurt!).

8. Every day, ask: “What can I do to be useful? How can I make this a great experience?”
Suggested Timeline for Student Teaching

PHASE I - Observation

The first phase is the time for the student teacher and cooperating teacher to become familiar with each other, the daily routine, and the daily workings of the classroom and the school.

Student Teacher

1. Find out classroom and school rules, regulations and procedures
2. Discuss expectations with Cooperating Teacher
3. Learn names of students in the classroom
4. Observe daily instruction
5. Participate in opening/closing classroom routines
6. Begin to facilitate small groups or classroom instruction
7. Work one-on-one with students who need extra support
8. Practice writing lesson plans

Cooperating Teacher:

1. Introduce student teacher to class, parents, and school personnel.
2. Negotiate duty coverage.
3. Provide a desk or workspace for the student teacher
4. Gradually involve the student teacher in classroom activities.
5. Model lesson planning, appropriate interactions with students and effective teaching practices.
6. Schedule a time to talk to the student each day.
7. Meet with UNM Program Coordinator to get an overview of the Dual License Program and to fill out Cooperating Teacher invoices.
PHASE II – Student Assumes Partial Responsibility

At this time the cooperating teacher will slowly “let go” of the daily operation of the class. The cooperating teacher is still fully responsible for the class, but this is the time the student teacher gets to prepare for what it feels like to be a “real” teacher.

Student Teacher

1. Become more aware of individual learning needs of all children in the class.
2. Work with small groups.
3. Teach lesson(s) to the whole class following a plan suggested by Cooperating Teacher
4. Plan and implement your own whole-group lesson(s).

Cooperating Teacher

1. Collaboratively plan with student teacher
2. Complete most of the presentation of instruction to class, phasing in the student teacher at appropriate times.
3. Model a variety of teaching techniques
4. Continually assess the student’s teaching ability and provide feedback.
5. Gradually increase the student teacher's responsibility
PHASE III - Student Assumes Full Responsibility

The student teacher will assume full responsibility for planning, implementing and assessing instruction. The student will also be responsible for implementing effective classroom management strategies.

Student Teacher

1. Assume responsibility for all lesson planning, presentation and assessment. All plans must be turned in to cooperating teacher and UNM supervisor one week in advance of your solo time.
2. Take over daily routine of classroom for five full days in the fall semester and ten full days in the spring semester.
3. Recommend grades to the cooperating teacher.
4. Request feedback from cooperating teacher on a daily basis.
5. Reflect daily on your lessons.

Cooperating Teacher

1. Allow yourself to sit back, watch, listen and provide feedback. This is the hardest time to “let go” of the classroom.
2. Be patient and understanding. Please keep in mind that the student teacher is just learning and mistakes are part of the process.
3. You still have the responsibility of the classroom and you have the right to stop the student from teaching if there is no lesson plan, or if the lesson plan is ill-prepared.
PHASE IV -
PHASING BACK TO THE COOPERATING TEACHER

The student teacher transfers primary responsibility of class instruction back to the cooperating teacher.

Student Teacher

1. Collect ideas and materials for future use.
2. Continue observations and assist cooperating teacher as needed.
3. Observe in other classrooms if desired.

Cooperating Teacher

1. Resume primary instructional role.
2. Ask student teacher to assist with instruction as needed.
3. Continue to model teaching strategies, lesson plan writing, etc.
4. Continue to share ideas and materials.
Suggested Timeline for Student Teaching

We recognize that students will progress at their own rates. The following timeline gives a general guideline as to how much student teachers should be doing in their placements to ensure that they are ready for their soloing experiences. This timeline represents minimal expectations of the Dual License Program. Students and Cooperating Teachers are encouraged to negotiate student teacher responsibilities appropriate to each placement.

<table>
<thead>
<tr>
<th>Week Phase I</th>
<th>Student Responsibilities</th>
<th>Cooperating Teacher Responsibilities</th>
<th>UNM Supervisor Responsibilities</th>
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<tbody>
<tr>
<td></td>
<td>o Write a brief letter introducing yourself to parents.</td>
<td>o Review student’s letter to parent before it goes home.</td>
<td>o Meet with Student Teacher on a weekly basis.</td>
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<td></td>
<td>o Become familiar with the classroom and school (e.g. class schedule, where things are, classroom management system).</td>
<td>o No formal observation</td>
<td>o Talk with Student Teacher about any questions/concerns.</td>
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<td></td>
<td>o Learn all students’ names in the first two days!</td>
<td>o Establish a regular meeting time.</td>
<td>o Talk with Cooperating Teacher about any questions/concerns.</td>
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<td>o Put up a bulletin board.</td>
<td>o Discuss your expectations</td>
<td>o Begin conducting formal and informal observations of Student Teacher throughout each semester.</td>
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<td></td>
<td>o Learn how/where to make copies.</td>
<td>o Provide informal feedback and assistance as needed.</td>
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<td></td>
<td>o Introduce yourself to other school personnel (e.g. secretary, principal, custodian, cafeteria people, etc.)</td>
<td>o Ask student to assist with classroom instruction as needed</td>
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<td>Phase II</td>
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<td>Start assisting in the classroom (e.g. independent seat work, supervising small groups).</td>
<td>Have student read “confidential” files and/or IEP’s, if appropriate.</td>
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<td>Find out which students have medical conditions/needs.</td>
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<td></td>
<td>Negotiate duty coverage</td>
<td>Provide written feedback to Student Teacher after every visit regarding lesson planning, implementation of instruction, and classroom management.</td>
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<td>Students will plan and implement one whole-group lesson (not morning circle) and one small group lesson.</td>
<td>Provide feedback on lesson plans</td>
<td>Weekly checks of Student Teacher’s Experience and Activities Checklist.</td>
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<tr>
<td>Lesson plan must be given to the cooperating teacher and UNM supervisor at least 3 days before teaching for review/coaching.</td>
<td>Negotiate duty coverage with student teacher</td>
<td>Provide assistance with lesson plans if needed.</td>
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<tr>
<td>Students will plan and implement two whole-group lessons (not morning circle) and two small group lessons.</td>
<td>Provide advice and support regarding daily routine</td>
<td>Review lesson plans approximately one week prior to implementation.</td>
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<tr>
<td>Lesson plans must be given to the cooperating teacher at least one week before teaching for review/coaching.</td>
<td>Remain in room while student teacher implements lesson and provide feedback</td>
<td>Provide feedback regarding planning, classroom management, etc.</td>
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<td>Two formal observations</td>
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<td>Phase III</td>
<td>o Students will be responsible for implementing the routine of the classroom for <strong>two half days</strong>.</td>
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<td></td>
<td>o Lesson plans must be given to the cooperating teacher at least one week before teaching for review/coaching.</td>
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<td></td>
<td>o Participate in mid-semester three-way conference (with cooperating teacher and UNM supervisor).</td>
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<td>o Students will be responsible for implementing the routine of the classroom for <strong>two full days</strong>.</td>
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<td></td>
<td>o Lesson plans must be given to the cooperating teacher at least one day before teaching for review/coaching.</td>
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<td>o Provide feedback on lesson plans, transitions, and classroom management.</td>
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<td></td>
<td>o Participate in mid-semester three-way conference (with student and UNM supervisor).</td>
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<td>o If you feel comfortable, you may leave the room while the student is implementing the lesson.</td>
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<td>o Continue checks of Experience and Activities Checklist.</td>
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<td>o Provide assistance with lesson plans if needed.</td>
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<td></td>
<td>o Review lesson plans prior to implementation.</td>
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<td>o Provide feedback regarding planning, classroom management, etc.</td>
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<tr>
<td></td>
<td>o Participate in mid-semester three-way conference (with Student Teacher and Cooperating Teacher).</td>
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### Phase IV

- During this time period, students will complete a minimum of **ten full solo** days. Only five of these days must be consecutive in the Fall semester; Spring semester requires a minimum of ten consecutive days.
- Participate in a debriefing conference following the solo experience (with cooperating teacher and UNM supervisor).

The content of these weeks will be determined during the debriefing conference. Options may include additional solo time as needed, team teaching with cooperating teacher, observing in other classrooms and schools, and participating in peer coaching with fellow student teachers.

- Let student know when lesson plans are due for review/coaching before solo time.
- Conduct 2-3 formal observations of the student.
- Participate in a debriefing conference following the solo experience (with student and UNM supervisor).

- Continue checks of Experience and Activities Checklist.
- Provide assistance with lesson plans if needed.
- Review lesson plans prior to implementation.
- Provide feedback regarding planning, classroom management, etc.
- Participate in a final evaluation with the Student Teacher and Cooperating Teacher.

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**Solo:** The student takes full responsibility for all aspects of the classroom for ten days. The cooperating teacher is not present in the classroom during this time. The student and cooperating teacher plan together the topics for solo days, but the student is responsible for all lesson planning and implementation. The cooperating teacher must be able to review all lesson plans prior to the solo experience, and will be responsible for letting the student know how soon they need the plans in order to provide ample opportunity for review/coaching.
Checklist: Experience and Activities

The following is a list of experiences and activities that students will be expected to complete during their student teaching year. Some are only applicable to special education placements, and some only in general education. Most are applicable to both settings. Please signify completion of each item by initialing it (student and cooperating teacher) and noting the date. The checklist is not meant to be followed in a linear fashion. Please complete items as they are appropriate in the context of each student teaching experience. We have left blank spaces for cooperating teachers and student teachers to add additional items as appropriate to a particular placement. This form, initialed as appropriate, must be turned in to the Program Coordinator at the end of each semester to fulfill the requirements of your student teaching semester.

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Student Initial</th>
<th>Cooperating Teacher</th>
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<td>Make a Bulletin Board</td>
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<td>Complete a reading Assessment</td>
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<td>Complete Brigance Testing or equivalent</td>
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<td>Attend at least 2 IEP/parent meetings</td>
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<td>Assist Cooperating Teacher in writing IEP goals for one student</td>
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<td>Attend at least 1 support team meeting</td>
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<td>Activity</td>
<td>Frequency</td>
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<td>Attend at least one ancillary Services with students (e.g. PT, OT, SLP, etc.)</td>
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<td>Attend a grade level or content level meeting</td>
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<td>Attend a special Education department meeting</td>
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<td>Write a parent Newsletter or Pamphlet introducing Self</td>
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<td>Use the Internet in lesson planning</td>
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<td>Use the workroom</td>
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<tr>
<td>Make a sub folder</td>
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<tr>
<td>Make 3 contacts with parents (with permission of cooperating teacher - balance good/bad news)</td>
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<tr>
<td>Collaboratively write report cards</td>
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</table>
Attend at least One task force, Committee or PTO meeting

Other as determined by Cooperating Teacher or Supervisor:

I HAVE COMPLETED ALL OF THE ACTIVITIES ABOVE.

STUDENT SIGNATURE ___________________ DATE

UNM SUPERVISOR SIGNATURE ___________________ DATE
Student Teaching Do’s and Don’ts
(from Northern Arizona University
COE Handbook for Student Teachers)

Do:

Read through the handbook before you begin your student teaching.

Try to get along with your cooperating teacher (even if you have philosophical differences).

Accept advice from your cooperating teacher with an open mind. This will help avoid misunderstandings.

Willing accept guidance and assignments from your cooperating teacher.

Ask for feedback from your cooperating teacher and the University Supervisor.

Attend extracurricular activities.

Be professional at all times. Dress professionally. Be on time. Treat staff members with courtesy and respect.

Realize that mentoring student teachers is hard work. Be appreciative of the time your cooperating teacher and site principal is spending.

It is usually best to keep opinions to yourself until you find out how things run at your site. Remember that you are a guest at that school!

Don’t:

Argue with your cooperating teacher. Remember, he or she is an experienced professional.

Try to match wits or get on the same level as your students. Remember, you are their teacher, NOT their friend.
Touch students in a way that may be questioned by students, parents or administrators.

Counsel students one-on-one behind closed doors.

Have a conversation with a parent without the presence with your cooperating teacher.

Gossip or complain to other teachers in your building, or anywhere else in the community.

Be late or leave early unless it is an emergency.

Accept substitute teaching assignments for anyone other than your cooperating teacher.

USE COMMON SENSE AT YOUR PLACEMENT.
TREAT THOSE INVOLVED AS YOU WOULD LIKE TO BE TREATED.
Cooperating Teacher Guidelines

As a cooperating teacher, you are one of the most important participants in the student teaching program. Listed below are guidelines to help you understand your role as a cooperating teacher:

1. **Provide Support**
   - Provide the student teacher with moral support and encouragement.
   - Help the student teacher develop rapport with the students in classroom and other staff members.
   - Be willing to talk things out
   - Give advice about classroom routines, professionalism, classroom management, conferencing, opening/closing classroom and any other school or classroom procedures.

2. **Be a Role Model and Mentor**
   - Demonstrate acceptance, patience and tolerance.
   - Observe lessons and provide feedback on a daily basis.
   - Provide constructive criticism as well as encouragement.
   - Model lessons that incorporate different learning modalities.
   - Allow the student teacher to observe other experienced teachers at the site.

3. **Give Information**
   - Help the student teachers locate and utilize resource materials.
   - Provide information about district and school policies.
   - Help the student teacher become more aware of different learning styles and differentiated instruction.
   - Assist the student teachers in assessment procedures and setting up a grading system.
   - Provide constant feedback.
   - Discuss lesson planning and instructional strategies.
   - Assist students in changing or adapting lesson to fit the needs of all learners in the classroom.
Requirements for the Student Teacher:

Students are required to work full days every day that they do not have UNM coursework. They must arrive at the beginning of the duty day and stay until the end of the duty day. They will also follow your school's break/holiday schedule. Additionally, it is the policy of the Dual License Program to have student teachers attend all inservice and professional development activities at the school site.

All students must have written lesson plans completed before they are allowed to teach. The plans should be reviewed by you in advance. If you do not approve of a lesson plan, you have the discretion to not allow the student to teach until the plan is acceptable.

If a student is having problems please report all concerns to the UNM Supervisor immediately. If the supervisor feels that the issue is serious, a Program Coordinator will call a formal meeting to address the concerns and take further action if needed.
UNM Supervisor Responsibilities

The UNM Supervisor’s primary role is to be a liaison between the parties at a school site and the Program Coordinators at the University of New Mexico. Your UNM Supervisors are your main support system. They all have survived a first year of teaching and are sympathetic to the needs of students in the Dual License Program. Specifically, you can expect the UNM Supervisor to:

1. **Visit the school site at least once per week if you are in the Albuquerque metro area, and at least once every two weeks if you are outside Albuquerque.** During these visits, you will:
   a. Meet briefly with cooperating teacher to discuss student’s progress.
   b. Conduct an informal observation and provide immediate feedback.
   c. Check to make sure student is following the suggested timeline and checklist in the Dual License Handbook.
   d. Collect a lesson plan (if applicable) and your weekly reflection.
   e. Answer questions about observations, procedures, school environment, etc.
   f. Provide positive feedback and suggestions regarding teaching techniques, strategies, or any other issue that you feel impacts your student teaching experience.

2. **Plan triad meetings with Cooperating Teacher and student teacher to facilitate:**
   a. Relationship building
   b. Competencies for entry-level teachers
   c. Formal and informal evaluations

3. **Follow policy guidelines listed in the Dual License Handbook if a student is having problems at the school site.**

4. **Attend scheduled meetings at UNM with Program Coordinator.**
Policy Guidelines for Student Teacher Substituting

1. Determining Eligibility

At the end of the first student teaching semester, the Student teacher, UNM Supervisor and Cooperating Teacher(s) will determine whether the Student teacher will be eligible to apply for student teaching duties. Eligibility will be based on consensus regarding the student teacher’s ability to adequately perform the duties required of a substitute teacher. Formal contracts outlining the procedures and conditions of substituting will be obtained by the student teacher before substitute teaching will be allowed.

2. Conditions of Employment as a Substitute Teacher

a. The student teacher may substitute only for his/her cooperating teacher(s) during the UNM school semester.
b. The student teacher may be employed as a substitute teacher for no more than ten (10) days during a semester without written authorization from the Public School District Office and the Dual License Program Coordinator.
c. The student teacher must inform the UNM Supervisor of the dates of the substitution as soon as possible.
d. A Dual License Program Coordinator may suspend the agreement of eligibility at any time if the conditions of this agreement are not met.

3. Meeting District Requirements

The Student Teacher is responsible for meeting all district requirements for substitute teaching. This includes completing all applicable paperwork and meeting all fingerprint and background check requirements.

4. Steps to Sign Up to Substitute Teach

a. Go to the school district’s Substitute Teachers Office and let them know you are there to sign up on their substitute list.
b. Show two forms of identification (i.e., driver’s license, Social Security card, passport or birth certificate).
c. Present a copy of your current college transcripts.
d. Pay the fee for a background check and fingerprinting.
University of New Mexico  
Center for Teacher Education  

Policy Guidelines for Student Teachers at Risk

1. Cooperating Teacher, UNM Supervisor or Program Coordinator feel that a student teacher is struggling or having problems at the school site or in his/her university coursework is considered a student teacher at risk.

2. A conference is scheduled involving the student, Program Coordinators, UNM Supervisor and Cooperating Teacher (if appropriate) to discuss the problem areas and developing a program of support.

3. The student signs a performance contract to address specific points within a specified period of time. All other members at the conference also sign the contract committing to implement the program of support.

4. The UNM Supervisor and Cooperating teacher conduct focused and frequent observations on a timely basis.

5. Documentation of progress or lack thereof, in specified growth areas, is recorded on an on-going basis by the UNM Supervisor. This is shared with the student teacher through post-observation conferencing or e-mails.

6. A follow-up conference will be conducted to determine evidence of growth.

7. Non-compliance with terms of the contract or lack of sufficient growth results in withdrawal from the Dual License program at the discretion of the Program Coordinators.

8. If the Cooperating Teacher feels that the UNM student is not making sufficient growth or placement of the student at that site is inhibiting her classroom students' ability to learn effectively, the UNM student will be immediately removed from that placement. Placement at another site or removal from program will be at the discretion of the Program Coordinators.
Conflict Resolution Procedures for Student Teachers

If you believe you have been improperly or unfairly treated by a Cooperating Teacher, UNM Supervisor, Program Coordinator, Faculty Advisor, Administrative Staff or another Student, use the following guidelines to help you resolve the situation, issue or problem:

1. Focus on the situation, issue or problem, not the personality of the individual.

2. Maintain the self-esteem and confidence of the individual.

3. Try to resolve the situation, issue or problem with the individual first.

4. If you need further support, set up a meeting with concerned parties. It may be useful to include your UNM Supervisor and/or Program Coordinator to help mediate the situation.

5. Refer to the UNM Student Handbook to seek further information on the Student Grievance Procedure.
SEXUAL HARASSMENT
(From the UNM Pathfinder - http://www.unm.edu/~sac/policies.html#studentcode)

General

The University of New Mexico Sexual Harassment Policy can be obtained from the office of Equal Opportunity Programs. The following is a synopsis of the policy, approved by the University Board of Regents on August 9, 1988, and The University of New Mexico Sexual Harassment Grievance Procedure, signed by the University President on August 10, 1988.

The University is committed to creating and maintaining a community in which students and employees can learn and work together in an atmosphere:

- that enhances productivity and draws on the diversity of its members; and
- is free from all forms of disrespectful conduct, harassment, exploitation or intimidation, including sexual.

The purpose of this policy is to foster a dialogue on positive and effective intergender communication and interaction but also to take whatever action may be needed to prevent, correct and, when necessary, to discipline behavior which violates this policy.

In fulfilling its dual tasks of educating and providing public service, the University can, and shall, demonstrate leadership in sensitizing and educating all members of its community to what is appropriate behavior between the genders. Sexual harassment is reprehensible in that it subverts the mission of the University and threatens the careers of students and employees. It is a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and will not be tolerated at The University of New Mexico.

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement;
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual;
- such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment; or a supervisor fails to take corrective action when he or she knows, or reasonably should have known, that a subordinate employee is being subjected to sexual harassment.

Please be careful about comments you may make to supervisors, students or cooperating teachers. Additionally, please contact the UNM Coordinators if you are in a situation where you feel like you have been subject to sexual harassment. The Coordinators will follow the policies set forth in the University of New Mexico Pathfinder.
Change in Placement

Changing placement at a school site only occurs in rare occasions. Before any student leaves a site, the following steps must occur:

1. Student conferences with cooperating teacher regarding the placement.
2. Student conferences with supervisor regarding the placement.
3. UNM coordinator meets with student, supervisor, cooperating teacher and principal.
4. At this time, the decision will be made whether it is appropriate for the student to a) remain at the site with a contract; b) leave the site and transfer to a new location; c) stop student teaching and resume at a later date; or d) other recommendations from the committee.
5. If the reason for change in placement is severe, after meeting with student teacher, UNM Coordinators have the option to immediately remove a student from a site.
6. If you are asked by a principal/cooperating teacher to leave a site, there is no guarantee that you will get a new placement for the remainder of the semester.

You will not be allowed to switch sites unless the UNM Coordinator meets with you, and contacts the site.

You may not switch sites on your own. Choosing to vacate a school site without following these steps may result in termination from the Dual License Program.
Frequently Asked Questions

What are the attendance requirements at my site?
Your formal duty day is identical to whatever is required of your cooperating teacher. You are expected to attend all school functions that are required of your cooperating teacher.

Do I have to be on site on Wednesday afternoons (early release days) and during planning periods?
Yes. This is a time to plan with your cooperating teacher. Additionally, your cooperating teacher should always know where to find you.

What if I can’t make it to the site?
You must call your cooperating teacher at home (Make sure you have their home number!). You must also call your UNM Supervisor at home (Make sure you have their home number!!).

What if I can’t make it to seminar?
Leave a message with the instructor – see course syllabus for more information.

What is an excused absence?
Unavoidable and serious life events such as illness or significant family emergency.

How many excused absences am I allowed at my site?
Two per semester. Additional absences will need to be made up.

What if I have some things that I just have to get done?
You have two excused absences to use during the course of the school year. The timing of these days must be negotiated in advance with your cooperating teacher and UNM supervisor.

What if I want to attend a conference?
You will be excused from your site and from seminar if you wish to attend one professional conference per semester. You must let your cooperating teacher and UNM Supervisor or Course Instructor know in advance the name and date of the conference.
Lesson Plan Format

1. **Time Frame:**

2. **Curriculum standards addressed in lesson:**

3. **Overarching purpose for this lesson:** (What do you want your students to understand and/or be able to do?)

4. **IEP goals/objectives** (list, by student name, only those goals/objectives which will be addressed in the lesson):

5. **Accommodations/Modifications/Supports** (list each student for whom accommodations, modifications, and/or supports are necessary and list those that are relevant for this lesson):

6. **Materials:**

7. **Preparation of the environment:**
   a. Seating arrangement
   b. Routines

8. **Lesson description** (provide concrete details):
   a. Introduction (student engagement strategies)
   b. Development of the lesson
      i. I will...
      ii. The E.A.(s) will...
      iii. The student(s) will...
   c. Closure (wrap-up)

9. **Method(s) of assessment** (attach a master copy of any assessment forms):

10. **Reflection:**
    a. What worked well in this lesson and how do I know it worked?
    b. How can I build on what student(s) learned in the lesson?
    c. What will I do differently next time and why?
Objectives for the Dual License Program:

Upon completion of the Dual License Program, all students will be expected to show competence in the following areas:

1. **Individualized Program Plans and Legal Responsibilities:** Student Teachers apply applicable legal requirements to the IEP/IFSP process.
   - Program plans include appropriate long-range goals and short term objectives.
   - Progress toward goals and objectives is measured, documented, and reported to students’ parents and/or guardians on a regular basis.
   - All appropriate participants, including the student and his/her family, are included in team meetings.
   - Appropriate behavioral supports are implemented and documented.
   - Collaboration with parents and students is implemented and documented.
   - The use of translators and other supports for culturally and linguistically diverse students and their families is implemented and documented, when appropriate.

2. **Lesson Planning:** Student Teachers develop and implement appropriate lesson plans.
   - An up-to-date lesson plan notebook is available and readily accessible to classroom visitors (i.e. supervisor, teaching assistants, administrators) at all times.
   - The lesson plan notebook contains an up-to-date schedule of classroom activities.
   - The lesson plan notebook contains current lesson plans for all scheduled activities.
   - The lesson plans contain all of the following information:
     - ✓ objectives addressed (IEP and/or standards)
     - ✓ directions/instructions (including behavioral expectations)
     - ✓ description of the activity
     - ✓ instructional strategies/methods to be used
     - ✓ materials
✓ assessment(s)
✓ modifications for individual students.

3. **Scheduling**: Student Teachers coordinate effectively with related service providers.
   - A schedule for all of the students, which includes adult responsibilities, is posted in a place visible to the students, educational assistants, and related service providers.
   - A copy of each student’s schedule is included in either the lesson plan notebook or students’ working portfolios.
   - Students are ready and available when services with related service providers are scheduled.
   - Practicum participants are aware of where their students are when they are out of the classroom or instructional site.

4. **Individualization and Least Restrictive Environment (LRE)**: Student Teachers individualize instruction effectively for each of their students and provide opportunities for their students to engage with their general education peers in multiple and sustained contexts.
   - All lesson plans include specific information as to how the lesson will be individualized for the needs of each student.
   - Lesson plans and activities include a range of instructional techniques (both within and across lessons).
   - An up-to-date activity matrix is readily available for each student, indicating which IEP goals are addressed by each scheduled activity or lesson (i.e. in the lesson plan notebook or each students’ working portfolio).
   - A log of student participation in the school-wide community is readily available (i.e. in the lesson plan notebook or each student’s working portfolio).

5. **Curriculum & Pedagogy**: Student Teachers provide age-appropriate instruction, referenced to the general education curriculum and functional objectives, which is individualized to each students’ needs, abilities, and interests.
   - A variety of appropriate instructional strategies (such as direct instruction, problem-based learning, community-referenced instruction, peer tutoring,
cooperative learning, etc.) are implemented according to the support needs and learning styles of individual students.

- Appropriate strategies for mediating instruction (such as prompting, modeling, shaping, chaining, and fading), are used consistently and effectively.
- Strategies for grouping students for instruction (such as small groups, whole groups, independent practice, and one-on-one instruction), are utilized strategically and appropriately, according to the learning task and context.
- Instructional activities and materials are age-appropriate.
- Instructional activities and materials are functional.
- The content of the curriculum is aligned with the general education curriculum and standards and benchmarks.
- Students have access to the full range of general education curriculum, including music, art, science, social studies, PE, and electives.
- The curriculum is designed to build on strengths, as well as focus on areas of weakness.

6. **Classroom-based Assessment**: Student Teachers incorporate a variety of classroom-based evaluation measures and techniques into an ongoing coordinated system of assessment for each student that is useful for program planning and evaluation of instruction.

- All lesson plans include a description of the assessment measures or techniques to be used.
- A variety of assessment types (such as check lists, rating scales, documented direct observations, rubrics, curriculum-based assessment, portfolios, etc.) are used.
- The criteria used in classroom-based assessments are objective (descriptive, observable, and measurable).
- Assessments are used to measure student progress and to provide information on the effectiveness of instruction.
- Data collected includes the amount and type of prompts used, as well as documenting progress made toward fading prompts.
- The individual measures and techniques are integrated into an overall system of assessment, such as a portfolio for each student.
7. **Classroom Management**: Student Teachers provide an engaging and positive classroom climate, including the use of positive behavioral supports that fosters the learning of all students.

- Selecting and implementing behavior management strategies effectively, appropriately and in an ethical and professional manner.
- Explicit behavioral expectations are clearly and consistently communicated to students.
- Positive reinforcement is implemented appropriately, effectively, and consistently to increase and maintain appropriate and desired social and academic behaviors.
- Inappropriate student behaviors (e.g., off-task, disruptive) are dealt with promptly and consistently using antecedent and/or consequence strategies appropriate to the situation.
- Students’ social and academic behaviors are monitored carefully and consistently and interventions are implemented in a timely manner.
- When needed, systematic and appropriate behavior intervention plans, specific to individual student needs, are developed and implemented consistently and effectively.
- The teaching environment is arranged effectively and is appropriate for students’ learning needs and age/grade level.

8. **Professional Behavior**: Student Teachers demonstrate the professional behavior necessary to provide effective and appropriate instruction to all students.

- Student Teachers consistently plan for instruction and assessment.
- Student Teachers arrive on time for work and attend required school activities.
- Student Teachers dress neatly and appropriately.
- Student Teachers protect the confidentiality of their students.
- Student Teachers individualize instruction for students with special needs.
- Student Teachers seek appropriate advice when they identify ethical dilemmas or questions about their practice.
- Student Teachers seek constructive criticism and incorporate suggestions into planning and implementation.
- Student Teachers are able to articulate a realistic view of their areas of strengths and needed improvement.

9. **Collegiality and Collaboration:** Student Teachers demonstrate the professional attitudes and dispositions necessary to work effectively in a school environment with colleagues, students with significant needs for supports, and their families.
   - Student Teachers work collaboratively and collegially with colleagues and staff.
   - Student Teachers work with parents or students' guardians in a respectful manner.
   - Student Teachers are responsive to the needs and input of students' families and guardians.
   - Student Teachers are positive about their students in interactions with others.
   - Student Teachers use person-first language consistently.
Statement of Agreement

I have read and understand the expectations, policies, guidelines and responsibilities stated in the Dual License Handbook. I agree to abide by the guidelines presented.

I understand that in the event that my cooperating teacher, UNM Supervisor, Program Coordinator feel that these guidelines or expectations are not being met satisfactorily, it may result in termination from the dual license program.

Printed Name and Dual License Student Signature

Date

* Please sign and give this page to the UNM Field Coordinator. There is another page for you to keep for your records.
Statement of Agreement

I have read and understand the expectations, policies, guidelines and responsibilities stated in the Dual License Handbook. I agree to abide by the guidelines presented.

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