

HANDBOOK

Credit: Amy Burghardt



**UNM ELEMENTARY
EDUCATION**

**M.A. with ALTERNATIVE ROUTE TO
K-8 LICENSURE**

PROGRAM

STUDENT HANDBOOK



UNM

COLLEGE of EDUCATION

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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 our teacher candidates better understand:



❖ Human Growth and Development

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

❖ Culture and Language

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

❖ Content of the Disciplines

- The substance of the disciplines educators 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**.

II. The above listed 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. Learners are assessed on what they had the opportunity to learn.

❖ **Culturally Responsive**

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

❖ **Technologically 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 [seven] 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** is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help teacher candidates 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**

- *Habitually inquisitive* of the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

❖ **Reflection-in-Action**

- Competent in *analyzing, assessing, and revising practice* in light of student learning, research and theory, and collegial feedback.

❖ **Communication**

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

❖ **Collaboration**

- Skilled *collaborators* with students, parents, community members, and colleagues.

❖ **Ethical Behavior**

- Aware of and competent in working 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.

PERSONS TO CONTACT

The Elementary Education program is a large program with many different members available to support you as you make your way through this three semester journey. It's helpful to know who to contact when a question or need arises. Below is a list of scenarios with the appropriate person(s) of contact. Individual names and numbers change often, so for purposes of accuracy, instead, the title/organization is listed **in the order in which it is best to begin contact.**

Question/Concern in the Field: a.) Seminar instructor/UNM Supervisor, b.) Field Services, and c.) Program Coordinator

Question/Concern in the Classroom: a.) Instructor, b.) Program Coordinator, and c.) Department Chair

Question/Concern regarding schedule, holds, and graduation requirements: a.) Until you are finished with your licensure requirements, your program coordinator will serve as your advisor. Once you complete your licensure requirements, you will move on to a new advisor.

Question/Concern regarding Elementary Education Program: a.) Program Coordinator, and b.) Department Chair

STUDENT GRIEVANCE PROCESS

If an issue arises in a classroom or in the field, or if a student has a general concern regarding the program, he or she is instructed to follow the above order of contact to begin the student grievance process. Once those steps are taken, the student will be instructed to continue the process as outlined by the Pathfinder – UNM Student Handbook:

<http://pathfinder.unm.edu/campus-policies/student-grievance-procedure.html>

**MA with ALTERNATIVE ROUTE TO K-8 LICENSURE
ELEMENTARY EDUCATION (K-8)
COURSEWORK REQUIRED FOR LICENSURE 21 HOURS**

<u>PROFESSIONAL LICENSURE REQUIREMENTS</u>		OFFERED	CREDIT HRS
EDUC 330	Teaching of Reading (Reading 1) (not approved for graduate credit as of June 2003 but required for license) PRE-REQ for 531	Summer/Fall/Spring	3
EDUC **531	The Reading Program in the Elementary School (Reading II) PRE-REQ. EDUC 330	Summer/Fall/Spring	**3*
EDUC **461	The Mathematics Program in the Elementary School	Summer/Spring	**3*
EDUC **453	The Science Program in the Elementary School	Summer/Spring	**3*
EDUC **421	The Social Studies Program in the Elementary School	Summer/Fall	**3*
EDUC **595	Advanced Field Experience [Student Teaching: Sem. 1 (3cr); Sem. 2 (3-6cr)]	Fall/Spring ONLY	**6 3/3 21
<p>**18 hours of graduate level licensure courses can be applied to the program.</p> <p>This is a two-part program leading to K-8 Licensure and a Master's Degree in Elementary Education. Students complete licensure courses, advanced field experiences through student teaching, and then begin Master's Degree courses.</p> <p>When you have completed the 21 hours of courses listed above, you have completed UNM's Elementary Education graduate level license requirements.</p>			

COURSES ARE SUBJECT TO CHANGE
SPACE/AVAILABILITY

ADMISSIONS BASED ON

NOTE: LETTERS OF RECOMMENDATION ARE NOT CONFIDENTIAL

As part of the admission requirements, applicants to the program must pass the NES(National Evaluation Series) Essential Academic Skills Subtests I, II and III. A COPY OF YOUR TEST SCORES MUST BE INCLUDED IN THE APPLICATION PACKET. INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED. Three additional required tests are usually taken at the beginning of Semester II Field Experience

Assessments of Professional Knowledge: Elementary

Elementary Sub Tests I and II

Essential Components of Elementary Reading Instruction

PASSAGE OF ALL TESTS IS REQUIRED FOR NEW MEXICO LICENSURE.

For Summer licensure, all NES tests need to be taken no later than the March test date.

New Mexico Teacher Assessment information: www.nestest.com. New Mexico Teacher Assessment Tests are mandatory for K-8 Licensure. The tests are administered by National Evaluation Systems, Inc. several times a year.

Additional information: www.teachnm.org, ped.state.nm.us/professional/licensure

DESCRIPTIONS OF METHODS COURSES

The MA with Alternative Route to K-8 License Program is not a cohort model, therefore, methods courses are not taken in any order. Teacher Candidates in Semester I may be taking their first methods courses or they may have taken some of them prior to doing semester I. However, all students are required to have completed all of the methods courses before they do semester II student teaching.

EDUC 330: 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 531: Teaching of Reading in the Elementary School

(1-3 credit hours with a maximum of 3)

Catalog Description: Establishing a theoretical framework for exploring various approaches to reading/language development, instruction, and evaluation in the multicultural classroom.

EDUC 461: Teaching of Mathematics in the Elementary School

(1-3 credit hours with a maximum of 3)

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.

EDUC 421: Teaching of Social Studies (1-3 credit hours with a maximum of 3)

Catalog Description: Development of conceptual framework for study 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 453: Teaching of Science in the Elementary School

(1-3 credit hours with a maximum of 3)

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.

Coursework Remaining to fulfill Master of Arts in Elementary Education

Student Name: _____

Faculty Advisor: _____

<i>Core</i>	<i>Courses</i>	<i>Semester Year</i>	<i>Credit Hours</i>	<i>Grade</i>	<i>Instructor</i>
Core(1)	Social Justice, Diversity & Transformational Practice		3		
EDUC 552	Social Justice in Education				
EDUC 554	Peace Education				
Core(1)	Instructional Strategies		3		
EDUC 502	Advanced Instructional Strategies				
EDUC 505	Experiential, Project-Based, and Service- Learning				
Core(1)	Curriculum		3		
EDUC 511	Curriculum in the Elementary School				
EDUC 542	Principles of Curriculum Development				
LLSS 582	Curriculum Development in Multicultural Education				
Core(1)	Research		3		
EDUC 500	Research Applications to Education				
EDUC 513	Process of Reflection and Inquiry				
EDPY 500	Survey of Research Methods in Education				
EDPY 502	Survey of Statistics in Education				
LLSS 501	Practitioner Research				
LLSS 502	Introduction to Qualitative Research				
SEMINAR	Seminar		3		
EDUC 590	Seminar- <i>should be completed in final</i>				
Choose 6:	Focused Electives- Chosen in consultation with advisor Chosen Focus Area: _____		17+		
Elective:					

Students in the MA with Alternative Route to K-8 Licensure Program may bring in up to 18 graduate credit hours from Licensure coursework.

UNM College of Education
Field Placement Policy For All Licensure Programs

Placement Process/Basic Agreement

- Program faculty and Field Services Center (FSC) staff collaborate with school district personnel to determine field experience placements. **Students may not contact schools and/or individual teachers or administrators on their own in any attempt to influence or arrange their own placement.** Students who do not follow this process may jeopardize their ability to receive a field placement.
- Students will not be provided a field experience placement until all requirements are met, including a current background check for the school district and liability insurance, if required.
- **No student may begin a field placement or be present at the school site until the match has been created by the FSC and the student has received an email notification from FSC.**
- Field placements are based on availability of cooperating teachers and parameters set by the school district(s). This means that individual preferences or special accommodations are limited and that changes in placements may not be possible.
- Every attempt is made to place students in a geographically convenient area, but no guarantee regarding a particular location can be given. The successful coordination of travel to and from the school site, regardless of distance, is an expectation for all students.
- When requesting a student teaching placement match, students agree to provide the program faculty and the FSC, via the Field Services Portal, all necessary and complete information. Any false statement or lack of full disclosure regarding field experience may impact a student's ability to gain a placement.
- Placements are finalized once the teacher has interviewed the student and the principal and University of New Mexico has given approval. Any changes to the status of a student's placement (such as a change of location, early end, change of student responsibilities at site) must be arranged and approved **in writing** with FSC and program faculty.
- Students are responsible for following program requirements as explained through orientations, handbooks, faculty advisors, course syllabi, instructors and the website. Students must meet field experience requirements per program instructions.

Change of Placement Requests

Change of placement requests are considered on a case by case basis. If approved, a student's current match is ended and there is no guarantee that a cooperating teacher will be available in the future. The Field Services Center and program faculty work to place all

students in the most appropriate setting. However, no guarantee is made that any aspect of a specific request (grade level, location) will be met. A change of placement request and the work to find a subsequent match may result in a delay in a student's ability to be present in the field.

A student requesting a change of placement must understand the consequences of this request as stated above. Additionally, any false statement or lack of full disclosure regarding a request may impact the ability to gain a new placement. All field placement policies pertain to changes of placement as well. **Therefore, students may not contact individual teachers or administrators in an attempt to influence or arrange a new placement.**

Number of Placements

- The Field Services Center and program faculty work to create student teaching placement matches that best meet the needs of each student, per program preferences and academic need. Ideally, candidates stay with their Cooperating teachers for two consecutive semesters.
- Students are not guaranteed multiple placements and failure to succeed in a field setting may impact a student's ability to complete the program. A placement begins at the point of the tentative match made by Field Services, which a student will be notified of by email.
- If it is determined by the cooperating teacher, school administrator, or program faculty that a Teacher Candidate placement match must be terminated due to the actions of the student, the student will be placed on probationary status and failure to succeed in the next placement setting may result in removal from program.

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

Student Teaching Program Description Semester 1

(TFA Students will substitute this course)

Teacher Candidate Responsibilities:

First semester student teaching requires students to be placed in a classroom either on an intern license or with a Cooperating Teacher for **2 full days a week for 15 weeks of the semester**. A full day is defined as the teacher duty day plus one hour for planning with the cooperating teacher. Students are encouraged to report to the assigned classroom **every day during the first week of school** to observe/participate in beginning of school preparation of students and classroom environment. Students may also reach out to their Cooperating Teachers prior to the start of the semester to assist them in classroom preparation. These are “volunteer” days and do not count towards your required 2 days per week for 15 weeks each semester.

Additional Student Responsibilities:

- include participating in weekly or bi-monthly **visits/observations** to the classroom by UNM supervisor
- include student attendance at weekly, **three-hour seminar [Students receive 3 hours of licensure/graduate credit and will complete assignments as expected from seminar instructor. Cooperating Teacher and UNM Supervisor will be notified of the assignments at the beginning of each semester]**

Cooperating Teacher Responsibilities:

- Arrange a schedule with Teacher Candidate for **2 days a week** for your classroom. Hopefully, the 2-3 days a week can be consecutive; i.e., Monday and Tuesdays; Thursdays and Fridays, etc. Student accepts teacher duty day plus one hour for planning as time in the classroom. Student is expected to follow UNM semester dates during Semester 1.
- Help the student become familiar with **school and classroom environments**
- Become familiar with the NM Competencies for Entry-Level Elementary Teachers and UNM COE Conceptual Framework (Teacher Candidate will provide)
- **Schedule time** to involve/assist Teacher Candidate in lesson planning, routines, procedures, preparation of materials, interactions with students/other staff members and the community
- Set aside **a scheduled time** to give feedback and share what Teacher Candidate is seeing/experiencing and questioning.
- Allow Teacher Candidate to **observe you plan**, implement, and assess your own teaching including short and long-range units, etc.

- Plan with Teacher Candidate to **participate** in small tasks such as presenting parts of a lesson, directing cooperative learning groups, developing teaching materials including assessment, providing enrichment activities, etc.
- Complete and upload into TK-20 formal observations of the Teacher Candidate.

- Allow Teacher Candidate **to teach from your lessons or student-assisted planning** at the beginning then help students to plan and teach at least 4 **formal lessons from a written lesson plan to include immediate reflection/feedback. [UNM Advanced Field Seminar Instructor will support and guide this activity.]**
- Make Teacher Candidate aware of **children with special needs**, medical, educational, emotional, etc.
- Recognize/Provide **constructive feedback** on Teacher Candidate's performance with teaching tasks. **[Forms are online in the TK20 system; coe.unm.edu/tk20.html]**
- Participate in a **final conference** and complete the **midterm and final evaluations.**

Determine when the Teacher Candidate is ready to take steps forward in his/her **teacher development.**



SEMESTER 1

Frequently Asked Questions –Teacher Candidates

1. When do I report to my school?

You are required to report to your school at the beginning of the semester at UNM, however, Teacher Candidates are **encouraged** to report to their school on the first day of the school district's semester in order to be a part of important first day teaching. However, Teacher Candidates are **required** to begin the first day.

2. Do intern teachers have to attend seminar and complete the same coursework and evaluation that the traditional Teacher Candidates do?

Yes, intern teachers are not Level I licensed teachers. They have been hired as intern teachers who have applied and received intern licenses while they complete Level I licensure requirements. Therefore, they must attend seminar and complete the coursework required by UNM and the NM Public Education Licensure Dept.

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

Semester 1 Teacher Candidates are required to be at school TWO (2) full school days per week. The Cooperating Teacher will work with you to determine the weekly schedule. In order to make the field experience more meaningful, it is expected that the two days be consecutive days of the week. Semester 1 Teacher Candidates are required to work the same hours as the Cooperating Teacher (the teacher duty day plus one hour).

At the beginning of the semester, the Cooperating Teacher and Teacher Candidates will complete a contract documenting the arrived upon schedule. You will need to ask at the school office what the school's procedure is for you to sign in/out the days you are scheduled for student teaching.

4. What forms do I complete?

Semester 1 Teacher Candidates are required to complete these forms:

- Arrival/Departure Contract

- Attendance Log Form indicating confirmation of hours present at school
- Reflections to be uploaded into TK-20 as required by EDUC 595 Advanced Field Experiences Seminar.
- Other forms and assignments as required in seminar.

5. When am I required to report to the school for the Fall semester and Spring semester?

If beginning semester 1 in the Fall you are **required** to report to your school at the beginning of the semester for your placement school.

If beginning semester 1 in the Spring you are **encouraged** to report at the beginning of the semester for your placement school, but you are **required** to begin with the UNM semester.

6. When can I begin teaching students?

You should begin the semester immediately working with individual students and small groups of students. As soon as you are comfortable, you should begin conducting whole class activities and lessons. Your Cooperating Teacher will determine when you will start teaching the entire classroom.

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

You will remain in your classroom for the Semester 2 of student teaching. Extenuating circumstances may arise that necessitate a change in placement for the next semester. In order for a change of placement to be approved, you need to talk with your cooperating teacher about your reasons for wanting a change. Then you need to complete the online Change of Placement form (on the FSP website). The program coordinator then needs to give approval for the request for a change of placement.

8. Can I substitute during this semester since I will be in the classroom only two days a week?

You can substitute in your Cooperating Teacher's classroom if you complete the [Substitute Contract](#) in this document during this semester. You can substitute and be paid by the district if you have applied and have been approved for substituting by the district's Human Resources department.

9. What classes must I take?

Along with your placement, you must enroll in EDUC 595 Advanced Field Experience and attend the weekly seminar in order to get credit for student teaching. This applies to student teaching with a Cooperating Teacher or as an Intern.



Student Teaching Program Description Semester 2

IMPORTANT: ALL LICENSURE METHODS COURSES (EDUC 330, 421, 453, 461, AND 531) MUST BE COMPLETED BEFORE SEMESTER 2 STUDENT TEACHING. This applies to TFA students as well

Teacher Candidate Responsibilities:

Semester 2 requires students to be placed in the same classroom either on an intern license or with a Cooperating Teacher for **5 full days a week for 15 weeks in the semester, (approximately 70-75 days)**. A full day is defined as the teacher duty day plus one hour for planning with the cooperating teacher. If placed with a Cooperating Teacher, the Teacher Candidate will accept full teaching responsibilities with students for **three-weeks or 15 days, un-supervised, with Cooperating Teacher observing and evaluating.**

Additional Student Responsibilities include:

- participating in **observations** completed by the Cooperating Teacher and/or UNM Supervisor
- student attendance at weekly, **three-hour seminar [Students receive 3-6 hours of licensure/graduate credit so will complete assignments as expected from seminar instructor, Cooperating Teacher will be notified of the assignments at the beginning of each semester.**
- **Submit Teaching Portfolio as required for EDUC 595, Advanced Field Experiences.**

Cooperating Teacher Responsibilities:

- **Plan** with the Teacher Candidate to teach lessons to the whole classroom, with small groups, tutor, present parts of lessons, direct routine activities, develop assessment/evaluation instruments, re-teach concepts and provide enrichment activities.
- Continually **assess** the Teacher Candidate's level of competency in instruction/management so the Teacher Candidate can gain confidence before assuming the 15 days of full-day teaching.
- **Schedule time** to involve/assist Teacher Candidate in lesson planning, routines, procedures, preparation of materials,

interactions with students/other staff members and the community

- Set aside **a scheduled time** to give feedback and share what Teacher Candidate is seeing/experiencing and questioning
- Allow students to take responsibility **for integrating and teaching all subject areas**—math, science, language arts, social studies and fine arts—where applicable.
- Give **specific feedback** on Teacher Candidate's progress

- Recognize/Provide **constructive feedback** on Teacher Candidate's performance with teaching tasks. **[Forms are completed online in the TK20 system: coe.unm.edu/tk20.html]**
- Participate in **midterm and final evaluation**
 - **Determine** when the Teacher Candidate is ready to take steps forward in his/her **teacher development**

Allow Teacher Candidate to take over the class for **15 days** including planning and teaching lesson plans, classroom management, maintaining routines, and assessment and evaluation.



SEMESTER 2

FREQUENTLY ASKED QUESTIONS –TEACHER CANDIDATES

When do I report?

If you are an Intern, you report on the first day of school for the TEACHERS in your district. If you are a Teacher Candidate, you will typically report to your assigned classroom on the first day of your district's Fall or Spring Semester. Teacher Candidates are encouraged to report to their school before the first day of the school district's semester in order to be a part of important planning with their cooperating teachers for the first day teaching.

What are the hours required for Interns and Teacher Candidates?

Interns have full responsibility for their classrooms, so they follow the full schedule for hired teachers. Teacher Candidates are required to complete approximately 70-75 days (600hrs). We must still calculate the exact number of days once we check the school calendars for all the districts in comparison to UNM's calendar.

PLEASE NOTE: You will work with your Cooperating Teacher to determine your daily schedule. You are required to work the "teacher day" plus 1 hour. That can be calculated as 30 minutes prior to and 30 minutes after each school day or another configuration of longer on some days than others, etc. You will complete a contract outlining your schedule at the beginning of the semester.

Can I take other classes or work while student teaching? [Interns/Teacher Candidates]

We highly recommend that you do NOT take other classes while student teaching and that you severely cut back on your work hours. This is your final semester of your Professional Preparation. We want you to be completely successful, and to do that, you will have to devote many hours outside of school to your teaching preparation. In the case that you have 1 additional course to complete in order to graduate, you may seek faculty advisement to enroll in that one course.

What is full-assumption teaching requirement? [Teacher Candidates]

The full-assumption teaching requirement is determined when you are professionally ready to assume all responsibilities for teaching the full six and half hours for fifteen days. This means you start semester 2 teaching one content area and add another content area after two weeks, etc. until you are teaching all content areas and all day-long. Middle school Teacher Candidates will teach the content they are assigned adapting other content to their lessons.

When can I start my full-assumption teaching? [Teacher Candidates]

You and your Cooperating Teacher will work out your assumption schedule. Typically this occurs during the spring semester after the NM State Mandated Testing. For the fall semester full assumption typically will occur in October and November; in the spring semester, it will typically occur in April and May.

Where does my teacher go during full-assumption? What if I need help?

Your Cooperating Teacher will typically stay in the building during your full-assumption unless other arrangements have been made. If there is an emergency in the classroom and your Cooperating Teacher is not readily available, you would contact the school administration/office as soon as possible.

What classes must I take?

Along with your placement, you must enroll in EDUC 595 Advanced Field Experience and attend a weekly seminar in order to get credit for student teaching. This applies to student teaching with a Cooperating teacher or as an Intern. We recommend you take no other coursework during semester 2 of student teaching.

What about having to leave school early to get to Seminar on time?

Because of the location(s) of our seminars, you may need to leave school a few minutes early to arrive to seminar on time. Be sure you work this out with your Cooperating Teacher and it is considered in the 1 hour outside the teacher day that you will be required to stay.

PLEASE NOTE: During your Full Assumption, you will NOT be allowed to leave school early for either Seminar or another course. You will have to communicate with your UNM professors regarding these date(s) that you will be arriving to Seminar and to class late.

Does student work in my portfolio need to be original or can it be copied?

Yes, you can use copies. Color copies are the best if color is used in the original. Be sure to remove all student names and other identifying information from the work you use.

I plan to move out-of-state after I graduate. What do I do to be licensed in the new state?

Contact the State Department of Education for that state as soon as possible to find out their licensure criteria.

What is the professional portfolio required for licensure?**[Teacher Candidates/interns]**

All Teacher Candidates/interns are required to create a showcase portfolio, suitable for presenting evidence of meeting licensure requirements and for use during interviews. The Portfolio will contain a minimum of one piece of evidence for each of the 7 areas of the UNM COE Conceptual Framework and the NM Teacher Competencies for Entry Level Teachers and a reflective essay specifying how each piece of evidence exemplifies each area of the Conceptual Framework and the NM Teacher Competencies for Level 1. The 7 areas of the UNM COE Conceptual Framework that must be included are:

- Coherence
- Learner Responsiveness
- Contextual Content Knowledge
- Classroom Management
- Cultural Responsiveness
- Professionalism
- Technological Responsiveness

INFORMATION FOR COOPERATING TEACHERS

Characteristics of a Cooperating Teacher

A Cooperating Teacher is:

An experienced exemplary classroom teacher who mentors, coaches and supervises a University Teacher Candidate in the Master's with Alternative Route to License in the Elementary Education Program.

The following are preferred characteristics of a Cooperating Teacher:

- A strong commitment to providing stewardship to the profession;
- Five or more years of teaching experience;
- State licensed, Level II or III;
- An exemplary record of classroom performance;
- A willingness to supervise and coach professional growth of a Teacher Candidate (observe, document, give feedback, evaluate, role model, mentor, maintain records/file);
- A willingness to allow Teacher Candidate to complete UNM assignments in the classroom, if completing methods coursework;
- A willingness to allow the Teacher Candidate to assume control of classroom a minimum of 15 consecutive days during the second semester; and
- A willingness to attend Cooperating Teacher meetings conducted by UNM faculty and field experience staff.

Four Mentor Functions for Cooperating Teachers Working with Teacher Candidates

Hal Portner (2003) outlined four mentor functions that guide the mentoring process: **relating, assessing, coaching, and guiding.**

- Through *relating*, mentors work to build and maintain working relationships with their mentees. With this sort of rapport, mentors understand their mentees' ideas and needs and are better able to encourage their mentees in meaningful ways.
- Through *assessing*, mentors are able to evaluate the mentees' teaching skills, taking into account the unique needs of the school and community culture.
- By *coaching*, mentors encourage mentees to improve their teaching skills by referring to a variety of resources, as well as personal experiences. Mentors serve as role models, sharing relevant teaching and management strategies, thereby encouraging mentees to take greater responsibility for their own professionalism and teaching skills.
- Through *guiding* mentors slowly wean themselves from their mentees, encouraging, supporting, and promoting reflection, as the mentees gradually take responsibility for all decisions made in the classroom.

These mentoring functions are not linear in nature, but work in congruent fashion. “When all is said and done, a mentor, upon reflecting on his or her mentoring experience, must see himself or herself as having been not only a Cooperating Teacher who may have had some answers, but also one who acted on the belief that learning takes place best between and among colleagues exploring together” (Portner, 2003, p. 9).

Adapted from: Portner, H. (2003). *Mentoring new teachers*. Thousand Oaks, CA: Corwin Press.

Do's and Don'ts for Cooperating Teachers Working with Teacher Candidates

1. *Do* listen to your Teacher Candidate and transform his or her ideas into workable lessons.
2. *Don't* give your Teacher Candidate your lesson plans and sheets that are not related to what he or she seems to be trying to do.
3. *Don't* pressure your Teacher Candidate to re-teach lesson plans you created, instead guide him or her toward creating lessons that meet school and state standards.
4. *Do* give tips to your Teacher Candidate on how to create authentic and workable lesson plans.
5. *Don't* assume your Teacher Candidate is not interested in having you in the classroom. Sometimes Teacher Candidates need the time and space to figure out what they need to know to be successful with children.
6. *Don't* jump in during observations and commandeer the class. Have the patience and courtesy to wait until the end of the lesson and a time when you and your Teacher Candidate can confer privately.
7. *Do* become a novice at something to develop empathy for your Teacher Candidate and remember what it's like to be a brand new teacher.
8. *Do* keep a journal. Your example helps your Teacher Candidate maintain a progress portfolio of his or her own growth as a teacher.
9. *Do* model good listening. Sit back and encourage your Teacher Candidate's contribution.
10. *Do* read books and talk about them with your Teacher Candidate. Conversation will gravitate toward higher levels of ideas and literacy.
11. *Do* stay positive. By talking up things that your Teacher Candidate is doing correctly, you will reinforce good teaching practice and build the novice's self-esteem.

Adapted from: Trubowitz, S. & Robins, M.P. (2003). *The good teacher mentor: Setting the standard for support and success*. New York: Teachers College Press, p. 117.

MENTORING TIPS

1. *Set ground rules early:* Outline roles, boundaries, and expectations of your Teacher Candidate.
2. *Help change happen:* Define the change needed, then employ strategies to help changes and growth occur.
3. *Avoid information overload:* Try to not saturate your Teacher Candidate and pace information flow, providing information as needed, not all on the first day.
4. *Share decision-making:* Work together to identify strategies for growth and improvements, then reach agreements on issues together.
5. *Know when to intervene:* When health or safety is threatened, step in, for other cases evaluate whether the circumstance will provide an opportunity for the Teacher Candidate to learn and grow.
6. *Maintain the relationship:* Do things together, both professionally and casually to encourage opportunities for conversation and time spent outside the school day.
7. *Don't forget content:* Review and discuss the subject area(s) frequently, modeling reliance on professional organizations and literature to further your knowledge as well.
8. *Know when to wean:* Don't become a professional mentor who has to be told by a third party when to withdraw from a continual presence in the classroom. Know when to let go.
9. *Find time to mentor:* Arrange specific small blocks of time with your Teacher Candidate for conferencing, larger blocks of time may be more difficult to arrange.
10. *Earn points toward teacher recertification:* Submit hours and responsibilities to earn professional credit for the mentoring commitment.
11. *Reflect on your mentoring:* Journaling that includes what happened or what was said, why it was done or said, and the emotions, impressions, or anecdotes from the event can help bring meaning to the mentoring experience.
12. *Consider multiple mentors:* Share your Teacher Candidate with another mentor to allow for collegial input for him or her.

13. *Build a mentoring community*: Social and personal transformation can occur when mentoring is the mindset of the entire school.
14. *Find networking opportunities*: Create a support system of other Cooperating Teachers to share ideas and reflect on the mentoring process.

Adapted from: Portner, H. (2003). *Mentoring new teachers*. Thousand Oaks, CA: **Corwin Press**.

**TIPS FOR CONDUCTING EFFECTIVE OBSERVATIONS
&
PRE- AND POST-OBSERVATION CONFERENCES**

Prior to the formal observation:

1. Ask your Teacher Candidate for his or her lesson plan to review.
2. Arrange for approximately 15-20 minutes of conversation prior to observation. (As the semester progresses, less time will be necessary for pre-conference conversation.)
3. Follow the guiding questions on the Conversation form to conduct the pre-observation conference.
4. Set up a time for the post-observation conference, allowing 20-30 minutes.

During the formal observation:

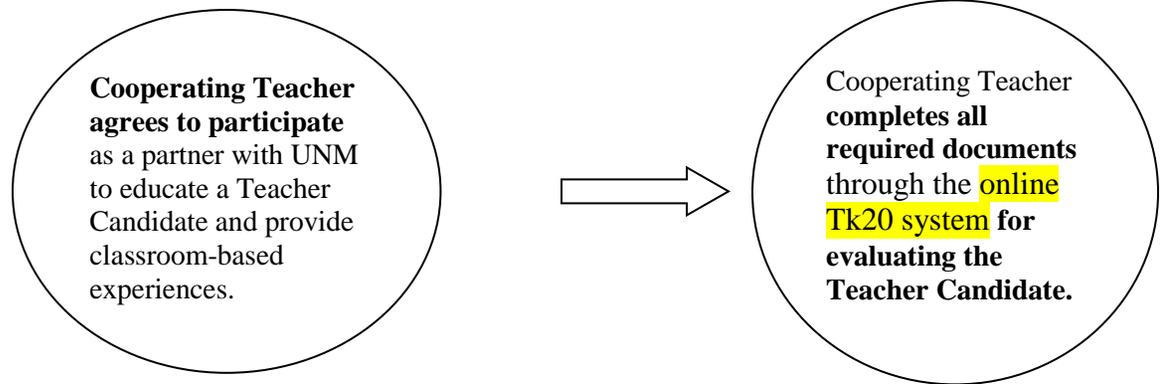
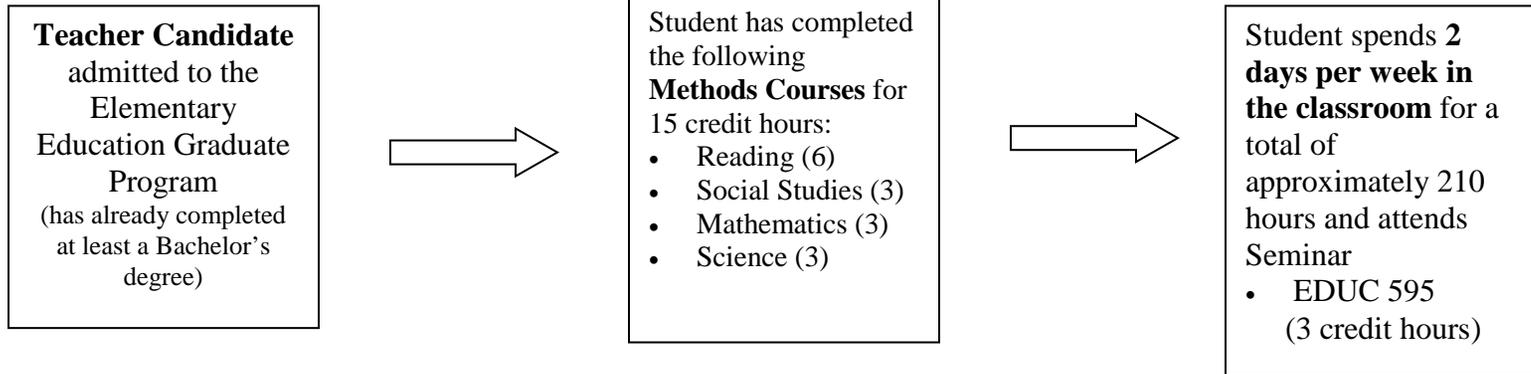
1. Observe the Teacher Candidate conducting the lesson using the Observation form.
2. During the lesson, record your observations of both the Teacher Candidate and the students.
3. Try to be objective in your observation, recording factual evidence you observe during the lesson. Record both pedagogical evidence, as well as, classroom management practices.

Following the formal observation:

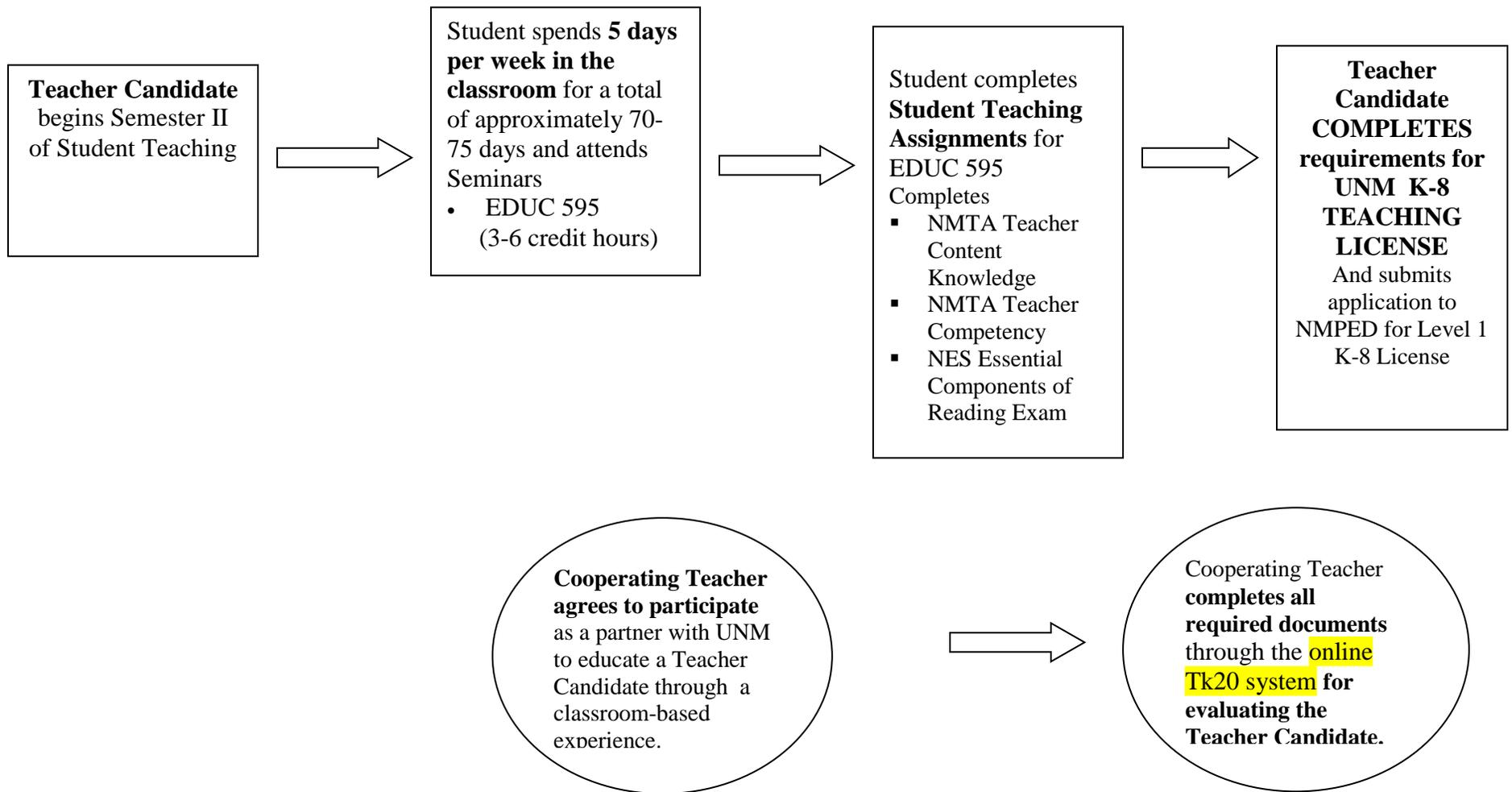
1. Review your observation notes and prepare for the post-observation conference.
2. Begin the post-observation conference by asking the Teacher Candidate what he or she thought about the success of the lesson.
3. Begin your personal comments on the lesson with what went well. No matter how minor, indicate something positive with which to begin.
4. Go over the events of the lesson, referring to your observation notes. Discuss both the teaching of content and classroom management practices.
5. Point out strengths and areas in need of improvement. Be sure to include some of each in the conversation. There is always room for professional growth and improvement.
6. Set goals for improvement for the next lesson and note them in the next formal observation.

7. End with another positive comment.
8. Set the time and date for the next formal observation if applicable.

COOPERATING TEACHER & TEACHER CANDIDATE JOURNEY: SEMESTER I



COOPERATING TEACHER & TEACHER CANDIDATE JOURNEY: SEMESTER II



MA WITH ALTERNATIVE ROUTE TO K-8 LICENSURE REQUIRED TK20 DOCUMENTS							
COOPERATING TEACHER		CLINICAL SUPERVISOR		TEACHER CANDIDATE (MAw/ARL)		TEACHER CANDIDATE-INTERN (MAw/ARL), UNM SUPERVISOR & SCHOOL SUPERVISOR	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Observation & Conversation Form <i>(2 Required)</i> Due Dates: #1: Week 4 #2: Week 12	Observation & Conversation Form <i>(3 Required)</i> Due Dates: #1: Week 4 #2: Week 12 #3: Week 15	Observation & Conversation Form <i>(2 Required)</i> Due Dates: #1: Week 8 #2: Week 15	Observation & Conversation Form <i>(3 Required)</i> Due Dates: #1: Week 8 #2: Week 12 #3: Week 15	Observation & Conversation Form: Post-Observation Reflection <i>(4 Required)</i> Due Dates: Weeks 4, 8, 12, and 15.	Observation & Conversation Form: Post-Observation Reflection <i>(6 Required)</i> Due Dates: Weeks 4, 8, 12, 15.	Observation & Conversation Form: UNM SUPERVISOR: Completes 4 By Weeks 4, 8, 12, and 15. SCHOOL SUPERVISOR: Completes documentation for requirements for regular classroom teachers in the school INTERN: Completes 4 Post-Observation Reflections By Weeks 4, 8, 12, 15.	Observation & Conversation Form: UNM SUPERVISOR: Completes 4 By Weeks 4, 8, 12, and 15 SCHOOL SUPERVISOR: Completes documentation for requirements for regular classroom teachers in the school INTERN: Completes 4 Post-Observation Reflections By Weeks 4, 8, 12, 15.
		Evidence of Practices: Evaluation of Dispositions and Habits of Mind & Culminating Evaluation of Classroom Practices Due date: Week 15	Evidence of Practices: Evaluation of Dispositions and Habits of Mind & Culminating Evaluation of Classroom Practices Due date: Week 15	Evidence of Practices: Evaluation of Dispositions and Habits of Mind (Self-Evaluation) & Culminating Evaluation of Classroom Practices (Self-Evaluation) Due date: Week 15	Evidence of Practices: Evaluation of Dispositions and Habits of Mind (Self-Evaluation) & Culminating Evaluation of Classroom Practices (Self-Evaluation) Due date: Week 15	INTERN & UNM SUPERVISOR Evidence of Practices: Evaluation of Dispositions and Habits of Mind & Culminating Evaluation of Classroom Practices Due date: Week 15	INTERN & UNM SUPERVISOR Evidence of Practices: Evaluation of Dispositions and Habits of Mind & Culminating Evaluation of Classroom Practices Due date: Week 15
Last week of UNM classes, participate in Final Evaluation Conference with Cooperating Teacher and Clinical Supervisor		Last week of UNM classes, participate in Final Evaluation Conference with Cooperating Teacher and Clinical Supervisor		Last week of UNM classes, participate in Final Evaluation Conference with Cooperating Teacher and Clinical Supervisor to share and discuss Final Evaluation Forms		Last week of UNM classes, participate in Final Evaluation Conference with School Representative and Clinical Supervisor to share and discuss Final Evaluation Forms	

HOW IS MY TEACHER CANDIDATE DOING?

In Semester I, Teacher Candidates need to write out lesson plans for formal lessons they are asked to teach. We do not require one specific format for a lesson plan. Teacher Candidates are introduced to a variety of Lesson Plan formats in their methods courses from which they can choose.

In Semester II, Teacher Candidates need to keep a weekly lesson plan schedule book for lesson planning. For each formal observation done by either the Cooperating Teacher or the Clinical Supervisor, Teacher Candidates need to write out a lesson plan.

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?

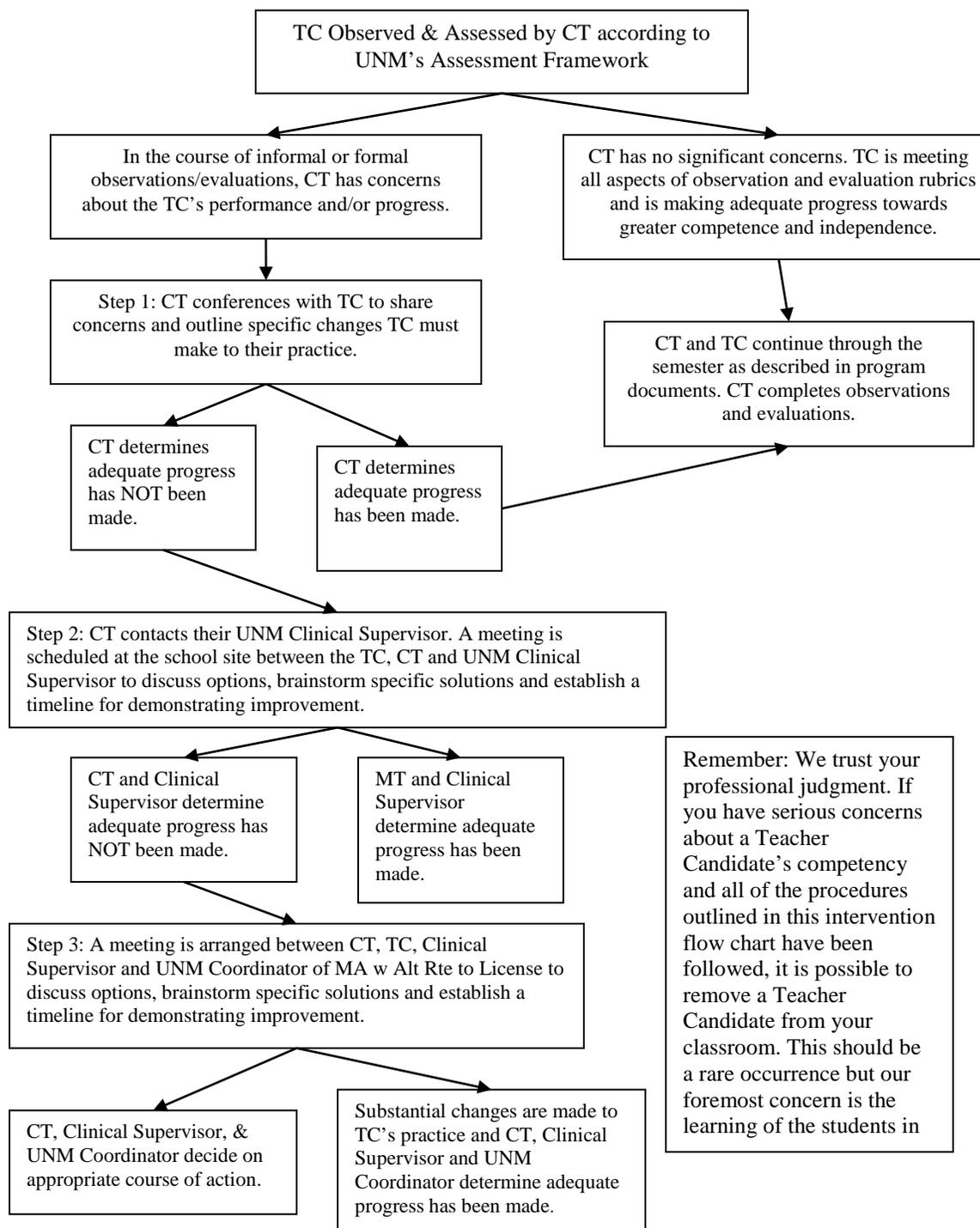
3) Professional Development:

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 Teacher Candidate (TC). This is particularly important should a problem arise.



Sexual Harassment in the Workplace

Each school district in New Mexico has guidelines regarding issues of discrimination and harassment. As a student teacher 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:

Physical

Verbal

Non Verbal

Sexual Harassment in Schools

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

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 Master Teacher.

To learn about on line reporting for professionals go to website:
<http://www.cyfd.org/reporters.htm>

MA WITH ALTERNATIVE ROUTE TO K-8 LICENSURE**FIELD EXPERIENCE SUBSTITUTE POLICY****Spring 2016**

1. MA with Alternative Route to Licensure Student Teachers 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 Student Teacher **must go through the official registration process** through the appropriate school district.
3. Student Teachers serving in **any other capacity in the field are NOT allowed to substitute on the days of the required field experience**. An Example:
 - a. MA with Alternative Route to Licensure students are required to participate in one part-time field experience semester and one full-time field experience semester.
 - b. In Semester 1, Teacher Candidates are in the schools all day on Thursdays and Fridays.
 - c. In Semester 2, Teacher Candidates are in the schools full days, five days a week.
 - 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.