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## SEMESTER 3 FORMS

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SEMESTER 3 PROGRAM INFORMATION

Student Seminar Assignments: Semester 3
  o Letter of Introduction to Parents
  o UNM Lesson Plan
  o Videotaping and Reflective Analysis
  o Reflection: In addition, student teachers are required to attend a student Teacher/Master Teacher Saturday Seminars with their Master Teachers early in the semester.
  o Professional Portfolio
  o Evidence of Practices Self-Assessment
SEMESTER 3
STUDENT TEACHING SEMINAR ASSIGNMENTS

EDUC 400: Student Teaching Seminar  (6-15 credit hours)
To graduate with a BA in EL Ed you must have completed a total of 9 credit hours of EDUC 400 by the end of semester 3 Field Experience.

• **Letter of Introduction to Parents:** Students will write a letter to parents introducing themselves and explaining their role in the classroom during the semester. If the Student Teacher is continuing in the same classroom with the same group of students, this letter can explain the expanded role he or she will have in the classroom this semester.

• **Attendance Log:** Students will be required to **attend your classroom 5 days per week** for an approximate total of 70-75 days during the semester. Students will complete a log of hours that requires the weekly signature of the Master Teacher.

• **Lesson Plan:** Students will write a detailed lesson plan using the UNM Lesson Plan Format. This lesson plan must receive a “Pass” or will be resubmitted until mastery has been achieved.

• **Video Taping and Reflective Essay:** Students will video tape themselves teaching twice during the semester. Once during the first few weeks of the semester and once near the end of the semester. Students will assess their teaching using a rubric and write a reflective essay detailing their strengths, weaknesses, areas of growth, and areas in need of continued attention.

• **Professional Portfolio:** Students will create a showcase portfolio, suitable for use during interviews. The Portfolio will contain a minimum of one piece of evidence for each of the 7 areas of the UNM Conceptual Framework and a reflective essay specifying how each piece of evidence exemplifies each area of the Conceptual Framework. The 7 areas of the Conceptual Framework that must be included are Coherence, Learner Responsiveness, Contextual Content Knowledge, Classroom Management, Cultural Responsiveness, Technological Responsiveness, and Professionalism. In addition, students must include a minimum of 1 of the Habits & Dispositions: Caring, Advocacy, Inquisitiveness, Reflection-in-Action, Communication, Collaboration, and Creativity.

• **Evidence of Practices:** Self-Evaluation: Students will complete this self-evaluation assessing their skills gained during field-experience. This assessment must be completed online through Tk20. For access to this website, see the instructions in the General Policies + Procedures Handbook.

• **Observation + Conversation Tk 20 Reflection:** Student teachers will complete their reflections of each observation through Tk20.

• In addition, student teachers are required to attend 1 student Teacher/Master Teacher Saturday Seminar with their Master Teacher early in the Semester.

Updated July 2012
Lesson Plan Format

Name: ____________________________  Topic: ______________________________  Grade: ____

1. NEW MEXICO ACADEMIC CONTENT STANDARD(S)
   ▪ Write the Standard(s) and the Indicator(s) on which this lesson focuses.
   ▪ If grade level indicator is at a different level than the one you are teaching, indicate grade level.

2. OBJECTIVE(S)
   ▪ Focus on what you want the students to LEARN.
   ▪ Describe what you want the students to learn using verbs from Bloom’s Taxonomy. An example might be: “The students will be able to compare and contrast the properties of three states of matter—solids, liquids and gasses.”
   ▪ The number of objectives in a lesson plan varies—sometimes it is more efficient for your students to work on several at once.
   ▪ Specify the aspect of the New Mexico Content Standard being met in this lesson.
   ▪ Assessment must be built into the Procedures of lesson plan below.

3. LESSON SUMMARY
   ▪ Write one or two sentences describing major activities of the lesson.

4. RESOURCES
   ▪ List ALL resources. Include all equipment, computers, markers, handouts, graphic organizers, textbooks, websites and/or resource books, etc.

5. PROCEDURES
   a. READINESS (ENGAGEMENT)
      ▪ What do you do to activate students’ prior knowledge?
      ▪ What will you do to spark interest in the lesson?
      ▪ What will you do to connect this lesson to previous lessons?

   b. FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)
      ▪ Describe the teaching and learning events step by step.
      ▪ Script key communications including directions and questions.

   c. CLOSURE
      ▪ What will you do to wrap-up the lesson and reinforce the learning?
      ▪ Students can verbalize the main points of a lesson and summarize—not you.
      ▪ Re-state the objective of the lesson and have students’ evaluate their own learning of the objective.
      ▪ Students can think of other ways they can apply the information; leave them wondering with a mystery.
      ▪ If students have been looking at details, have them return to the big picture.
      ▪ Remember, teachers don’t do closure; students do.

   d. ASSESSMENT (EVALUATE how students met objectives)
      ▪ How do you know what your students have learned?
      ▪ What evidence can you collect that will document student progress?
      ▪ Assessment must align with objectives and procedures.
      ▪ How will you use this information? Why have you chosen to use the information in this way?

6. ENRICHMENT—What can students to do extend or enrich their learning?
THINGS TO REMEMBER IN LESSON PLANNING

- TELLING students does not always equal good teaching.

- Work to SHOW, not tell, when teaching.

- Good questioning facilitates learning and also requires WAIT TIME.

- A well-stated question/statement can be a readiness focus. The following ARE NOT motivational/readiness statements: “Today we are going to learn about insects.” “Everyone open your books to page ___. Or “Today we’re going to have a fun lesson.”

- Be prepared to be FLEXIBLE and adapt the lesson plans based upon student learning needs. Address a variety of learning styles in each lesson.

- Your lesson should address the special needs of individual students. Some of these students may have IEPs. Consider adaptations for these students, as needed. Please indicate the adaptations in your lesson plan.

- Pay attention to where and when transitions occur in the lesson.

- Lesson plans should be type-written on 8 1/2 X 11 paper. Please do not use sheet protectors or other paper covers.

- Objectives, Focus, and Assessment should align with the New Mexico Academic Content Standards.
Lesson Plan Format

Name: .................................................. Grade: ..............................................
Topic: ....................................................

1. NEW MEXICO ACADEMIC CONTENT STANDARD(S)

2. OBJECTIVE(S):

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>How Students Will Meet Objective(s)</th>
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3. LESSON SUMMARY:

4. RESOURCES:

5. PROCEDURES:
   a. READINESS (ENGAGEMENT)
   b. FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)
   c. CLOSURE
   d. ASSESSMENT (EVALUATE)

6. ENRICHMENT
## Lesson Plan Rubric

**Instructions:** Complete this rubric under the “Self Assess” column using the code below: “C, D, or N.” Submit this completed rubric with your Lesson Plan for Faculty Assessment.

**C = Competent**  **D = Developing**  **N = Needs Improvement**

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<tr>
<th>LESSON PLAN COMPONENTS</th>
<th>DESCRIPTION OF EXPECTED PERFORMANCE</th>
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| **N. M. C. S. Indicator(s)** | Developmentally appropriate.  
Aligns with objectives and assessment. |
| **Objective(s)** | States what students will be able to do following the lesson.  
Gives conditions of the student performance.  
Spells out criteria for acceptable performance.  
Relates to N. M. C. S. Indicator. |
| **Lesson Summary** | Tells in one or two sentences the major learning activities involved in the lesson. |
| **Resources** | Includes all resources needed to implement the lesson. |
| **Procedure:**  
Readiness | Activates prior knowledge, creates interest in the topic, connects the lesson to previous lessons, and/or provides an appropriate introduction. (Not needed for certain routine activities.) |
| **Focus** | Describes learning events step-by-step.  
Scripts key communications including directions and questions. |
| **Closure** | Wraps up the lesson by having students summarize, reinforces the main points of the lesson, invites application of the new information, brings attention back to objective, leaves class wondering about a mystery, connects students to where they were before and/or where they are going, moves students from looking at details to the big picture, or invites students to transfer new information or skill to a new situation. (Not needed for certain routine activities.) |
| **Assessment** | Collects and documents evidence of student progress toward objective. (Formal assessment is not always needed.) |
| **Enrichment** | Offers activities for extending or enriching the lesson. (Optional) |
| **Mechanics** | Spelling, punctuation, grammar, and so forth. |
Dear ______________________,

I am a Student Teacher from the University of New Mexico in Mr. ________________’s class at _______________________ Elementary School. As part of my university requirements, I plan to create a portfolio that reflects my skills as a teacher. I would like to include work samples from the children and photographs of the children doing work in our classroom.

In addition, I am required to video tape myself for my own educational purposes. This tape will be used for my own personal improvement as a teacher. The camera will mainly be focused on myself during the lesson, however, the children may also be visible in the tape. I am asking your permission to have your child in my video tapes as well.

Your child’s name will not appear on any of the work included in the written text or in the photo captions. I will be the only person viewing the video tape.

If you do NOT want your child’s work included in my portfolio and do not want your child in the video, please sign this form and have your child return it to me. If this form is not returned by __________ I will accept your permission to place sample work and photos of your child in my portfolio and to have your child appear on the video.

Thank you for your support. Please contact me through Mr. _________________ if you have any questions.

Sincerely,

Ms. ___________________

Return this portion to the classroom if you do not want your child, photo or work samples included in the portfolio.

_____ I do NOT want my child’s photograph or sample work to be included in Ms. __________’s portfolio.

_____ I do NOT want my child to be included in the video of Ms. _________________’s teaching.

Child’s Name: __________________________________________

Parent Signature: ______________________________________Date: ____________________
PROFESSIONAL PORTFOLIO

Each Student Teacher will prepare a Portfolio, to be used as a culminating document of your learning throughout your student teaching experience, and also as a supplement to a job interview.

Your portfolio will include one (1) piece of evidence from each of the 7 areas of the University of New Mexico College of Education Conceptual Framework plus one (1) or more of the Habits & Dispositions, along with a written reflection of each of these areas.

UNM College of Education Conceptual Framework
(Include evidence of each of these areas.)
1. Coherence
2. Learner Responsiveness
3. Classroom Management
4. Content Knowledge
5. Cultural Responsiveness
6. Technological Responsiveness
7. Professionalism

UNM College of Education Dispositions and Habits of Mind
(Include evidence in one of these areas—you may include more.)
1. Caring
2. Advocacy
3. Inquisitiveness
4. Reflection-in-Action
5. Communication
6. Collaboration
7. Ethical Behavior

The UNM and State of New Mexico Teacher Competencies are provided to indicate the close link between this portfolio assessment and the competencies required of entry-level and first-year teachers in the State of New Mexico.

In addition, the Examples of Evidence that Could Be Included in a Professional Portfolio is available for you to see examples of evidence for your portfolio that not only meets the UNM criteria, but also the State of New Mexico criteria as well.

The following section includes examples of Reflection Pages for particular pieces of evidence.
Sample Reflection Pages

Learner Responsiveness
One important aspect of being a teacher is catering to my students needs. I have one ESL student and two children who wear hearing devices in my current class. I use a lot of visuals and gestures to assist these students in their learning. I also wear a microphone everyday that helps my students hear. My students have been helpful and patient with their fellow classmates. It is wonderful to see the class supporting and looking out for each other.

In this section, you will see a lot of pictures and examples of committee work. Both the students and I enjoyed working in math, science, and literacy committees. I like working with students in small group committees because I am able to interact with them on more of a one-on-one basis. Students also learn a lot from each other in their small groups. I also like committees because they are often hand-on learning activities. Committees teach students how to be respectful of their classmates and responsible for doing their work. A lot of planning and preparation goes into committees, but I believe it’s worth it.

I have witnessed a lot learning going on in the classroom this year. I have seen individual students discover something new; as well as witness the whole-class learn together. Whether students worked individually or in groups, they were engaged in their own learning process.

Professionalism
In this section you will find many artifacts that contribute to being a professional teacher. First, I have provided my professional resume. It highlights the experiences, qualifications, and awards I have received throughout my education. Along side my resume is my New Mexico Substitute License and certificates I have received. Agendas from teacher inservices and staff meetings are also included.

I believe that as a professional, I should always be open to learning and improving my teaching skills.
I provided lesson plans that I have submitted to professors that have suggestions for improvement.

To me, being professional is more than just qualifications. It is being personable, responsible, and hard working. I believe I reflect these traits of a professional teacher in my character. Letters of Recommendation are provided on my behalf from very respected mentor teachers and advisors. I am aware that as a teacher, I am a constant role-model for all students at the school.
PART I: University of New Mexico Student Teacher Evaluation Criteria:

Criteria A: Coherence:
1. Plans for the class session are part of a larger unit and contribute to deepening conceptual understanding, increasing skill, and/or developing independence.
2. Directions and explanations are understandable and easy to follow.
3. Transitions from one activity to the next are smooth and provide opportunities for students to understand why the new activity is important and how it relates to previous activities.
4. Students have the opportunity to reflect on the connections among old and new understandings and skills.
5. Assessments are aligned with what students have opportunity to learn.
6. Teacher can explain what students will learn by participating in this instruction and how the learning will be assessed.

Criteria B: Learner Responsiveness:
7. Students are engaged and challenged.
8. Students have adequate support from each other, the teacher, and available resources to complete assignments and tasks.
9. Teacher monitors what all students are doing and addresses any problems.
10. Teacher has rapport with students, demonstrating respect for students, and students demonstrate respect for the teacher and each other.
11. Teacher bases possible revisions to instruction on student reaction, behavior, and understanding.

Criteria C: Contextual Content Knowledge:
12. Activities allow students to engage in ways of talking, behaving, writing, speaking, creating, thinking, etc., that occur in the disciplines or contexts in the world outside the school.
13. Teacher is able to explain how class activities prepare students for contexts for performance outside the classroom.
14. Teacher can explain concepts, ideas, and skills related to the topic being taught.
Criteria D: Cultural Responsiveness:
15. Learning experiences help students to develop an understanding of and respect for
cultural diversity and the ability to critique how various cultural groups are
represented in the discipline.
16. Students are given the opportunity to reflect on how their positions in various groups
shape their world view.
17. Students are encouraged to promote social justice and political action.
18. The teacher is able to explain how cultural diversity and social justice is addressed in
their instruction.
19. The teacher is aware of his/her own biases and prejudices and adjusts practice to
promote equitable treatment of all students.

Criteria E: Technological Responsiveness:
20. Students use technology appropriately to aid task completion, inquiry, or learning.
21. Teacher is able to explain how technology contributes to his/her instruction.
22. Teacher is able to use technology to convey and find information.

Criteria F: Professionalism:
23. Lesson plans submitted in advance of teaching.
24. Started on time.
25. Dressed appropriately.
26. Used language effectively and appropriately.
27. Used proximity and movement effectively.
28. Maintained an orderly classroom.
29. Knowledgeable about what was taught.

Criteria G: Dispositions/Habits of Mind:
30. Caring
31. Advocacy
32. Inquisitiveness
33. Reflection-in-Action
34. Communication
35. Collaboration
36. Ethical Behavior
37. Creativity
38. Problem-Solving
Part II: NM Competencies for Entry Level Elementary Teachers

A. Professionalism
1. The teacher reflects on, analyzes, and evaluates the effect of his or her choices and actions on others, including students, parents, and other professionals in the learning community, and will be able to use this knowledge to improve the learning process.
2. The teacher is aware of the need to actively seek out opportunities to grow professionally, including participation in professional organizations and professional development such as conferences, workshops, classes and research, and use this information to improve professional practices and to become a life-long learner.
3. The teacher participates in an on-going process of researching current educational issues and practices, applying them in the classroom, and monitoring their effects.
4. The teacher understands his or her role in the educational decision-making process as an advocate for children, school, district, community, and self.
5. The teacher is aware of and adheres to the state Professional Code of Ethics of the Education Profession for Educators.
6. The teacher demonstrates an awareness of relevant legal requirements of teachers and schools.
7. The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.
8. The teacher critically reviews, selects, and adapts materials, resources, and technologies and analyzes them for:
   a. age appropriateness
   b. developmental level
   c. cultural and linguistic background
   d. exceptionalities
   e. biases and stereotypes
   f. content appropriateness in regard to curriculum
   g. reading level
   h. relevance to students

B. Instructional planning and implementation
1. The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.
2. The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.
3. The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.
4. The teacher creates short- and long-term plans that are linked to student needs, performance, and learning styles.
5. The teacher becomes familiar with students’ families, cultures and communities, and plans related learning activities.
6. The teacher plans lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges.
7. The teacher integrates a variety of technologies into planned activities including software, applications, and other learning tools.
8. The teacher plans activities to promote higher order thinking skills, creativity, and independent thinking.
9. The teacher plans and uses assessment strategies and instruments appropriate to the learning outcomes being evaluated.
10. The teacher evaluates lesson plans by observing classroom interactions, questioning, and analyzing student work.
11. The teacher develops sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals.

C. Classroom Management
1. The teacher knows effective models of classroom management and has the opportunity to observe these in classroom situations.
2. The teacher develops and implements a classroom management plan.
3. The teacher responds to children as individuals.
4. The teacher provides a safe classroom environment where individual differences are respected.
5. The teacher arranges the classroom environment for optimal learning and students’ success.
6. The teacher seeks student understanding and input for classroom procedures, rules, and consequences.
7. The teacher models and encourages positive social interaction.
8. The teacher collaborates with specialists, support personnel, parents, and administrators in an interdisciplinary manner for the success of the individual student.
9. The teacher uses data collection techniques to document classroom management.
10. The teacher manages time and materials effectively to minimize distractions and disruptions.
11. The teacher develops activities and transitions that guide students to be focused.

D. Assessment
1. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical and aesthetic development of the learner.
2. The teacher develops valid evaluation tools to measure student outcomes.
3. The teacher selects materials and means for measuring progress.
4. The teacher assesses students’ current knowledge in order to plan instruction.
5. The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.
6. The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.
7. The teacher uses observation skills for informal assessment.
8. The teacher is able to use effective questioning techniques to better assess the student’s knowledge.
9. The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.
10. The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.
11. The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing.
12. The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors (error analysis).
13. The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.
14. The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.

E. Technology
1. Basic computer and technology operations and concepts – the teacher uses computer systems to: run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.
   a. Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.
   b. Uses terminology related to technology appropriate to the teaching field in written and oral communication.
   c. Describes and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
   d. Uses imaging devices.
   e. Demonstrates knowledge of uses of computers and technology in business, industry, and society.
   f. Operates a variety of audio-visual devices.
2. Personal and professional use of technology – the teacher will apply tools for enhancing his/her own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.
   a. Uses productivity tools for word processing, database management, and spreadsheet applications when developmentally appropriate.
   b. Applies productivity tools for creating a multimedia presentation.
   c. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
   d. Uses computers to support problem solving, data collection, information management, communications, presentations, and decision making.
   e. Demonstrates awareness of resources for adaptive assistive devices and software for students with special needs.
   f. Demonstrates awareness of resources for culturally and linguistically diverse students.
   g. Demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.
   h. Demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.
   i. Demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.
3. Application of technology to support teaching and learning – the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications, and
learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

a. Explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation.

b. Describes best practice and appropriate assessment as related to the use of technology resources in the curriculum.

c. Designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations.

d. Designs learning activities that foster equitable, ethical, and legal use of technology by students.

e. Practices responsible, ethical, and legal use of technology, information, and software resources.

F. Diversity

1. The teacher understands how student differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

2. The teacher organizes and manages varied learning groups as appropriate in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lesson.

3. The teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender.

4. The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.

5. The teacher helps students develop critical perspectives on biased materials.

6. The teacher identifies and develops appropriate responses to differences among language learners.

7. The teacher demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity.

G. Family and Community

1. The teacher is aware of the culture, history, and values of the community in which he or she teaches.

2. The teacher understands, respects, and values the central role that community and family play in the learning process of a child and will be able to utilize these experiences to enhance learning.

3. The teacher understands that there must be a reciprocal relationship between the school and the community.

4. The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.

5. The teacher recognizes that families and community can be sued as teaching resources to enhance learning and children’s self value.

6. The teacher communicates to parents and community members’ student progress, important events, and school activities.

7. The teacher understands the importance of inviting parents and community members to participate in classroom and school curriculum development and the decision making process.
8. The teacher conveys and demonstrates to students the importance of being an active part of the community.

H. Inclusion
1. The teacher understands special education regulations.
2. The teacher understands the differing levels of disabilities.
3. The teacher understands the development and use of individualized education plans (IEPs).
4. The teacher understands his/her responsibilities in implementing objectives set in an IEP.
5. The teacher develops lessons according to IESs.
6. The teacher monitors achievement and growth as set by an IEP and recommends changes when necessary.
7. The teacher collaborates with special education teacher for individualized program implementation.
8. The teacher adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.
9. The teacher understands the social, emotional, physical, and academic needs of students with exceptionalities.
10. The teacher assists students to understand social responsibilities.
11. The teacher assists students with exceptionalities to have positive experiences in the regular classroom

I. Development of Student
1. The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development.
2. The teacher understands how children learn and develop, and provides learning opportunities that support their cognitive, social, aesthetic, emotional, and physical development.
3. The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each child, leading to continuous progress.

J. Knowledge of Contents
1. Mathematics
   a. The teacher understands mathematical concepts including but not limited to:
      i. The arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers;
      ii. Three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three dimensional objects;
      iii. Elements of algebra including elementary functions;
      iv. Measurement of length, angles, time, weights, and temperature; and,
      v. Handling money problems such as cost and unit price.
   b. The teacher demonstrates skill including but not limited to:
      i. Mental computation and proper use of four operation and non-programmable scientific calculators in the context of problem-solving;
      ii. Constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction;
iii. Defining relevant variables and writing formulas describing their relationships in problem-solving activities; and
iv. Using measurement tools and appropriate techniques for recording data and displaying results.

c. The teacher demonstrates adequate communication skills to be able to discuss mathematical ideas verbally and in writing.
d. The teacher knows a variety of teaching techniques and chooses ones appropriate to the topic of study and the level and needs of students.
e. The teacher constructs situations in which students learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic.
f. The teacher provides opportunities for students to learn how to use tools, technology, and manipulative in problem solving.
g. The teacher uses measurements and other data gathered by students as a basis for classroom activities.
h. The teacher provides a classroom environment in which students develop skills in communicating, discussing, and displaying mathematical ideas.
i. The teacher provides enough open-ended problems and activities to allow students to expand creatively on the material learned in classrooms.

2. Reading and Language Arts
   a. The teacher understands children’s developmental states in learning to speak, read, write, and listen effectively.
b. The teacher models effective reading, writing, listening, and speaking.
c. The teacher designs instructional programs and strategies that result in students becoming competent users of language.
d. The teacher provides a balanced reading program that includes, but is not limited to, graphophonemics (phonics), semantics and syntactics, context, vocabulary development, and meaningful text.
e. The teacher provides a variety of opportunities for students to demonstrate reading comprehension.
f. The teacher teaches students strategies to discover meaning from print and to monitor their own comprehension.
g. The teacher is familiar with and uses a variety of reading materials, including children’s literature, non-fiction, stories, poems, biographies, and texts from various subject areas.
h. The teacher helps students to become aware of different purposes and situations for reading, and to think critically about and respond to what they have read.
i. The teacher helps students understand different types of writing for and speaking with different audiences and in different situation.
j. The teacher helps student develop listening skills.
k. The teacher provides opportunities for students to understand, consider, respond to, and discuss spoken and written materials.
l. The teacher recognizes preconceptions, error patterns, and misconceptions found in students’ language use and makes appropriate modifications.
m. The teacher plans and uses grammar instruction within authentic contexts.

3. Science
   a. The teacher knows, understands, and uses the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as
concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry.

b. The teacher is familiar with the scientific method and uses it to develop students’ abilities to identify and communicate a problem, and to design, implement, and evaluate a solution.

c. The teacher integrates a variety of technologies into planned science activities.

d. The teacher helps children build understanding about science and technology.

e. The teacher recognizes and responds to student diversity and encourages all students to participate fully in science learning.

4. Social Studies

a. The teacher understands the principles of teaching and learning processes that underlie social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration.

b. The teacher understands that the social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of the social studies.

c. The teacher understands that the definition of social studies requires that students are socially aware of and are active participants in local, state, national, and global issues.

d. The teacher helps students understand the relationship between social studies and other disciplines.

e. The teacher helps students to recognize and respect diverse local and global perspectives concerning cultures other than their own.

f. The teacher implements a variety of strategies for helping students use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process.

g. The teacher constructs experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and culture.

h. The teacher engages students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions.

i. The teacher constructs activities that encourage students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.

5. Arts

a. The teacher understands and implements arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students developmental levels.

b. The teacher uses the arts as interdisciplinary units/themes.

c. The teacher understands distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation and leads to skill development and appreciation.

d. The teacher enables students to communicate at a basic level in the four art disciplines of dance, music, theater, and the visual arts, including knowledge and
skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline.

e. The teacher enables students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives.

f. The teacher exposes students to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them.

g. The teacher relates basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines.

**K. Communication**

1. The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community.

2. The teacher effectively communicates orally and in writing using appropriate standard written and spoken English with a variety of audiences (e.g., peers, school, community) and encourage this in students.

3. The teacher understands communications theories, language development, and the role of language in student learning.

4. The teacher understands how to use a variety of strategies to facilitate language acquisition and development.

5. The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.

6. The teacher recognizes that writing is critical to other areas of language acquisition, cognitive growth, and expression.

7. The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.

8. The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.

9. The teacher recognizes that social interaction enhances thinking and learning.

10. The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.

11. The teacher encourages culturally sensitive communication by and among all students.

12. The teacher is a thoughtful and responsive listener and encourages quality in students.

13. The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.

14. The teacher recognizes the importance of technology as a tool for learning and communication.
PART III: New Mexico Teacher Competencies for Licensure Level I Assessment Criteria:

Strand A: Instruction

Competency: The teacher:
1. Accurately demonstrates knowledge of the content area and approved curriculum.
2. Appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Effectively utilizes student assessment techniques and procedures.

Strand B: Student Learning

Competency: The teacher:
3. Communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Comprehends the principles of student growth, development, and learning, and applies them appropriately.
6. Manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Strand C: Professional Learning

Competency: The teacher:
8. Demonstrates a willingness to examine and implement change, as appropriate.
9. Works productively with colleagues, parents, and community members.
## Examples of Evidence That Could Be Included in a Professional Portfolio

<table>
<thead>
<tr>
<th>State Strand for Level I Teachers in New Mexico</th>
<th>State of New Mexico Competencies for Entry-Level Elementary Education Teachers</th>
<th>UNM Conceptual Framework</th>
<th>Evidence Tied to State and UNM Entry-Level and Student Teacher Expectations</th>
</tr>
</thead>
</table>
| A: Instruction                                  | A: Coherence                                                                   |                          | Evidence Ideas for UNM Concepts A & D:  
State Competency: Knowledge of Content Area  
- Unit Plan/Block Plan showing progression and connections between topics and subjects  
- Lesson plan with accurate content highlighted  
- Graphic organizers used to clarify content  
State Competency: Variety of Teaching Methods  
- Lesson plans goals and objectives  
- Photos of students completing work in a variety of settings and arrangements  
- Photos of teacher working with students individually or in small groups  
- Photo of word wall, centers, interactive bulletin board, etc.  
- Notations differentiating methods for exceptional students  
- Photo of teacher using visual aids  
- Graphic organizers used to clarify content  
- Examples of worksheets, activities, teaching tools, etc.  
- List of choices for student research and/or projects  
- Photos of students engaged in creative activities  
- Samples of student work  
- Lesson plan with time allotment highlighted  
- Daily block plan with times highlighted  
- Photos of materials organized for lesson  
- Field trip information  
State Competency: Student Assessment Techniques and Procedures  
- Pre-tests/Post-tests  
- Check-list of student progress  
- Rubrics  
- Various forms of student assessments  
- Sample grade book (with names blacked out)  
- Copies of student work with teacher comments  
- Photo of teacher engaged in assessment during lesson |
<p>| B: Instructional Planning and Implementation      |                                                                              |                          |                                                                                |
| D: Assessment                                    |                                                                              |                          |                                                                                |
| J: Knowledge of Content                          |                                                                              |                          |                                                                                |</p>
<table>
<thead>
<tr>
<th>Strand</th>
<th>Description</th>
<th>Evidence Ideas for UNM Concepts B, C, E &amp; F: State Competency: Teacher communicates with students</th>
</tr>
</thead>
</table>
| B: Learner Responsiveness | Students are engaged and challenged  
Support is available for tasks  
Monitoring helps address any problems.  
Rapport is shown for and among students.  
Revisions are made in reaction to student behavior and understanding. | Checklist of student progress  
Various forms of student assessments  
Notes from students and/or parents  
Photos of teacher working with students individually or in small groups  
Candid shots of teacher at recess or in cafeteria, talking and playing with children  
Lesson plan listing exact instructional procedures  
Photo of goals of lesson listed on chalkboard or on overhead  
Photo of teacher showing finished model of a project  
Copies of rubrics to be used for grading, including column for student self-assessment  
Copies of student work with teacher comments  
Lesson plan with listing of questions to be asked highlighted  
Photo of daily schedule on board of daily activities |
| C: Classroom Management | A classroom management plan is developed and implemented.  
Data collection techniques are used to document classroom management.  
Physical environment of the classroom is arranged for optimal learning  
Classroom routines, rules, and norms are established and followed.  
Instructional strategies and transitions are used to increase student focus.  
Time and materials are effectively managed to minimize distractions. | Completed student questionnaires or surveys  
Student IEPs  
Photos of students completing work  
Checklist of student progress  
Photos of teacher working with students individually or in small groups  
Lesson plan with listing of questions to be asked highlighted  
Samples of student work |
| E: Cultural Responsiveness | Students develop an understanding of and respect for cultural diversity.  
Students reflect on how their positions shape their world view.  
Students promote social justice.  
Cultural diversity and social justice are addressed in instruction  
Students are treated equitably, regardless of teacher prejudice and bias. | Grouping cards  
Cards used to call on students randomly  
Classroom job list  
Photo of job board  
Literacy circle job rotation  
List of rules for the classroom  
Photo of rules posted in classroom  
Artifacts of the classroom management process  
Explanation of classroom behavior standards and/or organizing techniques  
Philosophy of classroom management  
Classroom floor plan  
Photos of classroom arrangement |
<table>
<thead>
<tr>
<th>Strand C: Professional Learning</th>
<th>Strand A: Professionalism</th>
<th>G: Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lesson plans submitted in advance of teaching.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classes start on time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher is dressed appropriately.</td>
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<tr>
<td></td>
<td></td>
<td>Teacher uses language effectively and appropriately.</td>
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<tr>
<td></td>
<td></td>
<td>Teacher uses proximity and movement effectively.</td>
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<tr>
<td></td>
<td></td>
<td>Teacher maintained an orderly classroom.</td>
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<td></td>
<td></td>
<td>Teacher is knowledgeable about what is being taught.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>H: Dispositions/ Habits of Mind</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caring</td>
</tr>
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<td></td>
<td></td>
<td>Advocacy</td>
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<td>Inquisitiveness</td>
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<td></td>
<td></td>
<td>Reflection-in-Action</td>
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<td></td>
<td></td>
<td>Communication</td>
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<td>Collaboration</td>
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<td>Ethical Behavior</td>
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<td>Creativity</td>
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<tr>
<td></td>
<td></td>
<td>Problem-Solving</td>
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<td></td>
<td><strong>EVIDENCE IDEAS FOR UNM CONCEPTS G &amp; H:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>State Competency: Teacher’s willingness to change</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher reflection on lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson plan with changes/notations in margins for future revision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificates from trainings, inservices, staff development, etc.</td>
</tr>
<tr>
<td></td>
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<td><strong>State Competency: Teacher’s work with colleagues, parents, and community members</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Notes from teacher meetings where planning is discussed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joint lesson plans or unit plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observations from other teachers and peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forms used to communicate with other teachers about students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newsletters to parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letter/note to parents with translation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copies of notes sent home to parents regarding specific students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field trip information</td>
</tr>
</tbody>
</table>

- Photo of word wall, centers, interactive bulletin board, etc.

**EVIDENCE IDEAS FOR UNM CONCEPTS B, C, E & F CONTINUED:**

**State Competency: Diversity and positive student involvement and self-concept**

- Completed student questionnaires or surveys
- Student IEP
- Community profile
- Letter to student with translation
- Lesson plan with challenging expectations noted
- Observations noting challenging expectations
- Samples of student work
- Samples of student journals with teacher comments
- Lesson plans focusing on self concept
- Lesson plans focusing on diversity
UNM STUDENT TEACHING
PORTFOLIO RUBRIC

Name ____________________________  Date Submitted________________

Student Teacher: Complete the 2nd and 3rd columns of the chart below and submit this Rubric with your Portfolio for Faculty Assessment.

Self- Assessment & Faculty Assessment
√ = Included in Portfolio  0 = Not included in Portfolio

<table>
<thead>
<tr>
<th>Student Teacher Evaluation Criteria</th>
<th>Student Evaluation of Evidence</th>
<th>Student Evaluation of Reflection</th>
<th>Faculty Evaluation of Evidence</th>
<th>Faculty Evaluation of Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner Responsiveness</td>
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<td></td>
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</tr>
<tr>
<td>Classroom Management</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Contextual Content Knowledge</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cultural Responsiveness</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Technological Responsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Dispositions/Habits of Mind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Documents Included</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Portfolio Construction Requirements:
_____ Professionally Prepared and Presented, including
  • Presented in 3-ring binder or other appropriate container
  • All pages in page protectors
  • Tabs included and visible outside of pages
  • Dividers inserted between sections
  • Typed contents, dividers, reflections, etc.

Additional Comments:

Final Assessment of Portfolio: Pass / Fail
Name of Assessor: _____________________

Updated July 2012
TK20: Cooperating Teacher Training

How to Log into Tk20:

1. Go to the following URL -- http://coe.unm.edu/tk20

2. Click on the “I am a Cooperating Teacher” link.

3. Enter your username and password:
   Username = first initial of first name, last name, four zeros - (i.e., John Smith’s username would be jsmith0000)
   Password = password
   After your initial login you will be asked to change your password.

4. Click on the Field Experience tab.

5. You will see the name of your student, click on that.
6. Your screen will split, on the left side is the students’ work, and the right side are the Field Experience Forms, which you will need to fill out. You will notice a red flag, this means that these forms still need to be completed.

Click on the Assessment form.

7. Fill out each radio button with the appropriate rating. You will notice that the numerical score will auto-populate in the score column. You can add any comments that you wish. Click on “Calculate Scores” near the bottom of the form.

If it is necessary, you can also give a “Grade” (i.e.”Pass”, “A”, “90”, etc).

8. Click on Save

You will be taken back to the page with the Assessments listed, you will notice that the red flag has disappeared from the assessment you just submitted.

You can now click on the next assessment and repeat steps 6-8.
9. After you have completed all assessments, click on Submit. *(Note: Once you have submitted the assessments you won’t be able to make changes. If you haven’t completed all assessments but want to come back at a later time click on “Save”, if you haven’t made any changes and don’t need to Save click on “Close”.* )

What documents you will need to complete (or upload) into Tk20 Spring 2012 (Check Handbooks for due dates):

<table>
<thead>
<tr>
<th></th>
<th>Master Teachers</th>
<th>Student Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Evaluation of Dispositions</td>
<td>Evaluation of Dispositions and Habits of Mind</td>
<td>Evaluation of Dispositions and Habits of Mind</td>
</tr>
<tr>
<td>and Habits of Mind</td>
<td>Evidence of Practices:</td>
<td>Evidence of Practices:</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Dispositions and Habits of Mind</td>
<td>Evaluation of Dispositions and Habits of Mind</td>
</tr>
<tr>
<td></td>
<td>Observation &amp; Conversation Form</td>
<td>Observation &amp; Conversation Form</td>
</tr>
<tr>
<td></td>
<td><em>(Must complete 2)</em></td>
<td><em>(Must complete 6)</em></td>
</tr>
<tr>
<td></td>
<td>Observation &amp; Conversation Form Post-Reflection</td>
<td>Observation &amp; Conversation Form Post-Reflection</td>
</tr>
<tr>
<td></td>
<td><em>(Must complete 2)</em></td>
<td><em>(Must complete 6)</em></td>
</tr>
</tbody>
</table>

Have questions or need help?
Contact:
Technical Issues: Tk20 Support Staff, coetk20@unm.edu
Tk20 Info: http://coe.unm.edu/tk20
Revised 5/31/12 EDW
TK20 FOR ELEMENTARY EDUCATION DEPARTMENT: Student Training
How to Log into Tk20:

1. Go to the following URL – http://coe.unm.edu/tk20

2. Click on the “I Am a Student” link

3. Enter your username and password:
   It will be your UNM Netid and password *(the same one you use to log into my.unm.edu)*

4. You will be logged into the Home page, if you notice in the middle of the page there is a section entitled, “Pending Tasks” these are tasks which need to be completed. Click on the task.

5. You will be taken into summary page. Notice in the middle of the page off to the right, there is an Artifact Wizard icon, click on that.

6. You will see the Artifact that needs to be completed. Select on the “I would like to create a new artifact”, click on Continue.

7. Select Artifact Type *(Important: You will select “File”, if you need to upload a file which you have created, i.e, Lesson Plan, Research paper, etc. Otherwise you would select the specific assignment you need to fill out, be sure to check with your instructor on the proper assignments you need to complete)*

Updated July 2012
8. If you need to upload your Document. Select Browse, and choose the file which you would like to upload. Otherwise complete the entire form.

9. Provide a “Title” for your assignment/upload. You may also add a description, but it’s not required.

10. To Save and Exit to come back to it later, click Save;
To Submit your Assignment to your Faculty, click Submit *(Note: if you Submit - it will no longer be available to you – unless you contact your Faculty to send it back to you to make changes)*;
To Save and attach another artifact, click Next.

11. After you have completed all assessments, you have two options. You can click on Save, if you want to submit later; Or you can click on Submit if you are ready to submit your assessment(s).
What documents you will need to complete (or upload) into Tk20 Spring 2012 (Check Handbooks for due dates):

<table>
<thead>
<tr>
<th>Master Teachers</th>
<th>Student Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Observation &amp; Conversation Form <em>(Must complete 2)</em></td>
<td>Observation &amp; Conversation Form <em>(Must complete 6)</em></td>
</tr>
</tbody>
</table>

Have questions or need help?
Contact:
Eileen Waldschmidt  505-277-6114; ewaldsch@unm.edu
Technical Issues: Tk20 Support Staff, coetk20@unm.edu

Revised 5/31/12  EDW
FORMS:
SEMESTER 3

- Chart of Forms and Responsibilities
- Student Teacher Contact Information
- Semester 3 Arrival/Departure Contract
- Semester 3 Attendance Log
- Formal Assumption Sample
- Formal Assumption Form
- Video Confirmation Form
- Observation & Conversation Form
- Mid-Term Expression of Concern
- Final Evaluation: Evidence of Classroom Practice
<table>
<thead>
<tr>
<th>FORM</th>
<th>PERSON RESPONSIBLE TO COMPLETE</th>
<th>PURPOSE</th>
<th>SUBMITTED BY AND DUE DATES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Teacher Contact Information</td>
<td>Student Teacher</td>
<td>To record contact information for Master Teacher</td>
<td>Kept by Student Teacher for informational purposes</td>
<td>Master Teacher should inform Student Teacher of any changes in this information.</td>
</tr>
<tr>
<td>Student Teacher Contact Information</td>
<td>Master Teacher</td>
<td>To record contact information for Student Teacher</td>
<td>Kept by Master Teacher for informational purposes</td>
<td>Student Teacher should inform Master Teacher of any change in information.</td>
</tr>
<tr>
<td>Arrival/Departure Contract</td>
<td>Student Teacher &amp; Master Teacher</td>
<td>To agree upon arrival and departure times</td>
<td>Kept by the Master Teacher and not required for UNM submission</td>
<td>If issues arise regarding punctuality, this contract serves as documentation of expectations.</td>
</tr>
<tr>
<td>Attendance Log</td>
<td>Student Teacher and signed by Master Teacher</td>
<td>To record attendance at the school</td>
<td>Submitted by the Student Teacher at the end of the semester</td>
<td>Provides documentation of hourly attendance at the school.</td>
</tr>
<tr>
<td>Full Assumption Form</td>
<td>Student Teacher and Master Teacher together</td>
<td>To determine schedule for Student Teacher to assume teaching responsibilities in the classroom</td>
<td>Kept by Master Teacher and Student Teacher for reference throughout the semester</td>
<td>Use the Full Assumption Sample as a guide, but create a schedule leading up to Full Assumption and systematic regression that fits the classroom situation.</td>
</tr>
<tr>
<td>Video Taping Confirmation Form</td>
<td>Master Teacher and Student Teacher</td>
<td>To document the dates and times the video taping assignments were filmed in the classroom</td>
<td>Submitted by Teacher</td>
<td>This document ensures that appropriate permission protocol was followed to complete the video taping assignment.</td>
</tr>
<tr>
<td>Observation and Conversation Form (3 page document) Observation Reflection</td>
<td>Master Teacher</td>
<td>To document classroom teaching practices and pre-and post-observation conversation</td>
<td>Submitted by Master Teacher through Tk20. (6 required, more recommended.)</td>
<td>Detailed comments on this form will greatly assist in completing the final Evidence of Practices at the end of the semester.</td>
</tr>
<tr>
<td>Mid-Term Conference Form: Expression of Concern</td>
<td>Master Teacher</td>
<td>To document ANY concerns that have become evident by the mid-point of the semester</td>
<td>Submitted by Master Teacher to the Elementary Education Office as soon as concerns arise Fax #: 505-277-0455</td>
<td>Even though this form is designed to record “concerns,” it is recommended that the Master Teacher have a mid-term conference with the student teacher to record progress.</td>
</tr>
<tr>
<td>Evidence of Practices</td>
<td>Master Teacher and Student Teacher</td>
<td>Final evaluation of Student Teacher performance for the 3rd semester of Student Teaching</td>
<td>Submitted by the Student Teacher and Master Teacher at the final Student Teacher Seminar through Tk20.</td>
<td>This is the official evaluation of the Student Teacher’s performance in Semester 3 of Student Teaching.</td>
</tr>
<tr>
<td>Evaluation Packet Cover</td>
<td>Student Teacher &amp; Master Teacher</td>
<td>To be stapled to the front of a large manila envelope indicating contents.</td>
<td>Submitted by the Student Teacher at the final Seminar</td>
<td>Please complete and sign.</td>
</tr>
</tbody>
</table>

Updated July 2012
Master Teacher Contact Information

Name: ______________________________________________________
School: ______________________________________________________
Grade/Subject Area: ____________________________________________
E-mail: _______________________________________________________
School Phone: _________________________________________________
Home Phone (if desired): _________________________________________
Cell Phone (if desired): _________________________________________
School Address: _______________________________________________
_____________________________________________________________

Other Contact Information:
Student Teacher Contact Information

Name _______________________________________________

E-mail: ____________________________________________

Home Phone: ______________________________________

Cell Phone: _______________________________________

Campus Address: ________________

_________________________________________________

Permanent Address: _______________________________
(If different from above)

_________________________________________________

Student Teacher Emergency Contact Information

If an emergency should arise, the school will contact the designated Emergency Contact indicated below:

Person to Contact In Case of an Emergency: ___________________________

Relationship to Student Teacher: _____________________________________

Best Phone Number: _______________________________________________

Alternative Phone Number: ___________________________________________

2\textsuperscript{nd} Person to Contact in Case of an Emergency: _______________

Relationship to Student Teacher: _________________________________

Best Phone Number: _______________________________________________

Alternative Phone Number: __________________________________________
UNIVERSITY OF NEW MEXICO
ELEMENTARY EDUCATION
ARRIVAL/DEPARTURE CONTRACT
Semester 3 Student Teaching

Starting and Ending Times for My Placement School

Official School Day for Students: ___________ a.m. to __________ p.m.

Official School Day for Teachers: ___________ a.m. to __________ p.m.

Student Teacher: ________________________ Master Teacher: ______________________
School/District: __________________________________________________________________

I, ___________________________________ (Student Teacher) agree to arrive and depart from my placement classroom according to the schedule outlined below. I understand that Semester 3 Student Teachers are required to be present for the entire “Teacher Day” as defined by my school AND an additional one (1) hour per day.

I further understand that if I am late, if I leave early, or if I am absent, I will be required to schedule make-up hours or days to compensate for that contact time.

In addition, I agree to contact both my Master Teacher and my UNM Seminar Instructor prior to any absence, late arrival, or early departure.

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Arrival Time</th>
<th>Departure Time</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>

Signatures of Agreement:

_______________________________________           ________________________________
Student Teacher                                                                   Master Teacher

Date of Agreement

*In case modifications to the above schedule are necessary, please make changes and indicate agreement with initials of both parties and date of change.
STUDENT TEACHING ATTENDANCE LOG

SEASON 3: _______________________(Semester/Year)

Student Teacher __________________________ Master Teacher _______________________ School _______ Grade _______

Student Teacher: Fill in the hours of attendance for each day. Be sure to report honestly. This is an expectation and a reflection of your professionalism.

Master Teacher: Please sign in the space provided for each week to confirm Student Teacher attendance. If a question arises or a discrepancy occurs, please correct the hours and discuss this issue with your Student Teacher.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Teacher Signature</th>
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<tbody>
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</table>
## Student Teaching Planning Guide: Semester 3

Semester __________________________  Year ____________________

Example of Teaching Assumption and Redemption for the Semester

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>School</th>
<th>Grade</th>
<th>Master Teacher</th>
</tr>
</thead>
</table>

~~~~~~~~~~ = Student Teacher teaching these courses/class periods.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Subject/Class Period: (Reading)</th>
<th>Subject/Class Period: (Spelling)</th>
<th>Subject/Class Period: (Science)</th>
<th>Subject/Class Period: (Social Studies)</th>
<th>Subject/Class Period: (Math)</th>
<th>Subject/Class Period: (Language Arts)</th>
<th>Subject/Class Period: (Technology)</th>
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</table>

- Student Teachers will not teach without written lesson plans.

Updated July 2012
Student Teaching Planning Guide: Semester 3

Semester ______________________ Year __________

Teaching Assumption and Redemption for the Semester

Student Teacher ____________________ School _____ Grade _____ Master Teacher __________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Subject/ Class Period:</th>
<th>Subject/ Class Period:</th>
<th>Subject/ Class Period:</th>
<th>Subject/ Class Period:</th>
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</table>

- Student Teachers will not teach without written lesson plans.
Description of Instruction:

Using the Pre-service Teacher Observation Guide, 1) make several positive comments in various areas as appropriate and 2) mark below any areas in need of improvement, and 3) give one or more suggestions for improvement:

<table>
<thead>
<tr>
<th>Area</th>
<th>Teacher Quality</th>
<th>X</th>
<th>Positive Comments</th>
<th>Suggestions for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Voice/Tone</td>
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<tr>
<td>B</td>
<td>Speech</td>
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<tr>
<td>C</td>
<td>Energy/Vitality</td>
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<td>D</td>
<td>Eye Contact</td>
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<td>E</td>
<td>Use of Aids</td>
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<td>F</td>
<td>Hold Interest</td>
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<tr>
<td>G</td>
<td>Teacher Talk</td>
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<tr>
<td>H</td>
<td>Praise/Encouragement</td>
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<tr>
<td>I</td>
<td>Use of Student Ideas</td>
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<tr>
<td>J</td>
<td>Variety of Questions</td>
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<tr>
<td>K</td>
<td>Interactive</td>
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<td>L</td>
<td>Clear Directions</td>
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<tr>
<td>M</td>
<td>Questions for Feedback</td>
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<tr>
<td>N</td>
<td>Classroom Management</td>
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<td>O</td>
<td>Clear Objectives</td>
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<tr>
<td>P</td>
<td>Appropriate Assessment(s)</td>
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<tr>
<td>Q</td>
<td>Coherence</td>
<td></td>
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<td>R</td>
<td>Content Knowledge</td>
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<td>S</td>
<td>Cultural Responsiveness</td>
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<td></td>
<td>Other Area(s)</td>
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<tr>
<td>Pre-Service Teacher:</td>
<td>Class participation and engagement:</td>
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<td></td>
<td>Amount of pupil initiated talk:</td>
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<tr>
<td>Grade: 3 = Exceeds Expectations</td>
<td>3 2 1 no</td>
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<tr>
<td>School: 3 = Meet Expectations</td>
<td>2 = Needs Improvement</td>
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<td>1 = Needs Improvement</td>
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<td>No Observed</td>
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<tr>
<td>A. Voice/Tone:</td>
<td>E. Use of teaching aids</td>
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<td>(maps, boards, etc.):</td>
<td>(maps, boards, etc.):</td>
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<tr>
<td>B. Speech (language modeling):</td>
<td>F. Ability to hold interest of class:</td>
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<tr>
<td>C. Energy &amp; Vitality:</td>
<td>G. Amount of teacher talk:</td>
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<td>D. Eye Contact with students:</td>
<td>H. Use of praise/encouragement:</td>
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<tr>
<td>E. Use of teaching aids</td>
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<td>(maps, boards, etc.):</td>
<td>F. Ability to hold interest of class:</td>
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<tr>
<td>I. Use of student ideas and feedback:</td>
<td>J. Variety of questions asked:</td>
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<td>K. Efforts to make lesson interactive:</td>
<td>L. Use of directions:</td>
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<td>M. Questioning used to obtain student feedback:</td>
<td>N. Classroom management:</td>
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<td>O. Clear objective of lesson:</td>
<td>P. Use of appropriate assessment:</td>
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<td>Q. Coherence of Lesson:</td>
<td>R. Content Knowledge:</td>
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<td>S. Cultural Responsiveness:</td>
<td>T. Other Comments on Lesson:</td>
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<td>U. Class participation and engagement:</td>
<td>Amount of pupil response to teacher questions:</td>
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<td>V. Other comments on Student Behaviors:</td>
<td>Other comments on Student Behaviors:</td>
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<td>W. Amount of pupil initiated talk:</td>
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</table>
PRE-POST OBSERVATION CONFERENCE INFORMATION AND STUDENT REFLECTION
Please use the following points to further evaluate the lesson and to guide the formal post-observation conference. Write any comments or points of discussion for the student’s record.

Date of Lesson Conference: ________________________ From _____ - _____ a.m./p.m.

1. _____ Student Teacher showed evidence of planning and preparation prior to teaching the lesson

_____ A pre-conference was appropriate and was held prior to this lesson.

_____ If appropriate, post-observation conference compared expectations set in pre-conference with post-evaluation evidence.

2. _____ Student Teacher practiced developmentally appropriate classroom management strategies during the lesson.

3. _____ Student teacher can make adaptations to accommodate differing learning needs.

4. _____ Student teacher used and/or directed students to use technology as an instructional strategy if appropriate to contribute to the lesson and/or has ideas as to how it might contribute to instruction in the future.

In addition to the Observer’s questions and comments, consider these talking points for the lesson conference:

Can the student teacher:
• Articulate what students learned as a result of the lesson?
• Explain his or her classroom management strategies used during the class session?
• Relate the instruction to the discipline and/or contexts outside of school?
• Assess students on what they learned during the instruction?
• Make suggestions for revisions to the lesson if he/she were to teach it again?
• Recognize inequities in the lesson and/or make suggestions to improve those inequities.

Pre-Service Teacher Completes This Portion: Provide a summary of your post-observation conference in the space below. Be sure to indicate both strengths and weaknesses of the lesson and areas in which you are going to work. Student Teacher should complete this reflection through Tk20.

Signatures:
MID-TERM CONFERENCE: EXPRESSION OF CONCERN

Student Teacher: ___________________________ Student
ID# __________________________

School: ___________________________ Semester/Year: ___________________________

Date: ___________________________

Time/Period: ___________________________

Master Teacher/Supervisor: ___________________________

Grade/Subject: ___________________________

Master Teacher Preferred Method of Contact: ___________________________

• Indicate below any issues or concerns you have regarding this Student Teacher.
• NOTE: This form must be completed prior to the last 6 weeks of the semester for the Student Teacher to be unable to complete the semester successfully.
• Identify, if appropriate, each specific Practice from the UNM College of Education Framework where you see needs for improvement.
• Please include specific examples and recommended changes necessary for successful completion of this semester.
• E-mail as an attachment or Fax (505-277-0455) to the Seminar Instructor or immediately upon completion.
• Check appropriate Practices as areas of concern: (Use additional pages if necessary.)
  □ Coherence
  □ Learner Responsiveness
  □ Classroom Management
  □ Contextual Content Knowledge
  □ Cultural Responsiveness
  □ Technological Responsiveness
  □ Professionalism
The University of New Mexico College of Education
Department of Teacher Education:  Elementary Education Licensure Program
Culminating Evaluation of Classroom Practices

Semester 3:  Evidence of Practices:  Student Teaching Evaluation

Please Mark One of the Following:  Completed by:  ___Master Teacher
                                           ___Student Teacher as Self-Evaluation

Student Teacher:__________________________Student ID#________________________
Semester:  ________________________________  Year:  __________________________
Master Teacher/Supervisor:____________________________ Grade/Subject:_______________

Note to Observer:
This form is used over the course of the 3rd semester of student teaching to assess and record evidence of
the various practices by a student teacher.
Score each individual criterion and provide a culminating score for each Conceptual Framework Practice.
Provide specific evidence and information to clarify or explain.

Rating Scale: Observer’s professional judgment of the qualities of the instruction:

3= Exceeds Expectations    2= Meets Expectations    1= Does Not Meet Expectations

A minimum of 6 formal observations are required for 3rd Semester Student Teachers.

Dates of Formal Observations: ________________________________

Dates of Follow-Up Conferences: ________________________________

____________________________________

____________________________________

____________________________________

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____________________________________
A. Coherence

1. **Individual lessons** are standards-based, follow a logical sequence, and include appropriate assessment of student learning.

2. **Lesson plans** are part of a larger, coherent unit.

3. **Directions and explanations** are understandable and easy for students to follow.

4. **Transitions** from one activity to the next are smooth and provide opportunities for students to understand how the new activity relates to previous activities.

---

**Overall Rating of Coherence:**

3 = Lessons purposes and outcomes are clear and lessons are meaningful parts of a larger unit, with coherence and flow. Teacher clarifies these connections to students. Lessons and sections of lessons are connected by smooth, seamless transitions.

2 = Lessons have appropriate pacing and flow, with some connection to prior or subsequent learning. Instructions and transitions are effective.

1 = Lessons lack coherence and flow, may be fragmented with little or no connection to prior or subsequent learning. Instructions and transitions are rarely effective.
### B. Learner Responsiveness

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher <strong>engages, supports, and challenges</strong> students.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher has a <strong>rapport with and demonstrates respect for students</strong>. Students demonstrate respect for the teacher and each other.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher provides <strong>support and resources</strong> for students to <strong>master knowledge and skills</strong> with deep understanding.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher <strong>plans and revises instruction</strong> based on prior student experiences.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher <strong>differentiates instruction</strong> to <strong>meet individual needs of all learners</strong>, including bilingual learners, secondary language learners and learners with special needs.</td>
<td>3 2 1</td>
</tr>
</tbody>
</table>

**Overall Rating of Learner Responsiveness:**

<p>| | | |</p>
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</thead>
<tbody>
<tr>
<td>3 = Lessons are consistently active, engaging, and challenging for students. Teacher encourages students to think critically, while closely monitoring student learning and behavior, intervening and/or redirecting students when appropriate. Strong rapport is evident between teacher and students, demonstrating mutual respect for each member of the classroom community.</td>
<td>2 = Teacher provides students opportunities for engagement and/or challenge. Teacher almost always monitors and appropriately redirects when necessary, student learning and behavior. Rapport between teacher and students is evident.</td>
<td>1 = Little evidence of student engagement or challenge. Teacher is perhaps unaware of student learning or behavior and/or does not address issues as necessary. Little rapport is evident.</td>
</tr>
</tbody>
</table>
C. Classroom Management

<p>| | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>1. Teacher supports and sustains a <strong>sense of community in the classroom</strong> in order to establish classroom routines, rules, and norms.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>2. Teacher effectively uses <strong>record-keeping systems</strong> (i.e., attendance, grading, behavior, anecdotal, etc.).</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>3. Teacher <strong>manages time and materials</strong> effectively.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. Teachers uses the <strong>physical environment</strong> for optimal learning.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>5. Teacher <strong>modifies classroom management strategies</strong> to meet individual student needs.</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating of Classroom Management:**

<p>| | | |</p>
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<tr>
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<tbody>
<tr>
<td>3 = Teacher demonstrates strong command of classroom management skills and effectively monitors and redirects student behavior in a developmentally appropriate way. Rules and routines are evident; accurate and up-to-date records are kept with great attention to detail. Time and materials are effectively and efficiently managed.</td>
<td>2 = Teacher demonstrates attention to classroom management and student behavior. Makes effort to adhere to rules and routines, along with keeping classroom records. Time and materials are fairly well managed throughout the lesson.</td>
<td>1 = Teacher lacks classroom management skills. Lack of attention to rules, routines, and/or student behavior is evident. Little or no effort to keep accurate records.</td>
</tr>
<tr>
<td>D. Content Knowledge</td>
<td></td>
<td></td>
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<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher can <strong>explain concepts, ideas, skills, and state standards</strong> related to content being taught.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>2. Content presented to students is <strong>accurate and current</strong>.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>3. Teacher provides lessons and activities <strong>connecting curriculum to real world experiences</strong>.</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating of Contextual Content Knowledge:**

3 = Teacher consistently explains clearly and accurately the content being taught during instruction. Lessons consistently connect to state instructional standards for grade level.

2 = Teacher often explains content clearly and accurately. Lessons almost always connect to state content standards.

1 = Teacher lacks ability to consistently explain course content and/or may use inaccurate information during instruction. Lessons rarely connect to state content standards.

3 2 1
### E. Cultural Responsiveness

| 1. Teacher treats all students equitably. | 3 2 1 |
| 2. Teacher provides learning experiences to help students understand and respect cultural diversity. | 3 2 1 |
| 3. Teacher encourages student awareness of social justice issues. | 3 2 1 |

**Overall Rating of Cultural Responsiveness:**

3 = Teacher consistently treats all students equitably. Teacher encourages awareness of diversity and social justice during lessons, helping students understand their roles in a diverse society.

2 = Teacher treats students equitably. Teacher seems to understand how cultural diversity and social justice can be addressed during instruction, and may or may not act on that knowledge during instruction.

1 = Teacher makes little or no effort to include cultural diversity and/or social justice in instruction.

| 3 2 1 |

### F. Technological Responsiveness

| 1. Teacher is able to use technology to research information for teaching content to students and to convey information to students. | 3 2 1 |
| 2. Teacher provides opportunities for students to use computer technology appropriately to aid task completion, inquiry, and/or learning. | 3 2 1 |

**Overall Rating of Technological Responsiveness:**

3 = Teacher is competent and confident using computer technology to gather information for lesson content and to teach information to students. Teacher consistently and effectively infuses computer technology into instruction when appropriate.

2 = Teacher sometimes uses computer technology to gather information and/or teach information.

1 = Teacher rarely uses computer technology to gather information and/or teach information to students.

| 3 2 1 |
G. Professionalism

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<tbody>
<tr>
<td>1. <strong>PLANNING &amp; PREPARATION:</strong> Teacher is prepared for teaching lessons. Materials and resources are readily available.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. <strong>COLLABORATION:</strong> Teacher seeks out opportunities to collaborate with other teachers, parents, and/or members of the community to improve learning for students.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. <strong>PUNCTUALITY &amp; ATTENDANCE:</strong> Teacher attends every day for the minimal duty day and any additional time needed to be ready to teach, following the agreed upon contract.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. <strong>ATTIRE:</strong> Teacher dresses appropriately for every school day.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. <strong>LANGUAGE:</strong> Teacher uses effective and appropriate language with students, staff, administration, and parents.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. <strong>PROXIMITY:</strong> Teacher uses proximity and movement to effectively monitor student behavior.</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Overall Rating of Professionalism:**

3 = Teacher is highly professional in all aspects of teaching: preparation, time management, dress, language, classroom management, and content knowledge. I would be pleased and proud to teach with this student teacher at my school in the future.

2 = Teacher is professional in most aspects of teaching: preparation, time management, dress, language, classroom management, and content knowledge. There may be one or more of these areas that are in need of continued attention and/or improvement. If improvements are made, this teacher would make a strong colleague.

1 = Teacher lacks professionalism in two or more of the following areas: preparation, time management, dress, language, classroom management, and content knowledge. I would have to be strongly convinced to choose to work with this teacher in the future.
Cumulative Scoring Page—Evidence of Practices: Student Teaching Evaluation

Overall Rating Scores:
Scale: 3 = Exceeds Expectations  2 = Meets Expectations  1 = Does Not Meet Expectations

<table>
<thead>
<tr>
<th>Practice</th>
<th>Score</th>
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<td>A. Coherence</td>
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<td>G. Professionalism</td>
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</table>

OVERALL SCORE __________/21

*Student must score a minimum of 14 to fulfill the field experience portion of the student teaching requirements. Other requirements include seminar attendance and seminar assignments.

*In addition, a minimum score of “2” in each of the Practices is required.

COMMENTS ON FINAL SEMESTER OF STUDENT TEACHING
Evaluati
Documentation Checklist
Elementary Education—UNM College of Education
DUE: FINAL STUDENT TEACHING SEMINAR—Staple to front of Documents
Envelope

Please Print
Student Teacher: ______________________   Master Teacher: ______________________
School Site: __________________________
Date Submitted: _______________________   Received by: ___________________________

SEMESTER 3 EVALUATIONS:
• Be sure all forms have first and last names.
• Make copies of all documents for your records.
• Master Teacher may want to keep copies also.

Please mark each document included in this packet or uploaded to Tk20:
   _____Attendance Log
   _____Observation 1
   _____Observation 2
   _____Observation 3
   _____Observation 4
   _____Observation 5
   _____Observation 6
   _____Video Confirmation Form
   _____Evidence of Practices:
   _____Final Evaluation
   _____Self-Evaluation of Evidence of Practices

Master Teacher: Please list the Master Teacher Seminars you attended:
1. _________________________________
2. _________________________________
3. _________________________________

Master Teacher: Please indicate the dates and times for which your Student Teacher completed the Video Taping Assignment:
Video Tape #1 ______________________________  (Date & Time)
Video Tape #2 ______________________________  (Date & Time)

Signatures:
Master Teacher: ______________________   Date: ______________________
Student Teacher: ______________________   Date: ______________________