The Elementary Education Student Teaching Experience:

General Policies & Procedures Handbook
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UNM COLLEGE OF EDUCATION
VISION

Excellence and Diversity Through People, Ideas, and Innovation

MISSION

The study and practice of education through teaching, research, and service.

We address critical issues, test new ideas and approaches to teaching and learning, and educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces and who prepare students for participation in a complex and challenging society. In carrying out our mission we value:

EXCELLENCE in all that we do,
DIVERSITY of people and perspectives,
RELATIONSHIPS of service,
accountability, collaboration, and advocacy.

The discovery, discussion, and dissemination of IDEAS & INNOVATION in teaching, technology, and leadership.
UNM College of Education Conceptual Framework

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

I. Understandings frame the identity and practice of educational professionals. We seek to help you better understand:

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

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

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

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

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

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

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

**Rationale for Understandings:**
What do we want all of our students—undergraduates and graduates—to know and understand? In our pre-professional courses, our teacher education sequence, and our graduate courses, we have made decisions about what teachers need to know. Our course instructors carry the responsibility for teaching for deep understanding within broad areas of concern and must assess students in ways that provide evidence of Understanding.

These Understandings enable pre-service teachers, as professionals, to value and engage in **PRACTICES** that embody the following qualities:
Learner-Centered
  - Students’ past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

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

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

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

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

[The Elementary Education Program has added Classroom Management and Professionalism as two additional Practices as expectations for our students.]

Rationale for Practices:

What do we want all of our students to be able to do? This part of our program revolves around classroom teaching Practices—the field experience. Practices should be observable. These five Practices we have listed should be things we can see during the course of the field experience. The skilled, critical observer ought to be able to provide specific descriptions revealing these practices or their absence.

How do we become skilled critical observers of these Practices? According to Elliot Eisner, the “educational critic” must have the ability to reveal the qualities of the act of teaching. This uncovering of qualities is accomplished only by the observer who is skilled at noticing, describing, interpreting, and evaluating a piece of work (in this case, a “piece” of teaching). For Eisner, the most important elements are noticing and describing. Inadequate attention and poor description lead to false or misleading interpretation. The challenge is to educate ourselves—and anyone else we are going to ask to assess the Practices of our pre-service teachers—in the art of classroom observation.
### III. Developing a Professional Identity

Developing a **Professional Identity** is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:

- **Caring**
  - Attentive to learners, willingness to **listen and withhold judgment**, and ability to **empathize while maintaining high expectations** for learner success.

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

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

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

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

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

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

#### Rationale for Dispositions & Habits of Mind:

The Dispositions & Habits of Mind that are listed and described in our Conceptual Framework reflect our values, attitudes, and beliefs about the profession of teaching. It is not an accident that we have placed “caring” at the top of our list of those qualities “central to the growth of a life-long educator.” It reminds us to look for this quality in our students; it should also remind us of our responsibility for modeling this disposition in our relationships with our students and with one another. Listen to our langue, which appears much wiser than our actions: “Caring: Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.” We have listed these Dispositions separately from Understandings and Practices, although clearly they overlap. “Caring,” for example, is conceptual; how we understand it influences how we enact (Practice) it.

The evidence for the qualities we hope to engender and sustain in our pre-service teachers—qualities of mind and heart—may be largely anecdotal, but we must create the means to tell these stories—and reflect on these stories—or we risk losing sight of who we work with and for.
# UNIVERSITY OF NEW MEXICO
# ELEMENTARY EDUCATION
## PERSONS TO CONTACT

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<th>PHONE</th>
<th>E-MAIL</th>
<th>TITLE/ RESPONSIBILITIES</th>
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ELEMENARY EDUCATION STUDENT TEACHING PROGRAM INFORMATION

- Field Experience Overview
- Student Teaching Program Descriptions by Semester
- Flow Chart of the Teacher Candidate/Cooperating Teacher Experience (Semesters 1, 2, & 3)
- Frequently Asked Questions (FAQs) of Cooperating Teachers & Teacher Candidates (Semesters 1, 2, & 3)
- How Is My Teacher Candidate Doing?
- Intervention Flow Chart
FIELD EXPERIENCE OVERVIEW

Our teacher candidates (TCs) receive multiple forms of feedback during three 16 week semesters. They are observed by their Cooperating Teachers (CTs) in the first semester, and by their Cooperating Teachers and UNM Clinical Supervisors (CS) in the final two semesters. CTs carry out formal and informal observations as well as formal evaluations. Formal feedback is uploaded into the college’s data collection system, Tk20, where teacher candidates (TCs), CTs, CSs, and faculty can view the feedback. Teacher candidates are also asked to reflect upon their lessons and upload these reflections into the system as well.

<table>
<thead>
<tr>
<th>COOPERATING TEACHERS</th>
<th>CLINICAL SUPERVISORS/EMBEDDED FACULTY</th>
<th>TEACHER CANDIDATES</th>
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<td>Semester 2</td>
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<tr>
<td>Observation &amp; Conversation Form (Must complete 2)</td>
<td>Observation &amp; Conversation Form (Must complete 3)</td>
<td>Observation &amp; Conversation Form (Must complete 2)</td>
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<td>Last week of UNM classes, participate in Final Evaluation Conference with Cooperating Teacher and Clinical Supervisor to share and discuss Final Evaluation Forms</td>
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<td>Last week of UNM classes, participate in Final Evaluation Conference with Cooperating Teacher and Clinical Supervisor to share and discuss Final Evaluation Forms</td>
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| Total Minimum Number Of Observations For Teacher Candidate Across Three Semesters Of Student Teaching: | 10 |
| Total Minimum Number Of Evaluations For Teacher Candidate Across Three Semesters Of Student Teaching: | 6 Plus 3 Self-Evaluations |

Observations generally include a preconference before the lesson and/or a conference after the lesson and include the instructional period. Each observation, then, involves 2-2.5 hours. Each Teacher Candidate, during their final two student teaching semesters, has a minimum of 20 hours of formal observation time.
Student Teaching Program Descriptions by Semester

Semester 1 Teacher Candidates:
1) Teacher Candidates are placed in K-5 for two (2) full days each week for 15 weeks (168 hours).

2) All Teacher Candidates are required to attend seminar meetings. These seminars cover topics on observation, classroom management, evaluation, and other topics. Seminars are mandatory.

3) Cooperating Teachers are required to attend one (1) meeting to receive support for mentoring Teacher Candidates.

4) Cooperating Teachers are compensated with an honorarium. Please contact the UNM College of Education Field Services Office at fsp@unm.edu for the honorarium amount.

Semester 2 Teacher Candidates:
1) Most Teacher Candidates begin their second semester with the same school and teacher. They work in the classroom three (3) full days each week for 15 weeks. At this point a few middle schools are added for those students most interested in teaching at that level.

2) All Teacher Candidates are required to attend seminar meetings. These seminars cover topics on observation, classroom management, evaluation, and other topics. Seminars are mandatory.

3) Cooperating Teachers are required to attend one (1) meeting to gain more support in the process of mentoring and supervision. Cooperating Teachers are compensated with an honorarium. Please contact the UNM College of Education Field Services Office at fsp@unm.edu for the honorarium amount.

Semester 3 Teacher Candidates:
1) Teacher Candidates begin their third semester typically with the same school and teacher. They work in the classroom every day, five (5) full days each week for approximately 70-75 days depending upon the semester.

2) All Teacher Candidates are required to attend seminar meetings. These seminars cover topics on observation, classroom management, evaluation, and other topics. Seminars are mandatory.

3) Cooperating Teachers are required to attend one (1) meeting to gain more support in the process of mentoring and supervision. Cooperating Teachers are compensated with an honorarium. Please contact the UNM College of Education Field Services Office at fsp@unm.edu for the honorarium amount.

Additional Information:
• Cooperating Teachers must register at the Field Services Portal (fsp.unm.edu).
COOPERATING TEACHER & TEACHER CANDIDATE JOURNEY: SEMESTER 1

- **Teacher Candidate** admitted to the Elementary Education Program
- Student takes the following **Methods Courses** for 12 credit hours:
  - Reading
  - Language Arts
  - Math
  - Diversity
  - Science
- **Student spends 2 days per week in the classroom** for a total of approximately 168 hours and attends Seminars:
  - EDUC 400 (1 credit hour)
- **Cooperating Teacher agrees to participate** as a partner with UNM to educate a Teacher Candidate and provide classroom-based experiences.
- **Cooperating Teacher attends 1 Cooperating Teacher Seminar**
- **Student completes Methods Assignments** both on campus and at school site
- **Cooperating Teacher completes all required documents for evaluating the Teacher Candidate.**
- **Student completes Student Teaching Assignments** for EDUC 400
**COOPERATING TEACHER & TEACHER CANDIDATE JOURNEY: SEMESTER 2**

**Teacher Candidate**
- Successfully completes Semester 1 Student Teaching Experience

**Student**
- Takes the following *Methods Courses* for 12 credit hours:
  - Reading
  - Social Studies
  - Science
  - Special Education
- Completes *Student Teaching Assignments* both on campus and at school site

**Teacher Candidate**
- Successfully completes *Methods Courses* for 12 credit hours:
  - Reading
  - Social Studies
  - Science
  - Special Education
- Students spends 3 days per week in the classroom and attends Seminars:
  - EDUC 400 (2 credit hours)
- Completes *Student Teaching Assignments* for EDUC 400

**Cooperating Teacher**
- Agrees to participate as a partner with UNM to educate a Teacher Candidate and provide classroom-based experiences.
- Attends 1 Cooperating Teacher Seminar facilitated by UNM Elementary Education Faculty.

**Cooperating Teacher**
- Completes all required documents for evaluating the Teacher Candidate.
COOPERATING TEACHER & TEACHER CANDIDATE JOURNEY: SEMESTER 3

Teacher Candidate begins Semester 3 of Student Teaching

Student spends **5 days per week in the classroom** for a total of approximately 70-75 days and attends Seminars
- EDUC 400 (6-15 credit hours)

Student completes Student Teaching Assignments for EDUC 400

Teacher Candidate Graduates from UNM and is eligible to apply for a New Mexico K-8 Teaching License.

Cooperating Teacher agrees to participate as a partner with UNM to educate a Teacher Candidate classroom-based experiences.

Cooperating Teacher attends 1 Cooperating Teacher Seminar facilitated by UNM Elementary Education Faculty.

Cooperating Teacher completes all required documents for evaluating the Teacher Candidate.
Co-Teaching

The UNM Elementary Education Program has begun to use the “Co-Teaching” model for student teaching for many of its student teaching placements. Co-teaching is a model of team teaching that has been used for collaboration between special education and general education classroom teachers to better meet the needs of students with special needs (Murawski & Hughes 2009). In the co-teaching model, two teachers working with the same group of students co-plan, co-teach, and co-assess. More recently, co-teaching has been successfully used in teacher preparation programs as a model for expert/experienced mentors to share their expertise with novice teachers. Co-teaching differs significantly from the traditional model of teacher candidate/cooperating teacher:

Unlike traditional models, those who participate in coteaching share responsibility for all aspects of teaching, such as planning, classroom management, instruction, assessment and other professional duties with a cooperating, inservice teacher or another teacher candidate. These beginning teachers learn to teach ‘at the elbow’ of one another and ‘have shared teaching experiences (including planning, enacting and reflecting on curriculum); these experiences then provide the groundwork for meaningful professional conversations’ (Roth and Tobin 2002, pp. 1–2).

Co-teaching is the logical choice for our teacher candidates. They will benefit greatly from the opportunity to learn from a “more knowledgeable other” but this time as a co-teacher instead of as “student teacher” learning from a “mentor teacher.” This is not to say, however, that there won’t be a differentiation between teacher candidate and cooperating teacher. In a study of “expert” professors teaming with novice professors at a university, the study’s authors found that

… even though team-teaching was a more horizontal way for sharing expertise, there was still a leader-follower relationship between the two parties who were sharing. The expert teacher acted as a guider who gave more suggestions and set up structure of classes. So, there should be clear understanding in the process who is a leader and who is a follower. (Shim & Roth, 2009, p. 12)
As a co-teacher working with a teacher candidate, your role will be different than it is in the traditional model in that you will be involved in planning, teaching, and assessing from start to finish during the student teaching period. You will not be out of the classroom for an extended period of time (traditionally three weeks) while your teacher candidate is teaching. Your presence in the classroom and your work as a member of a team will be crucial to the success of the co-teaching relationship. One of the strengths of the co-teaching model is that it allows for shared reflection about shared experiences between the cooperating teacher and the teacher candidate. This cannot happen if the cooperating teacher is out of the room while the teacher candidate teaches alone. We do recognize, however, that there will be times when your teacher candidate will be left alone for short periods of time. The important aspect of co-teaching to always keep in mind is best expressed by the St. Cloud State University Teacher Quality Enhancement Center (2010):

To successfully co-teach, the cooperating teacher and the teacher candidate must have an attitude of sharing the classroom and students. They both must believe they are teachers! (p. 7)

We encourage you to read the article, “Mentoring Teacher Candidates Through Co-Teaching: Professional Development That Enhances Student Learning” found on the Field Services Portal (fsp.unm.edu).

We are very excited to be working with you. Thank you again for your willingness to work with an individual entering our profession. Your role in this process is so very important.

Eileen Waldschmidt
Coordinator, Elementary Education Programs
Department of Teacher Education, Educational Leadership and Policy
University of New Mexico
References


FREQUENTLY ASKED QUESTIONS (FAQs) OF SEMESTER 1 COOPERATING TEACHERS

1. When does my Semester 1 Teacher Candidate report to my school?

Reporting dates vary from semester to semester. Your student will report to your school after the beginning of the semester at UNM. You will be advised of your Teacher Candidate’s reporting date prior to the beginning of the semester.

2. What hours is my Semester 1 Teacher Candidate required to be at school?

Semester 1 Teacher Candidates are required to be at your school two full school days per week for 15 weeks for a total of approximately 168 hours during the semester. As the Cooperating Teacher, you will work with your Teacher Candidate to determine the weekly schedule. First Semester Teacher Candidates are required to work the “teacher day.”

Cooperating Teachers and Teacher Candidates will complete a contract documenting the arrived upon schedule at the beginning of the semester.

3. What evaluations do I complete for my Teacher Candidate and when are they due?

For Semester 1 Teacher Candidates you are required to complete these 2 forms:

• Hourly Log Form indicating confirmation of hours present at school. The Teacher Candidate is responsible for turning in the Hourly Log Form to their Student Teaching Seminar instructor.
• Evidence of Practices: Evaluation of Dispositions and Habits of Mind form in TK20. There is a Table on p. 35 of this handbook that gives the documents that you need to complete and the dates that they are due. See the Tk20 Cooperating Teacher Guide on p. 30 for instructions on how to access Tk20. Information regarding Tk20 will be shared at the Cooperating Teacher/Teacher Candidate Seminars.

In addition, we have included two additional forms to help you with this evaluation. First, there is a document following the FAQ’s section of this handbook titled, “Questions to Assess Teacher Candidate Progress,” to assist you in conducting an end-of-the-semester interview of your Teacher Candidate to assist you in completing the Evaluation of Dispositions and Habits of Mind form. Second, we have included the Evaluation of Dispositions and Habits of Mind Rubric in the Forms Handbook on the Field Services website (fsp.unm.edu) to give you descriptors of each of these dispositions. This actual Rubric will not be completed until the Teacher Candidate is in his or her second semester of student teaching. It is included in the Forms Handbook for your information only.

4. Will there be a University Supervisor who will visit and observe my Teacher Candidate?

No, there will not be a University Supervisor who will visit and observe your Teacher Candidate during Semester 1. University Supervisors visit and observe Teacher Candidates during Semesters 2 and 3 of Student Teaching.
5. What is my Teacher Candidate’s responsibilities with regard to “duties”? 

During the 1st semester of Student Teaching, your Teacher Candidate should attend all duties assigned to you along with you. He or she should learn what is expected on such duties and “shadow” you as you attend to your duty position. Teacher Candidates should not serve duties alone.

6. How much teaching can or should my Teacher Candidate do?

If you will be doing Co-Teaching with your Teacher Candidate, please see the section in this handbook beginning on p. 13.

For the Traditional model of student teaching, your Teacher Candidate can do as much teaching as you both feel comfortable allowing. Allowing Teacher Candidates to begin working as soon as possible, even on the first day, with individual students works well. Once you and your Teacher Candidate are comfortable, the Teacher Candidate should progress soon after to working with small groups and then with the entire class.

The decision regarding when your Teacher Candidate is ready to begin teaching the entire class should be an agreement between the two of you, noting that this is a case-by-case decision. No two Teacher Candidates are ready to take over the whole class at the same time, but with adequate experience and preparation with individual students and small groups, the Teacher Candidate will be ready to conduct whole class by mid-semester or sooner.

Helping Teacher Candidates reflect upon their teaching is a critical role that you and the UNM supervisor have. Begin each post conference with your Teacher Candidate by asking them what they felt went well in their lesson and why they feel that way. Then ask them what they would do differently and, again, ask them to explain why. After the Teacher Candidate has had an opportunity to reflect upon their teaching, share with them what you felt went well in the lesson, and why, and then, if appropriate, select one aspect of the lesson to give them suggestions for improvement. Whenever possible, provide your Teacher Candidate with written feedback or a written summary of your post-conference discussion so that they can return to these notes in the future to see their progress across time. These notes can be valuable additions to the Teacher Candidate’s Professional Portfolio.

7. What do I do if I have a concern about my Teacher Candidate’s progress?

Sooner is MUCH better than later if you have a concern. We want you to contact UNM if you have any concerns about your Teacher Candidate. These concerns may involve professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue of which you may have a concern.

A Mid-Term Conference Form is available in the Forms Handbook on the Field Services Website (fsp.unm.edu) for formal documentation of concerns. Complete this form, discuss your concerns with your Teacher Candidate, and contact the UNM Elementary Education Coordinator (see Elementary Education Persons to Contact on p. 7) with any and all concerns you may have with your Teacher Candidate. The sooner we address issues of concern, the sooner the Teacher
Candidate can begin to work to correct the problem and continue on the path to a successful teaching career.

8. **What should I do if my Teacher Candidate has trouble arriving on time?**

First, have a direct and frank conversation with your Teacher Candidate about late arrival. State your expectations, refer to the contract signed at the beginning of the semester, and state that you expect a change to be made in arrival time. If a change does not occur the very next morning, please contact the UNM Elementary Education Coordinator (see Elementary Education Persons to Contact on p. 7) and someone will come out to speak to the Teacher Candidate.

An official record of arrival times will be available because the Teacher Candidate is required to sign in at the office each day he or she is at school. A separate UNM Teacher Candidate sign in log can be available in the office, or the school may prefer each Teacher Candidate to sign in on the regular school visitor log. Regardless of the format, evidence will be readily available to discuss any arrival issues as they arise.

9. **Will this Teacher Candidate be able to stay in my class next semester?**

Yes, your Teacher Candidate will remain in your classroom not only for the 2nd semester of Student Teaching, but hopefully to complete the 3rd semester also. Extenuating circumstances may arise that necessitate a change in placement for subsequent semesters.
FREQUENTLY ASKED QUESTIONS (FAQS) OF SEMESTER 1 TEACHER CANDIDATES

1. When do I report to my school?
Reporting dates vary from semester to semester. You will report to your school after the beginning of the semester at UNM. You will be advised of your reporting date early in the semester.

2. What hours am I required to be at school?
Semester 1 Teacher Candidates are required to be at your school two full school days per week for 15 weeks for a total of approximately 168 hours during the semester. The Cooperating Teacher will work with the Teacher Candidate to determine the weekly schedule. First Semester Teacher Candidates are required to work the "teacher day.” Cooperating Teachers and Teacher Candidates will complete a contract documenting the arrived upon schedule at the beginning of the semester.

3. Am I required to sign in at my school?
Yes, you will sign in at the office every day you are at school. You will either sign in on a special form created by your school specifically for UNM Teacher Candidates, or you will sign in using the pre-existing school visitor sign in sheet.

4. Will there be a University Supervisor who will visit and observe my Teacher Candidate?
No, there will not be a University Supervisor who will visit and observe your Teacher Candidate during Semester 1. University Supervisors visit and observe Teacher Candidates during Semesters 2 and 3 of Student Teaching.

5. What forms will I need to complete?
Semester 1 Teacher Candidates will complete the following forms:
   • Arrival/Departure Contract
   • Attendance Log Form indicating confirmation of hours present at school (submit to your Student Teaching Seminar instructor at the end of the semester).
   • Self-Assessment of Evidence of Practices: Evaluation of Dispositions and Habits of Mind Form in Tk20. See the Tk20 Teacher Candidate Guide on p. 30 for instructions on how to access Tk20. There is a Table on p. 35 of this handbook that gives the Tk20 documents that you need to complete and the dates that they are due. In addition, information regarding Tk20 will be shared at the Cooperating Teacher/Teacher Candidate Seminars.
   • Other forms and assignments as indicated in Methods Classes and Seminar.

6. How much teaching can I do during my first semester?
If you will be doing Co-Teaching with your Cooperating Teacher, please see the section in this handbook beginning on p. 13.

For the Traditional model of student teaching, you and your Cooperating Teacher will determine when and what you will teach. We recommend that Cooperating Teachers allow Teacher Candidates to begin working as soon as possible, even on the first day, with individual students. Once you are comfortable, you should progress soon after to working with small groups and then with the entire class.
The decision regarding when you are ready to begin teaching the entire class should be an agreement between the two of you, noting that this is a case-by-case decision. No two Teacher Candidates are ready to take over the whole class at the same time, but with adequate experience and preparation with individual students and small groups, you will be ready to conduct whole class by mid-semester or sooner.

7. **What is my responsibility with regard to “duties”?**

During the 1st semester of Student Teaching, you should attend all duties assigned to your Cooperating Teacher. You should learn what is expected on such duties and “shadow” your Cooperating Teacher while he or she attends to the duty position. Teacher Candidates should not serve duties alone.

8. **Will I be able to stay in my class next semester?**

Yes, the program is designed so you will remain in your classroom not only for the 2nd semester of Student Teaching, but hopefully to complete the 3rd semester also. Extenuating circumstances may arise that necessitate a change in placement for subsequent semesters. **If you decide to change placements the deadlines are October 31 and March 31 for Spring and Fall semesters, respectively.**
FREQUENTLY ASKED QUESTIONS (FAQs) OF SEMESTER 2 COOPERATING TEACHERS

1. When does my Semester 2 Teacher Candidate report to my school?

Reporting dates vary from semester to semester. Your student will report to your school after the beginning of the semester at UNM. You will be advised of your Teacher Candidate’s reporting date prior to the beginning of the semester.

2. What hours is my Semester 2 Teacher Candidate required to be at school?

Semester 2 Teacher Candidates are required to be at your school THREE (3) full school days per week for 15 weeks. As the Cooperating Teacher, you will work with your Teacher Candidate to determine the weekly schedule. Second Semester Teacher Candidates are required to work the "teacher day” and an additional 30 minutes per day spread out before and after school.

At the beginning of the semester, the Cooperating Teachers and Teacher Candidates will complete a contract documenting the arrived upon schedule.

3. What evaluations do I complete for my Teacher Candidate and when are they due?

For Semester 2 Teacher Candidates you are required to complete these forms:

- Attendance Log Form indicating confirmation of hours present at school. The Teacher Candidate is responsible for turning in the Hourly Log Form to their Student Teaching Seminar instructor.
- Two Observation and Conversation Forms Completed by Cooperating Teacher in Tk20.

There is a Table on p. 35 of this handbook that gives the Tk20 documents that you need to complete and the dates that they are due. See the Tk20 Cooperating Teacher Guide on p. 30 for instructions on how to access Tk20. Information regarding Tk20 will be shared at the Cooperating Teacher/Teacher Candidate Seminars.

It is very important to complete Tk20 forms by the deadlines set by the program. Thank you for your time in completing these forms.

In addition, we have included a document at the end of the FAQ’s section of this handbook titled, “Questions to Assess Teacher Candidate Progress,” to assist you in conducting an end-of-the semester interview of your Teacher Candidate to assist you in completing the evaluation forms.

4. Will there be a University Supervisor who will visit and observe my Teacher Candidate?
Yes, there will be a University Supervisor who will visit and observe your Teacher Candidate during Semester 2. Please see the Table on p. 35 for the number of observations that the University Supervisor will complete for your Teacher Candidate in Semester 2.

5. **When can my Teacher Candidate begin teaching?**

If you will be doing Co-Teaching with your Teacher Candidate, please see the section in this handbook beginning on p. 13.

For Traditional student teaching, your Teacher Candidate should begin the semester immediately working with individual students and small groups of students. The Teacher Candidate should begin conducting whole class activities and lessons within the first month of the semester.

Helping Teacher Candidates reflect upon their teaching is a critical role that you and the UNM supervisor have. Begin each post conference with your Teacher Candidate by asking them what they felt went well in their lesson and why they feel that way. Then ask them what they would do differently and, again, ask them to explain why. After the Teacher Candidate has had an opportunity to reflect upon their teaching, share with them what you felt went well in the lesson, and why, and then, if appropriate, select one aspect of the lesson to give them suggestions for improvement. Whenever possible, provide your Teacher Candidate with written feedback or a written summary of your post-conference discussion so that they can return to these notes in the future to see their progress across time. These notes can be valuable additions to the Teacher Candidate’s Professional Portfolio.

6. **What do I do if I have a concern about my Teacher Candidate’s progress?**

Sooner is MUCH better than later if you have a concern. We want you to contact UNM if you have any concerns about your Teacher Candidate. These concerns may involve professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue of which you may have a concern.

In Semesters 2 and 3, a UNM Supervisor will be visiting your classroom to observe your Teacher Candidate. Please share any concerns you have with the UNM Supervisor.

A Mid-Term Conference Form is available in the Forms Handbook on the Field Services Website (fsp.unm.edu) for formal documentation of concerns. Complete this form, discuss your concerns with your Teacher Candidate, and contact the UNM Elementary Education Coordinator (see Elementary Education Persons to Contact on p. 7) with any and all concerns you may have with your Teacher Candidate. The sooner we address issues of concern, the sooner the Teacher Candidate can begin to work to correct the problem and continue on the path to a successful teaching career.

7. **Can I have a Mid-Term Conference even if my Teacher Candidate is doing well?**
Yes, absolutely. Sitting down for an in-depth conversation about your Teacher Candidate’s progress can be extremely helpful both for you and for your Teacher Candidate.

7. **Will this Teacher Candidate be able to stay in my class next semester?**

Most likely, your Teacher Candidate will remain in your classroom for the 3rd semester of Student Teaching. Extenuating circumstances may arise that necessitate a change in placement for the next semester.
FREQUENTLY ASKED QUESTIONS (FAQs)
OF SEMESTER 2 TEACHER CANDIDATES

1. When do I report to my school?
Reporting dates vary from semester to semester. You will report to your school after the beginning of the semester at UNM. You will be advised of your reporting date early in the semester.

2. What hours am I required to be at school?
Semester 2 Teacher Candidates are required to be at school THREE (3) full school days per week for 15 weeks. The Cooperating Teacher will work with you to determine the weekly schedule. Second Semester Teacher Candidates are required to work the “teacher day” AND an additional 30 minutes per day spread out before or after school.

At the beginning of the semester, the Cooperating Teachers and Teacher Candidates will complete a contract documenting the arrived upon schedule. You will continue to sign in at the school office as you did during Semester 1.

3. What forms do I complete?
For Semester 2 Teacher Candidates you are required to complete these forms:
- Arrival/Departure Contract
- Attendance Log Form indicating confirmation of hours present at school
- Two Post Observation Reflections in Tk20.
- Self-Assessment of Dispositions and Habits of Mind Form in Tk20.
- Other forms and assignments as required in Methods Courses and Seminar.

See the Tk20 Teacher Candidate Guide on p. 30 for instructions on how to access Tk20. There is a Table on p. 35 of this handbook that gives the Tk20 documents that you need to complete and the dates that they are due. In addition, information regarding Tk20 will be shared at the Cooperating Teacher/Teacher Candidate Seminars.

4. When can I begin teaching?
If you will be doing Co-Teaching with your Cooperating Teacher, please see the section in this handbook beginning on p. 13.

You should begin the semester immediately working with individual students and small groups of students. You should begin conducting whole class activities and lessons within the first month of the semester.

5. Will I be able to stay in my class next semester?
Yes, you will remain in your classroom for the 3rd semester of Student Teaching. Extenuating circumstances may arise that necessitate a change in placement for the next semester. If you decide to change placements the deadlines are October 31 and March 31 for Fall and Spring semesters, respectively.
FREQUENTLY ASKED QUESTIONS (FAQs)
OF SEMESTER 3 COOPERATING TEACHERS

1. When does my Semester 3 Teacher Candidate report to my school?

Your Teacher Candidate will report to school on the Teacher’s first day for your district. You should communicate that to your Teacher Candidate, and UNM will also inform all Teacher Candidates.

2. What hours is my Semester 3 Teacher Candidate required to be at school?

Semester 3 Teacher Candidates are required to be at your school FIVE (5) full school days per week for a total of approximately 70-75 days, depending on the semester. In addition, your Teacher Candidate is expected to be at school an additional one (1) hour per day outside the “teacher day.” As the Cooperating Teacher, you will work with your Teacher Candidate to determine the weekly schedule and how the extra hour per day will be scheduled.

At the beginning of the semester, the Cooperating Teachers and Teacher Candidates will complete a contract documenting the arrived upon schedule.

3. What evaluations do I complete for my Teacher Candidate and when are they due?

There is a Table on p. 35 of this handbook that gives the documents that you need to complete and the dates that they are due.

For Semester 3 Teacher Candidates you are required to complete these forms:
Hourly Log Form indicating confirmation of hours present at school.

- The Teacher Candidate is responsible for turning in the Hourly Log Form to their Student Teaching seminar instructor.
- Six (6) Observation and Conversation Forms in Tk20.
- It is required that you complete the Mid-Term Conference form if you perceive any difficulties your Teacher Candidate may be having. Please submit the Mid-Term Conference Form to the Elementary Education Program Coordinator, if applicable. It is recommended that you hold a Mid-Term conference and complete this form even if there are no specific areas of concern, just to inform the Teacher Candidate of his or her progress at the mid-point of the semester.

There is a Table on p. 35 of this handbook that gives the Tk20 documents that you need to complete and the dates that they are due. See the Tk20 Cooperating Teacher Guide on p. 30 for instructions on how to access Tk20. Information regarding Tk20 will be shared at the Cooperating Teacher/Teacher Candidate Seminars.
It is very important to complete Tk20 forms by the deadlines set by the program. Thank you for your time in completing these forms. The Cooperating Teacher is responsible for completing the Observation Forms and the Evidence of Practices Form in Tk20, and

4. When can my Teacher Candidate begin teaching?

If you will be doing Co-Teaching with your Teacher Candidate, please see the section in this handbook beginning on p. 13.

For Traditional student teaching, you and your Teacher Candidate should determine his or her teaching schedule using the Student Teaching Planning Guide for assumption of teaching in the Forms Handbook on p. 34. Your Teacher Candidate should begin by the second week of the semester if not sooner to take over a subject area or class period. This assumption should gradually increase to the required (three) 3 consecutive weeks of Full Assumption of the teacher’s entire teaching schedule.

Helping Teacher Candidates reflect upon their teaching is a critical role that you and the UNM supervisor have. Begin each post conference with your Teacher Candidate by asking them what they felt went well in their lesson and why they feel that way. Then ask them what they would do differently and, again, ask them to explain why. After the Teacher Candidate has had an opportunity to reflect upon their teaching, share with them what you felt went well in the lesson, and why, and then, if appropriate, select one aspect of the lesson to give them suggestions for improvement. Whenever possible, provide your Teacher Candidate with written feedback or a written summary of your post-conference discussion so that they can return to these notes in the future to see their progress across time. These notes can be valuable additions to the Teacher Candidate’s Professional Portfolio.

5. When do I do my formal observations?

You are to complete three (3) total formal observations and certainly as many informal observations as you would like. There is a Table on p. 35 of this handbook that gives the documents, including the formal observations, that you need to complete in Tk20 and the dates that they are due.

Please note that you are not limited to three (3) observations. The more specific feedback your Teacher Candidate receives, the greater progress he or she will make throughout the semester.

Be sure to refer to the Tips for Successful Observations and Conferences included in the Cooperating Teacher Handbook on the Field Services website (fsp.unm.edu).

6. What do I do if I have a concern about my Teacher Candidate’s progress?

Sooner is MUCH better than later if you have a concern. We want you to contact UNM if you have any concerns about your Teacher Candidate. These concerns may involve
professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue of which you may have a concern.

A Mid-Term Conference Form is available in the Forms Handbook on the Field Services Website (fsp.unm.edu) for formal documentation of concerns. Complete this form, discuss your concerns with your Teacher Candidate, and contact the UNM Elementary Education Coordinator (see Elementary Education Persons to Contact on p. 7) with any and all concerns you may have with your Teacher Candidate. The sooner we address issues of concern, the sooner the Teacher Candidate can begin to work to correct the problem and continue on the path to a successful teaching career.

7. Can I have a Mid-Term Conference even if my Teacher Candidate is doing well?

Yes, absolutely. Sitting down for an in-depth conversation about your Teacher Candidate’s progress can be extremely helpful both for you and for your Teacher Candidate. You may refer back to the Interview Questions from Semester 1 to help you conduct this conference and then you could repeat those questions at the end of the semester.
FREQUENTLY ASKED QUESTIONS (FAQs)
OF SEMESTER 3 TEACHER CANDIDATES

1. When do I report to my school?

Reporting dates vary from semester to semester. You will report to your school in the third semester the same day that your Cooperating Teacher returns to the school. You will be advised of your reporting date before the semester begins.

2. What hours am I required to be at school?

You are required to be at your school FIVE (5) full school days per week for a total of approximately 70-75 days, depending on the semester. In addition, you are expected to be at school an additional one (1) hour per day outside the “teacher day.” You will work with your Cooperating Teacher to determine the weekly schedule and how the extra hour per day will be scheduled.

At the beginning of the semester, the Cooperating Teachers and Teacher Candidates will complete a contract documenting the arrived upon schedule. You will continue to sign in at the school office as you did during Semester I.

3. What forms do I complete?

For Semester II, you are required to complete these forms:
• Arrival/Departure Contract
• Hourly/Attendance Log Form indicating confirmation of hours present at school. Submit this form to your Student Teaching seminar instructor at the end of the semester.
• Other forms and assignments as required in Methods Courses and Seminar.
• Observation & Conversation Form Post-Observation Reflection (Must complete 3 across the semester) online in the Tk20 system
• Evidence of Practices: Evaluation of Dispositions and Habits of Mind (Self-Evaluation) online in the Tk20 system
• Culminating Evaluation of Classroom Practices (Self-Evaluation) online in the Tk20 system

See the Tk20 Teacher Candidate Guide on p. 30 for instructions on how to access Tk20. There is a Table on p. 35 of this handbook that gives the Tk20 documents that you need to complete and the dates that they are due. In addition, information regarding Tk20 will be shared at the Cooperating Teacher/Teacher Candidate Seminars.

4. When can I begin teaching?

If you will be doing Co-Teaching with your Teacher Candidate, please see the section in this handbook beginning on p. 13.
For Traditional student teaching, you and your Cooperating Teacher should determine your teaching schedule using the Student Teaching Planning Guide for assumption of teaching in the Forms Handbook on p. 34. You should begin by the second week of the semester, if not sooner, to take over a subject area or class period. This assumption should gradually increase to the required (three) 3 consecutive weeks of Full Assumption of your entire teaching schedule.

Remember that your Cooperating Teacher will provide feedback that is essential to your success and development as a professional in this field. Following each interaction with children, take the time to reflect with your Cooperating Teacher on your thoughts and any questions that may arise from your experience.

6. **What is my responsibility with regard to “duties”?**

You should attend all duties assigned to your Cooperating Teacher. You should learn what is expected on such duties and “shadow” your Cooperating Teacher while he or she attends to the duty position. Teacher Candidates should not serve duties alone during days outside of their Full Assumption.

7. **Am I required to sign in at my school?**

Yes, you will sign in at the office every day you are at school. You will either sign in on a special form created by your school specifically for UNM Teacher Candidates, or you will sign in using the pre-existing school visitor sign in sheet.

8. **How long will I need to assume full-responsibility for teaching in my placement?**

You are required to assume a minimum of 15 consecutive days of full-responsibility for teaching toward the end of the semester. You and your Cooperating Teacher will discuss the best time period for this full assumption of teaching responsibilities. We recommend that you complete your 15 consecutive days one week prior to the end of your time in the Cooperating Teacher classroom so that there is a transition period in which the teaching responsibilities are transferred from your as the Teacher Candidate back to your Cooperating Teacher.
Questions to Assess Teacher Candidate Progress

1) Planning and Instruction

Is there evidence that the Teacher Candidate is…

- Building depth of knowledge in the content domains;
- Preparing to teach thoughtfully by rehearsing the day;
- Varying instructional strategies to reach diverse learners;
- Differentiating instruction;
- Developing self-reflective language to describe what is happening in the classroom; and
- Effectively managing the classroom, from daily routines to discipline?

2) Student Learning and Assessment:

Is there evidence that the Teacher Candidate is able to…

- Tell stories about what individual students know and can do;
- Provide evidence for those narrative claims about student thinking, understanding, and misunderstanding;
- Employ multiple means of assessing student thinking, understanding, and skill; and
- Use assessment evidence to inform instructional decisions?

3) Professional Development:

Is there evidence that the Teacher Candidate is…

- Learning from his or her practice;
- Initiating conversations with peers and mentors to consider his or her practice;
- Using evidence of student thinking, understanding, and skill to inform conversations about practice; and
- Changing practice in light of collegial conversations?
University of New Mexico, Department of Teacher Education, Elementary Education

Field Experience Intervention Flow Chart

Note: Please keep detailed records of all observations, evaluations and conferences with your TC. This is particularly important should a problem arise.

Teacher Candidate is Observed and Assessed by CT and CS according to UNM’s Assessment Framework

- In the course of informal or formal observations/evaluations, CT and/or CS have concerns about the TC’s performance and/or progress.
- CT and/or CS have no significant concerns. TC is meeting all aspects of observation and evaluation rubrics and is making adequate progress towards greater competence and independence.

Step 1: CT and/or CS conferences with TC to share concerns and outline specific changes TC must make to their practice.

CT and/or CS determine adequate progress has NOT been made.

CT and/or CS determine adequate progress has been made.

CT and/or CS and TC continue through the semester as described in program documents. CT and CS complete observations and evaluations.

Step 2: CT and/or CS contacts the University Faculty member. A meeting is scheduled at the school site between the TC, CT and/or CS, and Faculty member to discuss options, brainstorm specific solutions and establish a timeline for demonstrating improvement. A Performance Contract is written by the Faculty member. The TC, CT, CS, Principal, and Faculty member sign the Performance Contract.

CT, CS and UNM Faculty member determine adequate progress has NOT been made.

CT, CS and UNM Faculty member determine adequate progress has been made.

Step 3: A meeting is arranged between TC, Faculty member, and Program Coordinator to decide on appropriate course of action.

Remember: We trust your professional judgment. If you have serious concerns about a teacher candidate’s competency and all of the procedures outlined in this intervention flow chart have been followed, it is possible to remove a teacher candidate from your classroom. This should be a rare occurrence but our foremost concern is the learning of the students in your classroom.
TK20: Cooperating Teacher Guide

How to Log into Tk20:
1. Go to the following URL -- [http://coe.unm.edu/tk20](http://coe.unm.edu/tk20)

2. Click on the “Teachers” 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.

(Note: You will be logged into the Home page, you will notice in the middle of the page there is a section entitled, “Pending Tasks” these are tasks which need to be completed.)

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 at the end of the semester, 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”.)
TK20: Teaching Candidate Guide

How to Log into Tk20:

1. Go to the following URL -- [http://coe.unm.edu/tk20](http://coe.unm.edu/tk20)

2. Click on “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 list of Artifacts that need to be completed. Click on the “Click here to Attach”, under “Title” to get started.

7. A pop-up window will open. Select the Artifact (radio button) which you need to complete. Click Continue.
8. Complete the Artifact. Be sure to scroll all the way down and answer all the questions. (Note: You can make the window bigger by going to the bottom right hand corner, until the cursor changes to a two-headed arrow, and dragging.)

9. Click on Save, at the bottom of the window, after you have filled out all the questions.

10. You will be taken back to the page with the Assessments listed. If you have more than one assessment, you can now click on the next assessment and repeat steps 5-8.

11. 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.
### DOCUMENTS YOU WILL NEED TO COMPLETE IN TK20

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METHODS COURSE
AND STUDENT TEACHING SEMINAR
DESCRIPTIONS AND EXAMPLES OF ASSIGNMENTS

A note for Teacher Candidates and Cooperating Teachers:

Teacher Candidates in the state of New Mexico are required to complete a Professional Portfolio by the end of their teacher education program that demonstrates their knowledge and skills related to elementary education. Assignments from the Methods Courses and the Student Teaching Seminars, along with the lessons they teach in their cooperating teacher’s classroom, are appropriate artifacts for teacher candidates to include in their Professional Portfolio to show their growth as a teacher across the three semesters of their student teaching. Teacher Candidates are strongly encouraged to begin collecting artifacts for their Professional Portfolio in the first semester of their Student Teaching.
SEMESTER 1: DESCRIPTIONS OF METHODS COURSES

EDUC 330L: Teaching of Reading (3 credit hours)
Catalog Description: Study of reading process for emergent and intermediate readers focusing on cueing systems, assessment, family and community contexts, language, culture, and instruction in individual and small group settings. Lab includes supervised tutoring and discussion group.

EDUC 333L: Teaching Oral and Written Language in the Elementary School
(3 credit hours)
Catalog Description: Study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children.

EDUC 361L: Teaching of Mathematics in the Elementary School
(3 credit hours)
Catalog Description: Strategies and materials appropriate for traditional and innovative instructional programs in elementary school mathematics. Supervised work with children allows for in-depth analysis of both content and process.

LLSS 315: Educating Linguistically and Culturally Diverse Students (3 credit hours)
Catalog Description: Course familiarizes prospective teacher candidates with history, theory, practice, culture, and politics of second language pedagogy and culturally relevant teaching. Students will be introduced to effective teaching methods for linguistically and culturally diverse learners.
SEMESTER 1: POSSIBLE METHODS COURSE ASSIGNMENTS

Below are described the Methods Courses your Teacher Candidate will be enrolled in during their first semester of Teacher Candidate, along with some examples of assignments you can expect your Teacher Candidate to be asked to complete by his or her Methods Faculty. Teacher Candidates need to check their syllabi for each course for the assignments. This is not a complete list of assignments for each course.

Please be aware that completion of these assignments may require the Teacher Candidate to interact with one or more students in your classroom. Try to be as flexible and accommodating as possible to allow for the completion of these assignments.

EDUC 330: Teaching of Reading
• Student Case Study

EDUC 333: Teaching Oral and Written Language in the Elementary School
• Language Arts Unit Plan
• Analysis of Language Arts Programs

EDUC 361: Teaching Mathematics in the Elementary School
• Series of Math Interviews with a Student:
  o Math-talk Interview
  o Mini-interview on addition and subtraction
  o Mini-interview on multiplication and division
  o Mini-interview on base-ten
• Implementation of mathematics lesson with small group or whole class
• Reflections on connections in the field with readings in Math Methods and classroom experiences

LLSS 315: Educating Linguistically and Culturally Diverse Students
• A variety of field-based assignments are associated with this course. Specific assignments are dependent upon the instructor.
Semester 1

EDUC 400: Student Teaching Seminar (1 credit hour)

Examples of Assignments:

• **Letter of Introduction to Parents:** Students will write a letter to parents introducing themselves and explaining their role in the classroom during the semester. An additional letter may be written by way of introduction to be distributed to school staff.

• **Log of Hours:** Students will be required to **attend your classroom a minimum of 2 days per week** for an approximate total of 168 hours per semester. Students will complete a **log of hours** that requires the weekly signature of the Cooperating Teacher.

• **Reading the Classroom:** Students will observe, reflect on, and write an analysis of the climate of the classroom. (No identifying information of place or person(s) will be included.)

Please see p. 37 in this handbook for required documents to be completed in Tk20 as part of the student teaching seminar.
SEMESTER 1 SEMINAR ASSIGNMENT: READING THE CLASSROOM:

What conditions do you believe are most likely to support learning in a classroom? As you consider the suggestions below, feel free to add one or more of your own “conditions for learning.”

Suppose that we consider all people, not just children, in terms of what they need or desire in order to learn and flourish. Here are seven propositions to consider:

1) **We all have basic survival needs, including food, protection from the elements, sleep, etc.** A person deprived of one or more basic survival need is likely to be so preoccupied with that need that few other needs get his/her attention. Although we may be aware of children whose survival needs are not being met, we may not be able to resolve them without help. We have, for example, federally-funded breakfast and lunch programs to address the nutritional needs of millions of students.

Although we may not have a direct influence over survival needs, as teachers we can -- and must -- address the following six human needs/desires. Our classrooms represent small examples of human communities, and nothing is more important to the future than the quality of life that occurs in those communities. Each of these communities is under the direct leadership of a teacher, and how a teacher leads is the most important factor in what children will gain (or lose) from living in that classroom.

2) **All persons are meaning-makers.** A good classroom must provide frequent opportunities for learners to make meaning, not simply have meanings given to them.

3) **All persons seek caring, safe and trusting relations with others.** It is also natural for us to seek challenging relations with others. Healthy relations are characterized by a blending of challenge and support.

4) **All persons seek surprise.** We appear to be wired, in our brains, to seek and attend to surprising events, challenges to our prior experience and understanding. Much risk-taking and exploratory behavior is the result of our need to be surprised -- to venture into new territory in order to discover new meanings, new challenges and new possibilities.

5) **All persons want to have a voice.** We all want to have a chance to impact what happens in our lives. Having a voice does not mean always getting our way. What happens to a child -- or an adult -- who loses his/her belief in the efficacy (the effectiveness) of his/her voice? What happens to those who come to believe that their voices do not matter?

6) **Closely connected to voice is choice.** All persons need occasions in which they feel a sense of autonomy -- of freedom to choose. Like voice, choice gives us a sense of agency -- a sense that what we do makes a difference. How do you imagine it feels to live without choice?

7) **Finally, all persons seek competence.** From the time we are infants, we seek mastery over an increasingly complex set of behaviors. As we grow older, we realize that we are more competent in some areas than others. But what determines this? Competence is most often the result of repeated opportunities to try, and fail, at tasks that matter to us. Immediate success is rare; persistence and resilience are critical. Healthy classrooms -- growth-fostering classrooms -- provide children with a constant flow of “curriculum” which provides occasions for children to experience:

- Meaning-making
- Relationships/Community
- Surprise
- Voice
- Choice
- Competence
Semester 1 Seminar Assignment: Community Exploration

In order to learn more about the community in which you teach, you will spend a minimum of four hours, with one or two partners (no more), doing a community study. It will be necessary that you identify the school boundaries; a map helps.

The purpose of this assignment is to become as familiar as possible, in a brief period of time, with your school community, the context in which the school is embedded. For this to be a useful study, it needs to be connected to our desire to become better teachers for our students. What can we learn, about the resources which surround the school, which might contribute to our teaching and learning?

Before setting out, it is necessary to reach some agreement about what we mean by community. Take a moment to write what you believe community to be. Consider that there may be many smaller communities within the larger community. What might some of these smaller communities be?

As you visit the community(-ies), keep wrestling with your own definition of community. Keep looking for new and surprising ways to think about community.
Keep wondering about the relationship between school and community.

Here are a few of the questions we will address at our next seminar:


What do people say about the community? What do they say about the school? Do business people speak differently about the community than residents? What evidence do they point to as a basis of their thoughts and beliefs? Do you notice any interesting patterns? Do older people speak differently about the community than younger people? Do lifelong residents tell a different story than newcomers? What are you able to discover about the history of the community? How has the community changed? How is it perceived to be changing?

What do parents of students say about the community? About the school? What about parents whose children have graduated from the school? What about parents whose children did not attend the local school?

You will undoubtedly think of many of your own questions and approaches to this fieldtrip. Be as creative as you wish. If you have a digital camera, we ask you to take pictures which reveal the types of diversity characteristic of this neighborhood. Talk to your group about what this might mean. In addition, take photos that you believe are suggestive of opportunities for teaching and learning.
We will arrange to have a laptop and projector available to project photos and/or video.

Keep extensive notes. We will use these field notes in our next seminar.

Enjoy the day. Keep returning to the task. We are noticing and wondering about community and what difference it makes. We are looking for evidence of diversity within our community. We are looking for connections between the school and community. And we wouldn’t mind learning a bit of the community history in the process.

We look forward to an exciting seminar. Let your Cooperating Teacher know the day you will be visiting the community. These hours can be counted as part of you 168 hours required for the semester; make sure to include them on your Log.

- Voice
- Choice
• Competence
SEMESTER 2: DESCRIPTIONS OF METHODS COURSES

EDUC 321L: Teaching of Social Studies (3 credit hours)
Catalog Description: Development of conceptual framework for study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Supervised work with children allows for in-depth analysis of both content and processes.

EDUC 331L: Teaching of Reading in the Elementary School
(3 credit hours)
Catalog Description: Establishing a theoretical framework for exploring various approaches to reading/language development, instruction, and evaluation in the multicultural classroom.

EDUC 353L: Teaching of Science in the Elementary School
(3 credit hours)
Catalog Description: Methods, processes, content, and management of children’s science observation, exploration, discovery, and invention; attitudes of inquiry and wonderment. Science integrated with math and other areas of life.

SPCD 489: Teaching Exceptional Students in General Education
(3 credit hours)
This course is specifically designed for general education majors with no minor in special education. It provides information about student characteristics, legal issues, resources, parent partnerships, and appropriate modifications in curriculum, instruction, and behavioral supports.
SEMESTER 2: EXAMPLES OF METHODS COURSE ASSIGNMENTS

Below are described the Methods Courses your Teacher Candidate will be enrolled in during their first semester of Teacher Candidate, along with some examples of assignments you can expect your Teacher Candidate to be asked to complete by his or her Methods Faculty. Teacher Candidates need to check their syllabi for each course for the assignments. This is not a complete list of assignments for each course.

Please be aware that completion of these assignments may require the Teacher Candidate to interact with one or more students in your classroom. Try to be as flexible and accommodating as possible to allow for the completion of these assignments.

EDUC 331L: Teaching of Reading in the Elementary School
- Write and teach a literature-based unit

EDUC 321L: Teaching of Social Studies in the Elementary School
- Plan and execute a social studies inquiry-based lesson
- Research a social studies concept, plan lessons around this concept, teach and then reflect upon one of the lessons

EDUC 353L: Teaching Science in the Elementary School
- Interview a student to gain prior knowledge that the student has regarding a science topic that the student has not yet been taught formally in school
- Conduct a science experiment with a minimum of 8 students. (This can be arranged with 2 groups of 4 students or with the entire class.)

SPCD 489: Teaching Exceptional Students in General Education
- Home Visit and Reflection Paper: In partnership with Parents Reaching Out (PRO), each student will participate in a home visit of a child with special needs and attend an IEP (or other comparable) meeting for that student. Students will gain an understanding of special education services from both the parent and school perspectives.
- Mapping the Special Education Experience: The School and the Community: Using a school and/or district map, students will record and trace the entire special education referral and services process for the school. Students will also study the services available in the community for students with special needs (i.e., wheelchair accessibility, social services available, employment opportunities, transportation options, etc.)
- Other assignments: demographics study, review of Student Rights’ Handbook, observations of special education classroom activities.
STUDENT TEACHING SEMINAR ASSIGNMENTS

Semester 2

EDUC 400: Student Teaching Seminar  (2 credit hours)

Examples of Assignments:

- **Letter of Introduction:** Students will write a letter to parents introducing themselves and explaining their role in the classroom during the semester. If the Teacher Candidate 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 a minimum of 3 days per week for approximately 45 days depending upon the semester. Students will complete a log of hours that requires the weekly signature of the Cooperating Teacher.

- **Teaching Vignettes:** Students will write excerpts of their classroom experiences to share with others in their Seminar.

- **Classroom Management:** Students will write their philosophy of classroom management as it is beginning to emerge at this point in their teacher preparation.

- Teacher Candidates are required to attend 1 Teacher Candidate/Cooperating Teacher Seminar with their Cooperating Teacher early in the Semester.

- Teacher Candidates are required to write formal lesson plans for each formal lesson observation by the Cooperating Teacher and the Clinical Supervisor. These lesson plans need to be submitted to the Cooperating Teacher or the Clinical Supervisor 2 days before the observation.

Please see p. 37 in this handbook for required documents to be completed in Tk20 as part of the student teaching seminar.
Semester 2 Seminar Assignment: Teaching Vignettes
Reflective Writing: Capturing the Complexity of the Moment

Throughout the semester you will be asked to write several 1-2 page reflective pieces describing and interpreting a recent classroom episode. These pieces we will call “teaching vignettes.” A “vignette” is a “small, graceful literary sketch.” A teaching vignette is a brief story, well-told, about something that happens in a classroom; it includes the writer’s reaction to the episode.

Wonderful teaching vignettes are usually characterized by the writer’s ability to notice and describe. The beauty, technique and usefulness of the vignettes is in their details. The best vignettes help us to re-think teaching and learning, including our roles as teachers and learners. In addition, powerful vignettes elicit strong, personal connections and questions -- connections and questions which often point beyond the classroom and school. How did things come to be this way? How might things be different?

These vignettes should be typed. Make sure to save these pieces, keeping a hard copy for yourself and saving them to a disk. Remember all assignments are uploaded into the WebCT course site, not handed in to the instructor.

What could you write about?
First of all, trust your instincts. If you find that you keep thinking about something that happened, there’s a good chance that it struck a chord in you. Try to discover, through writing, what that connection is all about. Good vignettes often raise many questions and leave us wondering. To me, this is what separates them from “cute” anecdotes. Anecdotes often have the same structure as jokes: they are too neatly pulled together by the punch line, by the crystal clear ending that resolves all doubt. A vignette captures the writer’s uncertainty and wonder; it leaves things open-ended, not neatly boxed. Consider this as you choose your first episode. Have you found something about which you are uncertain? That’s good. It means that when you set out to write about it you may find surprises.

Good luck! This is not as easy as it sounds. We will use your vignettes to begin conversations. We will also find examples of vignettes, throughout the semester, both written and visual (in film), to help sharpen our abilities to notice, describe and interpret school-based events.
Semester 2 Seminar Assignment: Classroom Management Assignment

Most of you have indicated an interest in learning more about classroom management. Please answer the following questions. Your response to these questions should be typed.

1) What does “classroom management” mean to you? This is an important place to start, since there are several different ways of thinking about the management of a classroom? Do we mean:
   --Classroom norms, rules and routines?
   --Behavior management?
   --Establishing and sustaining a classroom learning community?
   --Arranging and provisioning the physical environment of the classroom?
   --Instructional strategies employed to support curricular goals?

As you can see, these might overlap, and all of them might be important, but what is most important is how you understand “classroom management.” For example, if you are most concerned about behavior, then list the questions you have about managing behavior. Describe what well-managed behavior would look like and how you might go about establishing it.

2) Describe classroom management as it is handled in the classroom in which you are working? Provide specific details and examples of management as practiced by the teacher with whom you are working. Again, feel free to focus primarily on one of the possible meanings (above), or talk about the multiple dimensions of classroom management (routines, behavior, community, environment and strategies).

3) Ask your Cooperating Teacher what he/she believes to be the most effective classroom management strategy. Also, ask what classroom management issues remain most difficult to resolve.
STUDENT TEACHING SEMINAR
EXAMPLES OF ASSIGNMENTS
Semester 3

EDUC 400: Student Teaching Seminar  (6-15 credit hours)

*To graduate with a BA in Elementary Education, you must have successfully completed a total of 9 hours of EDUC 400 by the end of your 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 Teacher Candidate 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 Cooperating Teacher.

- **Lesson Plans:** Students will write a detailed lesson plan for 6 formal observations using the UNM Lesson Plan Format. Each 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.

- In addition, Teacher Candidates are required to attend 1 Teacher Candidate/Cooperating Teacher Seminar with their Cooperating Teacher early in the Semester.

- **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 8 areas of the UNM Conceptual Framework and a reflective essay specifying how each piece of evidence exemplifies each area of the Conceptual Framework and one (1) example of the Habits and Dispositions. The 7 areas of the Conceptual Framework that must be included are:
  - Coherence
  - Learner Responsiveness
  - Contextual Content Knowledge
  - Classroom Management
  - Cultural Responsiveness
  - Technological Responsiveness
  - Professionalism

One area of the Evidence of Practices: Evaluation of Dispositions and Habits of Mind form may be chosen from: Caring, Advocacy, Inquisitiveness, Reflection-in-Action, Communication, Collaboration, Ethical Behavior

Please see p. 37 in this handbook for required documents to be completed in Tk20 as part of the student teaching seminar.
OFFICIAL FIELD PLACEMENT POLICIES

- UNM Field Placement Policies for All Licensure Programs
- Sexual Harassment in the Workplace
- Information for Reporting Child Abuse & Neglect
- Substitute Teaching Policy
UNM College of Education
Field Placement Policy For All Licensure Programs

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

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

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

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

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

- To become eligible to work in schools or other educational agency sites, every student must complete the following steps:
  1. Admission to a licensure program in the College of Education.
  2. Purchasing of liability insurance and completing fingerprint and background checks. If the student’s fingerprinting and background check do not clear, the student is not eligible to work within the school district or educational agency. This may require canceling registration or dropping from the program until such issues are resolved.
  3. Receiving written approvals by district or agency to participate in any activities at the educational site.

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

Attendance and punctuality are mandatory for all University and school or education agency site activities, seminars, meetings, etc.
Sexual Harassment in the Workplace

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

Definition

Sexual harassment is a form of gender discrimination as defined in Title VII of the Civil Rights Act of 1964 in Section 703. Sexual harassment is a violation of federal law, the NM State Board of Education, district and school policies, Discrimination and Harassment. Sexual harassment is UNWELCOME sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature.

If behavior toward another employee(s) makes him/her feel intimidated, uncomfortable, or if the employee feels threatened, it may be considered sexual harassment even if the harasser did not intend for his/her actions to be offensive.

What is Sexual Harassment?

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

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<th>Non Verbal</th>
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Sexual Harassment in Schools

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

Taken from Albuquerque Public Schools
Sexual Harassment in the Workplace Booklet
Information for Reporting Child Abuse and Neglect

New Mexico Children, Youth & Families Department

Report all suspected child abuse to Children, Youth & Families Department by calling the Statewide Central Intake (SCI) Hotline at:
1-800-797-3260 (Nationwide)
or
841-6100 (In Albuquerque)

It's the Law!
If you call the Hotline, you can remain ANONYMOUS.

Mandated Reporters

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

32A-4-3. New Mexico Children's Code states the following:

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

Please communicate your concerns immediately to the cooperating teacher.

To learn about on line reporting for professionals go to website:
http://www.cyfd.org/reporters.htm
1. Elementary Education Teacher Candidates are allowed to substitute teach for **up to a total of ten (10) days** during their final full-time (5 days per week) student teaching semester for their Cooperating Teachers ONLY.

2. In order to qualify as a paid substitute, the Teacher Candidate must go through the official registration process through the appropriate school district.

3. Teacher Candidates serving in **any other capacity in the field are NOT allowed to substitute on the days of the required field experience**. An Example:
   a. Elementary Education majors are required to participate in two part-time field experience semesters.
   b. In Semester 1, Teacher Candidates are in the schools all day on Wednesdays and Thursdays.
   c. In Semester 2, Teacher Candidates are in the schools all day on Wednesdays, Thursdays, and Fridays.
   d. Teacher Candidates serving in these field experience roles are not allowed to substitute on any of these required field experience days.
   e. Teacher Candidates are allowed to serve as paid substitute teachers on any other days of the week that are not official field experience days.

4. **No student** in a field experience setting is allowed to serve as an UNPAID substitute teacher.

5. As part of their gainful employment, some College of Education students are already approved and have served as paid substitutes prior to their admission. These students are allowed to continue in this role as paid substitutes on days they are NOT serving in the schools fulfilling field experience requirements.