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BACKGROUND INFORMATION

- College of Education Vision, Mission, & Core Values
- College of Education Conceptual Framework
- Elementary Education Persons to Contact
- Characteristics of a Master Teacher
- Helpful Hints for Master Teachers as Mentors:
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  - Do’s & Don’ts for Master Teachers Working with Student Teachers
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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.

CORE VALUES
In carrying out this mission, we ground our work in the following core values:

1. Advocacy
2. Building Professional Identities
3. Collaboration and Relationships
4. Dignity
5. Diversity and Social Justice
6. New Mexico
7. Scholarship and Research
8. Teaching and Learning
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.

<table>
<thead>
<tr>
<th>I. Understanding</th>
<th>frame the identity and practice of educational professionals. We seek to help you better understand:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Human Growth and Development</td>
<td>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.</td>
</tr>
<tr>
<td>❖ Culture and Language</td>
<td>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.</td>
</tr>
<tr>
<td>❖ Content of the Disciplines</td>
<td>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.</td>
</tr>
<tr>
<td>❖ Pedagogy</td>
<td>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.</td>
</tr>
<tr>
<td>❖ Technology</td>
<td>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.</td>
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<tr>
<td>❖ Professional Issues</td>
<td>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.</td>
</tr>
<tr>
<td>❖ Nature of Knowledge</td>
<td>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.</td>
</tr>
</tbody>
</table>

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:

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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** 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.
# DEPARTMENT OF TEACHER EDUCATION
## ELEMENTARY EDUCATION PROGRAM
### FACULTY AND STAFF

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Definition & Qualifications of a Master Teacher

Definition:
An experienced exemplary classroom teacher who mentors, coaches and supervises a University Student Teacher in the Elementary Education Program.

The following are preferred qualifications of a Master 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 Student Teacher (observe, document, give feedback, evaluate, role model, mentor, maintain records/file);
• A willingness to allow Student Teacher to complete UNM assignments in the classroom, an important component of methods coursework;
• A willingness to allow the student teacher to assume control of classroom a minimum of 15 consecutive days during the third semester (Semester 3); and
• A willingness to attend Master Teacher Seminars conducted by UNM faculty and field experience staff (Semesters 1,2,3).
• In some circumstances, the Elementary Education Program Coordinator may waive one or more of these qualifications.
Four Mentor Functions for Master Teachers Working with Student Teachers

Hal Portner 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 master 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).

Do’s and Don’ts for Master Teachers Working with Student Teachers

1. *Do* listen to your student teacher and transform his or her ideas into workable lessons.

2. *Don’t* give your student teacher 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 student teachers 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 student teacher on how to create authentic and workable lesson plans.

5. *Don’t* assume your student teacher is not interested in having you in the classroom. Sometimes student teachers need time 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 student teacher can confer privately.

7. *Do* become a novice at something to develop empathy for your student teacher and remember what it’s like to be a brand new teacher.

8. *Do* keep a journal. Your example helps your student teacher maintain a progress portfolio of his or her own growth as a teacher.

9. *Do* model good listening. Sit back and encourage your student teacher’s contribution.

10. *Do* read books and talk about them with your student teacher. Conversation will gravitate toward higher levels of ideas and literacy.

11. *Do* stay positive. By talking up things that your student teacher is doing correctly, you will reinforce good teaching practice and build the novice’s self-esteem.

MENTORING TIPS

1. **Set ground rules early**: Outline roles, boundaries, and expectations of your student teacher.
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 student teacher 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 student teacher 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 student teacher 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 student teacher 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 master teachers to share ideas and reflect on the mentoring process.

Prior to the formal observation:

1. Ask your Student Teacher 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 Student Teacher conducting the lesson using the Observation form.

2. During the lesson, record your observations of both the Student Teacher 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 Student Teacher 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.
HOW IS MY STUDENT TEACHING DOING?

Use this information to generally evaluate the progress of your student teacher.

1) Planning and Instruction

Is there evidence that the student teacher 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 student teacher 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 student teacher 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?
ELEMENTARY EDUCATION STUDENT TEACHING PROGRAM INFORMATION

- Student Teaching Program Descriptions by Semester
- Flow Chart of the Student Teacher/Master Teacher Experience (Semesters 1, 2, & 3)
- Frequently Asked Questions (FAQs) of Master Teachers & Student Teachers (Semesters 1, 2, & 3)
- Intervention Flow Chart
Student Teaching Program Descriptions by Semester

**Semester 1 Student Teachers:**
1) Student Teachers are placed in K-5 classrooms for one (1) full day each week.

2) All Student Teachers are required to attend required seminar meetings. These seminars cover topics on observation, classroom management, evaluation, and other topics. Seminar attendance is mandatory.

3) Master Teachers are required to attend Master Teacher Seminars during the semester to receive support for mentoring student teachers.

4) Master Teachers are compensated $100 per Student Teacher for supervision and attendance at meetings.

**Semester 2 Student Teachers:**
1) Student teachers are placed in K-8 classrooms for two (2) full days each week.

2) Most student Teachers begin their second semester with the same school and teacher. At this point a few middle schools are added for those students most interested in teaching at that level.

3) All Student Teachers are required to attend required seminar meetings. These seminars cover topics on observation, classroom management, evaluation, and other topics. Seminar attendance is mandatory.

4) Master Teachers are required to attend Master Teacher Seminars during the semester to receive support for mentoring student teachers.

5) Master Teachers are compensated $200 per Student Teacher for supervision and attendance at meetings.

**Semester 3 Student Teachers:**
1) Student Teachers begin their third semester typically with the same school and teacher. They work in the classroom every day, five (5) full days each week.

2) All Student Teachers are required to attend required seminar meetings. These seminars cover topics on observation, classroom management, evaluation, and other topics. Seminar attendance is mandatory.

3) Master Teachers are required to attend Master Teacher Seminars during the semester to receive support for mentoring student teachers.

4) Master Teachers are compensated $400 per Student Teacher for supervision and attendance at meetings.

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Additional Information:

- Master Teachers must register at the Field Services Portal (fsp.unm.edu).

- The Master Teacher’s Principal must approve the Master Teacher’s participation as a UNM Master Teacher at the Field Services Portal.

- Master Teachers should be provided a handbook and observation and evaluation forms by their Student Teachers. These documents are also available at fsp.unm.edu under the Resources Tab.
MASTER TEACHER & STUDENT TEACHER JOURNEY: SEMESTER 1

Student Teacher admitted to the Elementary Education Program

Student takes the following Methods Courses for 12 credit hours:
- Reading
- Language Arts
- Math
- Diversity

Student spends 1 day per week in the classroom for a total of approximately 90 hours and attends required Seminars
- EDUC 400 (1 credit hour)

Student completes Methods Assignments both on campus and at school site

Student completes Student Teaching Assignments for EDUC 400

Master Teacher agrees to participate as a partner with UNM to educate a Student Teacher and provide classroom-based experiences.

Master Teacher attends Master Teacher Seminars facilitated by UNM Elementary Education Faculty.

Master Teacher completes all required documents for evaluating the Student Teacher.
**MASTER TEACHER & STUDENT TEACHER JOURNEY: SEMESTER 2**

**Student Teacher**
- successfully completes Semester 1 Student Teaching Experience and begins Semester 2 Experience

**Student Teacher**
- takes the following **Methods Courses** for 12 credit hours:
  - Reading
  - Social Studies
  - Science
  - Special Education

**Student Teacher**
- spends **2 days per week in the classroom** and attends required Seminars
  - EDUC 400 (2 credit hours)

**Student Teacher**
- completes **Methods Assignments** both on campus and at school site

**Student Teacher**
- takes the following **Methods Courses** for 12 credit hours:
  - Reading
  - Social Studies
  - Science
  - Special Education

**Student Teacher**
- spends **2 days per week in the classroom** and attends required Seminars
  - EDUC 400 (2 credit hours)

**Student Teacher**
- completes **Methods Assignments** both on campus and at school site

**Master Teacher**
- agrees to participate as a partner with UNM to educate a Student Teacher and provide classroom-based experiences.

**Master Teacher**
- attends **Master Teacher Seminars** facilitated by UNM Elementary Education Faculty.

**Master Teacher**
- completes all required documents for evaluating the Student Teacher.
MASTER TEACHER & STUDENT TEACHER JOURNEY: SEMESTER 3

**Student Teacher**
- successfully completes Semester 2 and begins Semester 3 Student Teaching experience

**Student**
- spends **5 days per week in the classroom** for a total of approximately 70-75 days and attends required Seminars
  - EDUC 400 (6-12 credit hours)
- completes **Student Teaching Assignments** for EDUC 400

**Master Teacher**
- agrees to participate as a partner with UNM to educate a Student Teacher classroom-based experiences.
- attends required **Master Teacher Seminars** facilitated by UNM Elementary Education Faculty.
- completes all required documents for evaluating the Student Teacher.

**Student Teacher**
- GRADUATES FROM UNM WITH A K-8 TEACHING LICENSE!!!
MASTER TEACHER FREQUENTLY ASKED QUESTIONS
(FAQs)

1. When does my Student Teacher report to my school?

Reporting dates vary from semester to semester.

Semester 1: Fall & Spring Semesters: Your student will report to your school after the beginning of the semester at UNM. You will be advised of your Student Teacher’s reporting date prior to the beginning of the semester.

Semesters 2 & 3: Fall Semester: Your Student Teacher will report to school on the Teacher’s first day for your district. Please communicate that date to your Student Teacher. UNM will also inform Student Teachers of the various start dates of all area districts.

Your student teacher is encouraged to help you prepare your classroom over the summer should schedules permit.

Semesters 2 & 3: Spring Semester: Your Student Teacher will report to school on the first day of the UNM Spring Semester. Your Student Teacher should communicate that start date with you. Student Teachers may elect to begin their work in your classroom prior to the beginning of the UNM semester, but these days are not counted as part of their required student teaching days.

2. What are the hours my Student Teacher is required to be at school?

Master Teachers and Student Teachers will complete a contract documenting the arrived upon schedule at the beginning of the semester.

Semester 1: Student Teachers are required to be at your school one full school day per week (Thursdays) for a total of approximately 90 hours during the semester. Semester 1 Student Teachers are required to work the “teacher day” plus an additional 30 minutes per week for conversation and planning with you. As the Master Teacher, you will work with your Student Teacher to determine the weekly schedule and how the extra 30 minutes per day will be scheduled.

Semester 2: Student Teachers are required to be at your school TWO (2) full school days per week (Wednesdays and Thursdays) for the entire UNM semester. Semester 2 Student Teachers are required to work the “teacher day” plus an additional 30 minutes for conversation and planning with you. As the Master Teacher, you will work with your Student Teacher to determine the weekly schedule and how the extra 30 minutes per day will be scheduled.

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

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

All Forms are available at Field Services Portal website (fsp.unm.edu) under the Resources Tab. You may choose to print these forms out and fill them in by hand or type directly on the form and save it as a Word Document.

**Semester 1:** Master Teachers are required to complete the following forms:
- Attendance Log Form indicating confirmation of hours present at school
- Anecdotal Records as Evidence of Practices: Evaluation of Dispositions and Habits of Mind

**Semester 2:** Master Teachers are required to complete the following forms:
- Attendance Log Form indicating confirmation of hours present at school
- 2 Observation and Conversation Forms
- Evidence of Practices: Evaluation of Dispositions and Habits of Mind

**Semester 3:** Master Teachers are required to complete these forms:
- Attendance Log Form indicating confirmation of hours present at school
- 6 Observation and Conversation Forms
- Evidence of Practices: Evaluation of Dispositions and Habits of Mind

**All Semesters:** It is required that the Master Teacher complete the Mid-Term Conference form if you perceive any difficulties your Student Teacher may be having. It is recommended that you hold this conference and complete this form even if there are no specific areas of concern, just to inform the Student Teacher of his or her progress at the mid-point of the semester. This form should be either e-mailed or faxed to the Elementary Education Coordinator at 505-277-0450.

The Student Teacher is responsible for turning in ALL forms to the Student Teacher Seminar Instructor typically at the final Student Teaching Seminar.

4. What are my Student Teacher’s responsibilities with regard to “duties”?

**Semester 1:** Your Student Teacher 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. Student Teachers should not serve duties alone.

**Semesters 2 & 3:** Once you believe your Student Teacher is prepared, he or she can assume your assigned duties. It is imperative that your Student Teacher understands all the regulations and safeguards associated with these duties and knows how to respond in case of an emergency.
5. How much teaching can or should my Student Teacher do?

**Semester 1:** Your Student Teacher can do as much teaching as you both feel comfortable allowing. Allowing Student Teachers to begin working as soon as possible, even on the first day, with individual students works well. Once you and your Student Teacher are comfortable, the Student Teacher should progress soon after to working with small groups and possibly even with the entire class.

The decision regarding when your Student Teacher 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 Student Teachers 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 Student Teacher will be ready to conduct whole class prior to your first Master Teacher Seminar.

6. When can my Student Teacher begin teaching?

**Semester 1:** Your Student Teacher should begin immediately working with individual students and small groups of students and taking on grading, attendance, paperwork, documentation, etc. When you believe the Student Teacher is ready, he or she can begin taking over routine classroom activities such as calendar, read-alouds, going over homework, etc. The sooner you allow your Student Teacher to assume responsibilities, the sooner he or she will begin to make progress toward being a teacher.

**Semester 2:** Your Student Teacher should begin the semester immediately working with individual students and small groups of students. As soon as you are comfortable, the Student Teacher should begin conducting whole class activities and lessons from written lesson plans.

**Semesters 1 & 2:** Your Student Teacher will have assignments from Methods Courses to carry out with your students. Please allow them the opportunity to complete this work.

**Semester 3:** You and your Student Teacher should determine his or her teaching schedule using the Student Teaching Planning Guide for assumption and redemption of teaching. Your Student Teacher should begin teaching at least one subject area by the second week of the semester if not sooner.

Your Student Teacher’s Student Teacher should gradually increase their teaching to the required (three) 3 consecutive weeks of Solo Teaching of the teacher’s entire teaching schedule. These 3 weeks are considered a minimum requirement. The more time your Student Teacher spends teaching the class, the more prepared your Student Teacher will be to conduct his or her own classroom.

**All Semesters:** Remember that your feedback is critical to your Student Teacher’s success. Following each interaction with children, offer compliments and suggestions for further growth.
7. When do I do my formal observations?

Refer to the Tips for Successful Observations and Conferences included in this Handbook for more information on conducting successful observations and follow-up conversations.

**Semester 1:** There are no required formal observations for Semester 1 because they are not required to do whole class instruction. Informal observations and feedback will be very helpful as your Student Teacher becomes more comfortable in your classroom with your students.

**Semester 2:** You are to complete 2 formal observations using the Observation and Conversation Forms. Space these formal observations out so your Student Teacher can see his or her progress.

**Semester 3:** You are to complete 6 total formal observations and certainly as many informal observations as you would like. Ideally, we ask that you complete the first 2 observations and fill out the Observation and Conversation Forms prior to Solo Teaching.

You should complete your final 4 Observation and Conversation Forms throughout the rest of the semester, with specific focus and attention to the 3-week Solo Teaching. Please note that you are not limited to 6 observations. The more specific feedback your Student Teacher receives, the greater progress he or she will make throughout the semester.

8. What do I do if I have a concern about my Student Teacher’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 Student Teacher. 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.

Your first point of contact is your Elementary Education Liaison. He or she will come to your school to meet with you (and your student teacher, if appropriate) to discuss your concerns and develop an action plan. Your Liaison will continue to be in contact with you and your Student Teacher throughout the semester to monitor progress.

A Mid-Term Conference Form is available at the Field Services Portal (fsp.unm.edu) under the Resources Tab. Complete and submit this form, discuss your concerns with your Student Teacher, and contact UNM with any and all concerns you may have with your Student Teacher. The sooner we address issues of concern, the sooner the Student Teacher can begin to work to correct the problem and continue on the path to a successful teaching career. Please fax or e-mail this document to the Elementary Education Program Coordinator.

Also, refer to the Field Experience Intervention Flow Chart found in this Handbook for more information.
9. Can I have a Mid-Term Conference even if my Student Teacher is doing well?

Yes, absolutely. Sitting down for an in-depth conversation about your Student Teacher’s progress can be extremely helpful both for you and for your Student Teacher.

10. What should I do if my Student Teacher has trouble arriving on time?

First have a direct and frank conversation with your Student Teacher 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 UNM and someone will come out to speak to the Student Teacher.

An official record of arrival times will be available because the Student Teacher is required to sign in at the office each day he or she is at school. A separate UNM Student Teacher sign in log can be available in the office, or the school may prefer each Student Teacher 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.

11. Can my Student Teacher substitute for me in my absence?

The College of Education Substitute Policy is still under review. Below is the current draft from which the Elementary Education Program is operating.

**Semesters 1 & 2:** Student Teachers in Semesters 1 & 2 are NOT allowed to substitute on the days of the required field experience.

As part of their gainful employment, students are already approved and have served as paid substitutes prior to their admission to the Elementary Education Program. 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.

**Semester 3:** Semester 3 Student Teachers are allowed to substitute teach for **up to a total of ten (10) days** during their final full-time student teaching semester for their Cooperating Teacher ONLY.

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

**No student** in a field experience setting is **allowed to serve as an UNPAID substitute teacher**.
12. Will my Semester 1 or 2 Student Teacher be able to stay in my class next semester?

Yes, your Student Teacher 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 wish to initiate a placement change, please contact the Elementary Education Program Coordinator to discuss your situation.
STUDENT TEACHER FREQUENTLY ASKED QUESTIONS (FAQs)

1. When do I report to my school?
Reporting dates vary from semester to semester.

Semester 1: Fall & Spring Semesters: You will report to your school after the beginning of the semester at UNM. You should advise your Master Teacher of your reporting date prior to the beginning of the semester.

Semesters 2 & 3: Fall Semester: You will report to school on the Teacher’s first day for your district. Please communicate with your Master Teacher regarding that date.

You are encouraged to help you prepare your classroom over the summer and winter breaks as your schedules permits.

Semesters 2 & 3: Spring Semester: You will report to school on the first day of the UNM Spring Semester. You should communicate that start date with your Master Teacher. You may elect to begin your work in your classroom prior to the beginning of the UNM semester, but these days are not counted as part of your required student teaching days.

2. What hours am I required to be at school?
Master Teachers and Student Teachers will complete a contract documenting the arrived upon schedule at the beginning of the semester.

Semester 1: Student Teachers are required to be at school one full school day per week (Thursdays) for a total of approximately 90 hours during the semester. Semester 1 Student Teachers are required to work the "teacher day” plus an additional 30 minutes per week for conversation and planning with you. Your Master Teacher will work with you to determine the weekly schedule and how the extra 30 minutes per day will be scheduled.

Semester 2: Student Teachers are required to be at school TWO (2) full school days per week (Wednesdays and Thursdays) for the entire UNM semester. Semester 2 Student Teachers are required to work the "teacher day” plus an additional 30 minutes for conversation and planning with you. You will work with your Master Teacher to determine the weekly schedule and how the extra 30 minutes per day will be scheduled.

Semester 3: Student Teachers are required to be at your school FIVE (5) full school days per week (Monday-Friday) 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.” Your Master Teacher will work with you to determine the weekly schedule and how the extra hour per day will be scheduled.

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 Student Teachers, or you will sign in using the pre-existing school visitor sign in sheet.

Revised 01/2011

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4. What forms will I need to complete?

**Semester 1:** Student Teachers will complete the following forms:
- Arrival/Departure Contract
- Attendance Log Form indicating confirmation of hours present at school
- Other forms and assignments as indicated in Methods Classes and Seminar.

**Semester 2:** Student Teachers will complete the following forms:
- Arrival/Departure Contract
- Attendance Log Form indicating confirmation of hours present at school
- Other forms and assignments as required in Methods Courses and Seminar.

**Semester 3:** Student Teachers are required to complete these forms:
- Arrival/Departure Contract
- Attendance Log Form indicating confirmation of hours present at school
- Self-Evaluation of Evidence of Practices document

All forms should be submitted to your Seminar Instructor on the date announced.

5. How much teaching can I do?

**Semester 1:** You and your Master Teacher will determine when and what you will teach. We recommend that Master Teachers allow Student Teachers to begin working as soon as possible, even on the first day, with individual students works well. Once the Student Teacher is comfortable, the Student Teacher should progress soon after to working with small groups and possibly even 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 Student Teachers 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 after 4 or 5 days in your classroom.

**Semester 2:** 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 with written lesson plans.

**Semester 3:** You and your Master Teacher should determine your teaching schedule using the Student Teaching Planning Guide for assumption and redemption of teaching. You should begin teaching at least one subject area by the second week of the semester if not sooner.

You should gradually increase your teaching to the required three (3) consecutive weeks of Solo Teaching of the teacher’s entire teaching schedule. These 3 weeks are considered a minimum requirement. The more time you spend teaching the class, the more prepared you will be to conduct your own classroom.

Revised 01/2011
mk
6. What are my responsibilities with regard to “duties”?

**Semester 1:** You should attend all duties assigned to your Master Teacher. You should learn what is expected on such duties and “shadow” your Master Teacher as he or she attends to the duty position. Student Teachers should not serve duties alone.

**Semesters 2 & 3:** Once your Master Teacher believes you are prepared, you can assume your Master Teacher’s assigned duties. It is imperative that you understand all the regulations and safeguards associated with these duties and know how to respond in case of an emergency.

7. What if I am having problems during my Field Experience?

Contact your Liaison and your Seminar Instructor as soon as you begin to feel you need support and advice with regard to your Field Experience. It is imperative that you make this contact SOONER rather than later. It is difficult to offer help once the problem has progressed to a difficult level. Most issues can be worked out with conversation and additional understanding from all parties.

8. Can I substitute for my Master Teacher in his/her absence?

If your Student Teacher is an approved substitute by your district, then yes, he or she may serve as a substitute for you.

The College of Education Substitute Policy is still under review. Below is the current draft from which the Elementary Education Program is operating.

**Semesters 1 & 2:** Student Teachers in Semesters 1 & 2 are **NOT** allowed to substitute on the days of the required field experience.

As part of their gainful employment, students are already approved and have served as paid substitutes prior to their admission to the Elementary Education Program. 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.

**Semester 3:** Semester 3 Student Teachers are allowed to substitute teach for **up to a total of ten (10) days** during their final full-time student teaching semester for their Cooperating Teacher ONLY.

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

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

Revised 01/2011
mk
9. Will I be able to stay in my class next semester?

**Semesters 1 & 2:** Yes, you will remain in your classroom not only for the 2\textsuperscript{nd} semester of Student Teaching, but hopefully to complete the 3\textsuperscript{rd} semester also. Extenuating circumstances may arise that necessitate a change in placement for subsequent semesters. If you have been working with a Master Teacher from whom you believe you still have a lot to learn, we strongly recommend you remain with that master Teacher.

If you wish to initiate a placement change, please contact the Elementary Education Program Coordinator to discuss your situation. You must also complete a Change of Placement form found on the Field Services Portal website (fsp.unm.edu). You will be required to provide specific reasons for your requested change. These reasons should be carefully considered. You are NOT guaranteed a change of placement, but we will do everything possible to honor reasonable requests.

**Semester 1:** If you wish to teach in a middle school, you may request a placement change to a middle school for Semester 2. Although we try to honor middle school requests, it is sometimes impossible to find such a placement because you must be placed in a classroom corresponding with your teaching field. If no suitable middle school placement can be made, we will do everything possible to place you in a 4\textsuperscript{th} or 5\textsuperscript{th} grade classroom.

If you elect a placement change, you should know that you are expected to maintain a consistent, professional relationship with a Master Teacher over a significant period of time.

**Semester 3:** If you elect a placement change during Semester 3, you will have to begin your 70-75 day requirement again. You cannot count your days from your previous experience as part of your new Semester 3 placement.
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 ST. This is particularly important should a problem arise.

Student Teacher is Observed and Assessed by MT according to UNM’s Assessment Framework

In the course of informal or formal observations/evaluations, MT has concerns about the ST’s performance and/or progress.

MT has no significant concerns. ST is meeting all aspects of observation and evaluation rubrics and is making adequate progress towards greater competence and independence.

Step 1: MT conferences with ST to share concerns and outline specific changes ST must make to their practice.

MT determines adequate progress has NOT been made.

MT determines adequate progress has been made.

MT and ST continue through the semester as described in program documents. MT completes observations and evaluations.

Step 2: MT contacts their University Liaison. A meeting is scheduled at the school site between the ST, MT and liaison to discuss options, brainstorm specific solutions and establish a timeline for demonstrating improvement.

MT and liaison determine adequate progress has NOT been made.

MT and liaison determine adequate progress has been made.

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

Step 3: A meeting is arranged between MT, ST, liaison, and UNM faculty member to discuss options, brainstorm specific solutions and establish a timeline for demonstrating improvement.

MT, UNM faculty and liaison decide on appropriate course of action.

Substantial changes are made to ST’s practice and MT, liaison and UNM faculty determine adequate progress has been made.

Rvised 01/2011
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METHODS COURSES & STUDENT TEACHING SEMINARS

Course Descriptions & Potential Assignments
SEMESTER 1: DESCRIPTIONS OF METHODS COURSES

EDUC 330L: Teaching of Reading
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
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
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: POTENTIAL METHODS & SEMINAR ASSIGNMENTS

Below are described the Methods Courses your Student Teacher will be enrolled in during their first semester of Student Teacher, along with some of the assignments you can expect your Student Teacher to be asked to complete by his or her Methods Faculty.

Please be aware that completion of these assignments may require the Student Teacher 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.

EDUC 400: Student Teaching Seminar (1 credit hour)
  • 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 1 day per week for an approximate total of 90 hours per semester. Students will complete a log of hours that requires the weekly signature of the Master 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.)
  • Observation of Teacher using Evidence of Practices Form: To become familiar with criteria on the student evaluation form and to observe actual evidence of effective practices, students will observe Master Teachers and document anecdotal evidence of each of the criteria on this evaluation.
SEMESTER 2: DESCRIPTIONS OF METHODS COURSES

EDUC 321L: Teaching of Social Studies
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
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
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 493: Topics in Special Education
Catalog Description: 3 credit hours
SEMESTER 2: POTENTIAL METHODS COURSE & SEMINAR ASSIGNMENTS

Below are described the Methods Courses your Student Teacher will be enrolled in during their first semester of Student Teacher, along with some of the assignments you can expect your Student Teacher to be asked to complete by his or her Methods Faculty.

Please be aware that completion of these assignments may require the Student Teacher 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.

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 493: Topics in Special Education
- Home Visit and Reflection
- Mapping the Special Education Experience: The School and the Community:
- Other assignments: demographics study, review of Student Rights’ Handbook, observations of special education classroom activities

EDUC 400: Student Teaching Seminar (2 credit hours)
- Letter of Introduction to parents
- Attendance Log
- Teaching Vignettes
- Classroom Management Philosophy
STUDENT TEACHING SEMINAR ASSIGNMENTS

Semester 3

EDUC 400: Student Teaching Seminar  (6-12 credit hours)

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

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

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

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

- **Professional Portfolio:** Students will create a showcase portfolio, suitable for use during interviews. The Portfolio will contain a minimum of one piece of evidence for each of the 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 Habits and Dispositions may be chosen from:

- Caring
- Advocacy
- Inquisitiveness
- Reflection-in-Action
- Communication
- Collaboration
- Ethical Behavior
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/student teachers 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.

**The Field Services Office has more information on their website ([fsp.unm.edu](http://fsp.unm.edu)).**
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.

Source: 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
ELEMENTARY EDUCATION FIELD EXPERIENCE SUBSTITUTE POLICY  
January 2011

1. Elementary Education Student Teachers are allowed to substitute teach for \textbf{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 \textbf{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, Observers/Assistants are in the schools all day on Thursdays.
   c. In Semester 2, Pre-Student Teachers are in the schools all day on Wednesdays and Thursdays.
   d. Students serving in these field experience roles are not allowed to substitute on any of these required field experience days.
   e. They are allowed to serve as paid substitute teachers on any other days of the week that are not official field experience days.

4. \textbf{No student} in a field experience setting is \textbf{allowed to serve as an UNPAID substitute teacher}.

5. As part of their gainful employment, some College of Education students are \textbf{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.