General Policies & Procedures
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Letter from the Program Coordinator

Dear Elementary Education Students:

Welcome to the University of New Mexico’s Professional Program in Elementary (K-8) Education!

You have entered a rigorous and rewarding academic Program where program faculty, Field Services staff, and COE advisors care deeply about your personal and professional development. Each and every individual associated with the program holds dear the profession of teaching. This is why, in addition to our high academic standards, we hold high expectations in the areas of dispositions and habits of mind. We expect all teacher candidates to exhibit ethical, caring, behavior; to work diligently to develop skills that reflect competency in the areas of content knowledge and pedagogy; and to complete the established professional sequence as outlined.

We encourage you to actively engage in collaborative efforts with faculty, staff, peers, and cooperating teachers to not only enhance your own development, but also that of your professional learning community. This includes, for example, attending school site events, participating in program sponsored activities, and being an advocate and ambassador for the UNM College of Education.

We are here to support you through this journey. Please do not hesitate to ask questions and seek assistance when needed. As a COE faculty and staff, we are committed to addressing your needs and inquiries in an ethical, competent, and timely manner.

Sincerely,

Jenn Gutiérrez, Ph.D.
Coordinator, Elementary (K-8) Program
jenngutierrez@unm.edu

Dr. Jenn
Gutiérrez,
Coordinator
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; educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces; and 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: “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.

“When we confirm someone, we spot a better self and encourage its development. We can do this only if we know the other well enough to see what he or she is trying to become.”

–Nel Noddings, *The Challenge to Care in Schools*
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.) UNM Supervisor & UNM Seminar Instructor 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.) COE Advisement Center, b.) Program Coordinator

**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](http://pathfinder.unm.edu/campus-policies/student-grievance-procedure.html)
ELEMENTARY EDUCATION PROGRAM INFORMATION

- Field Experience Overview
- Teacher Candidate Placement
- Program Descriptions by Semester
- Frequently Asked Questions (FAQs) of Cooperating Teachers & Teacher Candidates (Semesters 1, 2, & 3)
- How Is My Teacher Candidate Doing?
- Intervention Flow Chart
- Cooperating Teacher & Teacher Candidate Guides to Tk20
FIELD EXPERIENCE OVERVIEW

Our teacher candidates (TCs) receive multiple forms of feedback during three 16 week semesters. They are observed by their Cooperating Teachers (CTs) and UNM Clinical Supervisors (CS) in all three semesters. CTs carry out formal and informal observations as well as formal evaluations. Formal feedback is uploaded into the college’s data collection system, Tk20, where teacher candidates (TCs), (CTs), (USs), and faculty can view the feedback.

<table>
<thead>
<tr>
<th>COOPERATING TEACHERS</th>
<th>CLINICAL SUPERVISORS/EMBEDDED FACULTY</th>
<th>TEACHER CANDIDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong> (210hrs)</td>
<td><strong>Semester 2</strong> (217hrs)</td>
<td><strong>Semester 3</strong> (600hrs)</td>
</tr>
<tr>
<td>Ongoing informal observation—No TK20 requirements until the end of semester Evidences of Practices.</td>
<td>Observation &amp; Conversation Forms (Must complete 2 by dates shown below)</td>
<td>Observation &amp; Conversation Form and one informal visit. (Must complete one of each by dates shown below)</td>
</tr>
<tr>
<td>If there are any concerns regarding performance or disposition, please notify the student’s UNM Clinical Supervisor as early as possible.</td>
<td>Week 4</td>
<td>Week 4</td>
</tr>
<tr>
<td>#1 Week 4</td>
<td>#1 Week 6 (Informal Visit) Submit Comments</td>
<td>Week 6 Informal Check-in or informal visit</td>
</tr>
<tr>
<td>#2 Week 12</td>
<td>#2 Week 12 (may complete alongside clinical supervisor if you wish)</td>
<td>2nd Week 12 (may complete alongside CT if you wish)</td>
</tr>
<tr>
<td>#3 Week 15</td>
<td>#3 Week 15 (Observation)</td>
<td>#3 Week 15</td>
</tr>
<tr>
<td>Due Week 15 and Habits of Mind</td>
<td>Classroom Practices Due Week 15</td>
<td>Due Week 15</td>
</tr>
<tr>
<td>Final Evaluation Conference with Teacher Candidate &amp; Supervisor Last week of UNM classes</td>
<td>Final Evaluation Conference with Teacher Candidate &amp; Cooperating Teacher Last week of UNM classes</td>
<td>Final Evaluation Conference with Cooperating Teacher &amp; Supervisor Last week of UNM classes</td>
</tr>
</tbody>
</table>

Technical issues? T20 Support Staff: coe@unm.edu Tk20 Info: http://coe.unm.edu/tk20 Questions about process? Jenn Gutiérrez: jennngutierr@unm.edu
Reminders & Clarifications:

Time Requirements: UNM Clinical Supervisors/Embedded Faculty have **72 hours** to submit observation results. Students have 48 hours from that time to submit a post-observation reflection.

Cancellation/Rescheduling of Observations: Students may cancel/reschedule an observation **no more than once** and only as agreed upon by the supervisor. Requests to cancel and reschedule twice or more are subject to non-completion.

Lesson Plans for Observations: Student are required to submit a written lesson plan (any format) to their CT or Clinical Supervisor **at least 24hrs prior** to a formal observation. The lesson plan can then be attached to the student’s Post-Observation Reflection. Failure to submit a lesson plan prior to 24hrs of the scheduled observation may be subject to cancelation without an opportunity for rescheduling at the discretion of the supervisor.

Semester 3 Lesson Plans: In Semester 3, all Teacher Candidates will also write a formal lesson plan for grading and review by their field seminar instructor, and submit it to Tk20 as a key assessment. This lesson plan should follow the standard UNM lesson plan template. It can be used for formal observation, or may be submitted independent of observation.

CT Expressions of Concern: If there are any concerns regarding performance or dispositions, please notify the student’s UNM Clinical Supervisor or the Elementary Education Program Coordinator as early as possible. You may be asked to fill out an Expression of Concern form, so the student will receive adequate support to improve progress.

(Expanded view of Tk20 Observation is available on the FSP Portal)
Teacher Candidate Placement

Teaching involves a search for meaning in the world. Teaching is a life project, a calling, a vocation that is an organizing center of all other activities. Teaching is past and future as well as surface. Teaching is pain and humor, joy and anger, dreariness and epiphany. Teaching is world building, it is architecture and design, it is purpose and moral enterprise. Teaching is a way of being in the world that breaks through the boundaries of the traditional job and in the process redefines all life and teaching itself.

—William Ayers

The UNM Elementary Program faculty is continually involved in the process of inquiry. We assess. Adapt. And we experiment—seeking the best practices and strategies for preparing the next generation of teachers who will be equipped to face the linguistically, socio-economically, and ethnically diverse challenges of today’s classrooms. To that end, we have formed targeted partnerships with area schools. No two are exactly alike, and while all incoming students are guaranteed a student teaching placement, not all students will have the opportunity to participate in a cohort placement model. Teacher Candidates do not choose their own placements. General considerations are made based upon distance from home, means of transportation, and selected endorsements. Program faculty work collaboratively with Field Services, our district partners, and school site administrators to create the best possible opportunities for our students. We currently have the following teacher candidate placement models:

Bilingual & TESOL Endorsement Placements
Students seeking Bilingual and/or TESOL endorsements will be placed within schools with bilingual (50/50) and ELL programs.

Open Placement Cohorts
UNM currently boasts close to sixty school placement sites in the Albuquerque and the surrounding area. Up to five teacher candidates might be placed in any one school site. We seek to place all teacher candidates in public school sites reflective of New Mexico’s unique demographics, and whenever possible, place all student teachers in partnership schools. However, we do not yet have enough partnership schools to host all of our teacher candidates. Students will still participate in the cohort model through their coursework and field seminars. A UNM Clinical Supervisor is assigned to each Teacher Candidate.

Targeted Partnership Schools
As stated above, placements are made based upon some general considerations for location, transportation means, and endorsement seeking. Students may automatically be selected for consideration in one of these schools based upon those parameters. However, any student may request to be considered for placement in one of these partnership schools. Each partnership school site has its own additional interview/selection process. Those requesting consideration will be notified of the next steps in the selection process for that particular site.
Co-Teaching Collaborative Schools (CTCS)
The Elementary Education Program and APS have partnered for a number of years in creating and maintaining Co-Teaching Collaborative Schools. This approach to clinical preparation evidences consistent positive outcomes for teacher candidates, cooperating teachers, school site administrators, and has resulted in increased K-5 student achievement. A faculty member is embedded in each school and is present at the school a minimum of one full day per week, working with the teacher candidates. In student teaching, co-teaching is an arrangement in which two or more professionals deliver substantive instruction to a diverse or blended group of students in a single classroom. Teacher candidates and cooperating teachers work together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Although most of the lessons are co-taught, teacher candidates have numerous opportunities to fully responsible for planning and instruction.

Collaborative Community School
The partnership with George I. Sanchez Community School prepares teacher candidates to teach in a diverse language setting and to connect their curriculum and planning with the community in which they teach. Teacher candidates are strongly encouraged to pursue endorsements in either TESOL or Bilingual Education. A full-time clinical faculty member is present in the school to support both teacher candidates and cooperating teachers.

Teacher Education Collaborative in Language Diversity and Arts Integration (TECLA)
The TECLA Partnership with La Mesa Elementary School focuses on Bilingual/TESOL education and integrating arts across all content areas. This partnership is funded by two research grants. An embedded faculty member is present at the school a minimum of one full day per week, working with teacher candidates, observing their teaching, and teaching methods and seminar courses on site.

Transformative Action Groups (TAGS)
The TAGS Partnership with Pajarito Elementary prepares teacher candidates to connect their curriculum and planning with the community in which they teach. Teacher candidates are strongly encouraged to pursue endorsements in either TESOL or Bilingual Education. This partnership is a sponsored teacher preparation/research project through the W. K. Kellogg Foundation. A full-time clinical faculty member is present in the school to support both teacher candidates and cooperating teachers and is assisted by a core project team representing various curricular areas across the college. The clinical faculty member teaches seminar and is present at the school most days.
SEMESTER I OVERVIEW

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

SEMESTER 1: DESCRIPTIONS OF METHODS COURSES

EDUC 330L: Teaching of Reading to Culturally and Linguistically Diverse Students I (K-8)  
(3 credit hours)
Catalog Description: Study of reading process for emergent and intermediate readers focusing on: cueing systems, assessment, family and community contexts, language, culture and instruction in individual and small group settings. Lab includes supervised tutoring and discussion group.

EDUC 333L: Teaching Language Arts (K-8)  
(3 credit hours)
Catalog Description: Study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children.

EDUC 361L: Teaching Mathematics (K-8)  
(3 credit hours)
Catalog Description: Strategies and materials appropriate for traditional and innovative instructional programs in elementary school mathematics. Supervised work with children allows for in-depth analysis of both content and process. Pre- or corequisite: MATH 111 and MATH 112 and (MATH 121 or MATH 215).

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

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

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

EDUC 330L: Teaching of Reading to Culturally and Linguistically Diverse Students I (K-8)
- Student Case Study

EDUC 333L: Teaching Language Arts (K-8)
- Language Arts Lesson Plan
- Reading & Language Assessment

EDUC 361L: Teaching Mathematics (K-8)
- Series of Math Interviews with a Student:
  - Math-talk Interview
  - Mini-interview on addition and subtraction
  - Mini-interview on multiplication and division
  - Mini-interview on base-ten
- Implementation of mathematics lesson with small group or whole class
- Reflections on connections in the field with readings in Math Methods and classroom experiences

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

1) Teacher Candidates (TCs) are placed in classrooms for two (2) full days each week (typically Thursday and Friday) for 15 weeks (30 days/210 hrs.). Out of respect for the classroom, TCs are encouraged to arrive at least 5-10 minutes before the start of the school day and stay 5-10 minutes after the school day ends.

2) TCs are allowed up to two excused absences from their field experience provided the TC makes arrangements to make up the time. All absences must be reported to the Cooperating Teacher, the University Supervisor, and the Seminar Instructor. Two or more late arrivals and early departures may be counted as an absence. If absences exceed two, the Program Coordinator should be notified.

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

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

**Additional Information:**

In Semesters 1 & 2 when UNM and district holidays/seasonal breaks do not coincide, students are encouraged to discuss their wishes for observance with their Cooperating Teachers. Arrangements can be made on a case-by-case basis as long as students meet the required number of hours in the field.

Cooperating Teachers must register at the Field Services Portal (fsp.unm.edu) and are encouraged to contact their teacher candidate’s UNM Clinical Supervisor and/or the Elementary Education Program Coordinator with questions or concerns about Cooperating Teacher policies and procedures.

**Change of Placement requests are only honored in extenuating circumstances such as the Cooperating Teacher changing schools/retiring or when a serious conflict occurs. Any teacher candidate seeking a Change of Placement for their second or third semester must submit a Change of Placement request by the October 31/March 31 deadlines.**

All students are typically placed at the elementary school level their first semester. Any student wishing to switch to a middle school level should submit their requests by October of their first semester.
EDUC 400: Student Teaching Seminar  (1 credit hour)

Examples of Assignments:

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

- **Log of Hours:** Students will be required to **attend your classroom a minimum of 2 days per week** for an approximate total of 210 hours per semester. Students will complete a **log of hours** that requires the weekly signature of the Cooperating Teacher.

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

- **Community Exploration:** Students will spend a minimum of four hours, with one or two partners (no more), doing a community study. It will be necessary to identify the school boundaries; a map helps.

Please see p. 14 in this handbook for required documents to be completed in Tk20 as part of the student teaching seminar.

**SEMESTER 1 SEMINAR ASSIGNMENT: READING THE CLASSROOM:**

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

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

1) **We all have basic survival needs, including food, protection from the elements, sleep, etc.**

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

Although we may not have a direct influence over survival needs, as teachers we can -- and must -- address the following six human needs/desires. Our classrooms represent small examples of human communities, and nothing is more important to the future than the quality of life that occurs in those communities. Each of these communities is under the direct leadership of a teacher, and how a teacher leads is the most important factor in what children will gain (or lose) from living in that classroom.
2) **All persons are meaning-makers.** A good classroom must provide frequent opportunities for learners to make meaning, not simply have meanings given to them.

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

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

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

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

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

   - Meaning-making
   - Relationships/Community
   - Surprise
   - Voice
   - Choice
   - Competence

**Semester 1 Seminar Assignment: Community Exploration**

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

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

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

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

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


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

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

You will undoubtedly think of many of your own questions and approaches to this fieldtrip. Be as creative as you wish. If you have a digital camera, we ask you to take pictures which reveal the types of diversity characteristic of this neighborhood. Talk to your group about what this might mean. In addition, take photos that you believe are suggestive of opportunities for teaching and learning.
Teacher candidates (TCs) carry primary responsibility of facilitating fluid communication between their Cooperating Teachers (CTs) and the University. Please make sure your CT receives an electronic copy of the most recent version. Electronic copies are available for download in our Learn shell as well as the Field Services Portal.

**FREQUENTLY ASKED QUESTIONS (FAQs) OF SEMESTER 1 COOPERATING TEACHERS**

1. **When does my Semester 1 Teacher Candidate report to my school?**
   Reporting dates vary from semester to semester. Unless there is a delay with your Teacher Candidate’s paperwork, your TC will report to your school no later than the second week of the UNM academic semester.

2. **What hours are my Semester 1 Teacher Candidate required to be at school?**
   Semester 1 Teacher Candidates are required to be at your school two full school days per week for 15 weeks for a total of 30 days (210 hrs) during the semester. Typically, students take classes Mondays & Tuesdays and are in the field Thursdays and Fridays. As the Cooperating Teacher, you will work with your Teacher Candidate to determine the weekly schedule. First Semester Teacher Candidates are required to work the full "teacher day.” First semester students should not have an early release day as one of their field days.

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

3. **May my Teacher Candidate assist me/attend meetings/participate in school events outside of their regularly scheduled days?**
   Students may volunteer on days/times beyond the required. However, they may not use those hours toward their student teaching hours. For liability purposes, please make sure they have submitted a volunteer application (or followed other volunteer procedures as required by your district).

4. **What evaluations do I complete for my Teacher Candidate and when are they due?**
   For Semester 1 Teacher Candidates you are asked to complete these 2 forms:
   - Hourly Log Form confirming hours present at school. The Teacher Candidate is responsible for turning in the Hourly Log Form to their student teaching seminar instructor.
   - Evidence of Practices: Evaluation of Dispositions and Habits of Mind form in TK20. There is a Table on p. 14 of this handbook that lists the documents that you need to complete and the dates that they are due. You may also download a larger version from the Field Services Portal. For guidance on using Tk20, please see the Tk20 Cooperating Teacher Guide available on our website [http://coe.unm.edu/tk20](http://coe.unm.edu/tk20). Your TC’s University Supervisor can also assist you when they come to observe.

   In addition, we have included two additional forms to help you with this evaluation. First, there is a document following the FAQ’s section of this handbook titled, “Questions to Assess Teacher Candidate Progress,” to assist you in conducting an end-of-the semester interview of your Teacher Candidate and to assist you in completing the Evaluation of Dispositions and Habits of...
Mind form. Second, we have included the Evaluation of Dispositions and Habits of Mind Rubric which is also available for download separately from the Field Services Portal to give you descriptors of each of these dispositions.

5. Will there be a University Supervisor who will visit and observe my Teacher Candidate? Yes, there will be a University Supervisor who will visit and observe your Teacher Candidate twice during Semester 1, once for an informal visit and once for a formal observation. In addition, you will also be asked to participate in an end of semester conference involving both the teacher candidate as well as his or her supervisor.

6. What are my Teacher Candidate’s responsibilities with regard to “duties” (i.e., lunch, recess, etc.)? During the first semester of student teaching, your Teacher Candidate should attend all duties assigned to you along with you. He or she should learn what is expected on such duties and “shadow” you as you attend to your duty position. Semester 1 Teacher Candidates should NOT serve duties alone.

7. Is it appropriate to ask my Teacher Candidate to perform preparation tasks such as photocopying/cutting etc.? It is certainly appropriate to ask your TC to help with preparation and planning tasks. However, Semester 1 TCs will benefit from observing you teach as much as possible. If preparation tasks keep them out of the classroom for long periods of time, they will not benefit from observing your expertise, so please try to keep this in mind when assigning such tasks.

8. How much teaching can or should my Teacher Candidate do? If you are a Cooperating Teacher at a Targeted Partnership school site with an on-site UNM faculty member, the embedded faculty member at your site will be available for guidance on how to scaffold the teaching experience for your Teacher Candidate (TC).

For all other “traditional” models of student teaching, your Teacher Candidate can do as much teaching as you both feel comfortable allowing. Allowing TCs to begin working as soon as possible, even on the first day, with individual students works well. Once you and your TC are comfortable, the TC should progress soon after to working with small groups, and then with the entire class. All Semester 1 Teacher Candidates will be taking methods coursework, and field experience assignments will be required of them. Please provide ample opportunities for your Teacher Candidate to complete these assignments.

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

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

9. **What do I do if I have a concern about my Teacher Candidate’s progress?**
Sooner is MUCH better than later if you have a concern. We want you to feel free to contact the Program Coordinator with any and all concerns you may have with your Teacher Candidate. You may also communicate your concerns to your TC’s UNM Supervisor. These concerns may involve professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue of which you may have a concern.

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

10. **What should I do if my Teacher Candidate has trouble arriving on time or remaining for the full day?**
First, have a direct and frank conversation with your Teacher Candidate about late arrival/early departure. State your expectations, refer to the contract signed at the beginning of the semester, and state that you expect a change to occur. If a change does not occur the very day, please contact the UNM Elementary Education Coordinator and someone will come out to speak to the Teacher Candidate.

Teacher Candidates should be required to sign in at the office each day he or she is at school. In addition, the Hourly Log should also document arrival/departure times. Regardless of the format, evidence should be readily available to discuss any arrival/early dismissal issues as they arise.

11. **Will this Teacher Candidate be able to stay in my class next semester?**
Yes, your Teacher Candidate will remain in your classroom not only for the 2nd semester of Student Teaching, but hopefully to complete the 3rd semester also. Only extenuating circumstances would necessitate a change in placement for subsequent semesters. If for some reason you and your TC decide a Change of Placement is necessary, and your TC makes a formal request with Field Services, there is very little chance that the TC will be able to return to your classroom if he or she has a change of heart down the road. Please keep this in mind when discussing this possibility.

12. **Can my Teacher Candidate sub for me or another teacher in my building?** Teacher Candidates who hold valid Substitute Teaching Licenses may only sub for you or another teacher in your building on the days not designated as their required field experience days. Please see full Substitute Policy on pg. 63 of this handbook.
FREQUENTLY ASKED QUESTIONS (FAQs) OF SEMESTER 1 TEACHER CANDIDATES

1. What if I need to drop a course or do not pass with a B or better?
If for any reason, you feel you need to withdraw from a course (or if you do not pass with a B or better), please contact me so we can figure out a plan for you to re-take the course. All methods coursework should be completed prior to the start of your final student teaching semester.

2. What if I need to keep 15 credit hours for scholarship:
You should add any remaining Core/Teaching Field/Endorsement courses. You may also take EDPY 310 so you don’t have to take it 3rd semester.

3. What if I am still on Provisional Status?
Please contact the Elementary Ed Program coordinator for deadlines to your NES Essential Academic skills exam. You will not be able to register for program coursework or be permitted to begin student teaching until then. If you do not meet the deadline given, you and the Program Coordinator can set up an appointment to discuss your options.

4. When do I report to my school?
Reporting dates vary from semester to semester. You will report to your school after the beginning of the semester at UNM. You must first have completed your background check, have obtained your liability insurance, and be registered for your Student Teaching Seminar before you will be permitted to be in the field. Please make every attempt to take care of these things before the start of the semester. If all requirements are complete, you may begin student teaching the first week of UNM’s academic semester.

5. May I assist my CT/attend meetings/participate in school events prior to the start of the semester or outside of my regularly scheduled days?
You may volunteer on days/times beyond the required. However, you may not use those hours toward your student teaching hours. For liability purposes, please make sure you have submitted a volunteer application (or followed other volunteer procedures as required by your district).

6. What hours am I required to be at school?
Semester 1 Teacher Candidates are required to be at your school two full school days per week for 15 weeks for a total of 30 days/210 hrs. during the semester. Typically, you will take classes M-W and will be in the field Thursdays and Fridays. Your Cooperating Teacher will work with you to determine the weekly schedule. First Semester Teacher Candidates are required to work the "teacher day." Out of professional courtesy for your Cooperating Teacher, you should attempt to arrive at least 5-10 minutes early and help to wrap up the day by staying a few minutes after.

Cooperating Teachers and Teacher Candidates will complete a contract documenting the arrived upon schedule at the beginning of the semester.
7. Am I required to sign in at my school?
Yes, you will sign in at the office every day you are at school. You will either sign in on a special form created by your school specifically for UNM Teacher Candidates, or you will sign in using the pre-existing school visitor sign in sheet.

8. Will a University Supervisor visit and observe my teaching?
Yes, a University Supervisor will visit you at least twice during Semester 1. Once for an informal visit and once for a formal observation. In addition, you will also sit in on an end of semester conference with both your Cooperating Teacher and your Supervisor. Please reach out to your Supervisor throughout the semester with questions or concerns you may have regarding your field experience.

9. What forms will I need to complete?
Semester 1 Teacher Candidates will complete the following forms:

- Arrival/Departure Contract
- Attendance Log Form confirming hours present at school (please have your CT sign this log weekly. You will submit the completed form to your Student Teaching Seminar instructor at the end of the semester).
- One formal lesson plan. Please submit a formal lesson plan to your University Supervisor at lease 24hrs prior to your scheduled observation.
- One Post-Observation Reflection. Submit this to Tk20 within 72hrs after your University Supervisor conducts his or her observation.
- Self-Assessment of Evidence of Practices: Evaluation of Dispositions and Habits of Mind Form in Tk20. Visit http://coe.unm.edu/tk20 and click on Tk20 Tutorials for instructions on how to access Tk20. There is a Table on p. 14 of this handbook that lists the Tk20 documents that you need to complete and the dates that they are due.
- Other forms and assignments as indicated in Methods Classes and Seminar.

10. How much teaching can I do during my first semester?
You and your Cooperating Teacher will determine when and what you will teach. We recommend that Cooperating Teachers allow Teacher Candidates to begin working as soon as possible, even on the first day, with individual students. Once you are comfortable, you should progress soon after to working with small groups, and then with the entire class.

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

11. Will I be expected to perform classroom preparation tasks such as photocopying/cutting etc.? Classroom prep is a large part of teaching. You should expect to help with classroom preparation tasks such as photocopying, cutting manipulatives, sorting, etc. You and your Cooperating Teacher should determine together how much time will be spent on such tasks.
12. **What are my responsibility with regard to “duties” (i.e., lunch, recess, etc)?**
During the 1st semester of Student Teaching, you should attend all duties assigned to your Cooperating Teacher. You should learn what is expected on such duties and “shadow” your Cooperating Teacher while he or she attends to the duty position. Teacher Candidates should not serve duties alone.

13. **Will I be able to stay in my class next semester?**
Yes, the program is designed so you will remain in your classroom not only for the 2nd semester of Student Teaching, but hopefully to complete the 3rd semester also.

**Change of Placement requests are only honored in extenuating circumstances such as your Cooperating Teacher changing schools/retiring or when a serious conflict occurs.** If you decide to change your placement for the upcoming semester, the deadlines are October 31 and March 31 for Spring and Fall semesters, respectively. Once you give up a placement, there is no guarantee a new placement will be located for you without interruption of your student teaching requirements. Once a Change of Placement Request is made in the Field Services Portal, your existing placement becomes available for reassignment. Once this happens, even if your previous CT is willing to have you return to his or her classroom, it may not be possible to reassign you to the same classroom because another Teacher Candidate may already be in the process of being assigned. Please keep this in mind when making the decision to request a change of placement.

14. **Can I sub for my Cooperating Teacher or another teacher in my building?** Teacher Candidates who hold valid Substitute Teaching Licenses may only sub for their CTs or another teacher on the days not designated as their required field experience days. Please see full Substitute Policy on pg. 63 of this handbook.
SEMESTER 2 OVERVIEW

EDUC 321L:  Teaching Social Studies (K-8) (3 credit hours)
Catalog Description: Development of conceptual framework for study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Supervised work with children allows for in-depth analysis of both content and process.

EDUC 331L:  Teaching of Reading to Culturally and Linguistically Diverse Students II (K-8) (3 credit hours)
Catalog Description: Establishing a theoretical framework for exploring various approaches to reading/language development, instruction and evaluation in multicultural classroom settings.

Students are strongly encouraged to take the Essential Components of Elementary Reading Instruction exam right after the completion of this course while information is fresh in their minds.

EDUC 362L:  Teaching Science (K-8) (3 credit hours)
Catalog Description: Methods, processes, content and management of children’s science observation, exploration, discovery and invention; attitudes of inquiry and wonderment. Science integrated with math and other areas of life

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

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

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

EDUC 331L: Teaching of Reading to Culturally & Linguistically Diverse Students II (K-8)
- Write and teach a literature-based lesson or unit
- Reading & Language assessment
- Students are strongly encouraged to take the Essential Components of Elementary Reading Instruction exam right after the completion of this course while information is fresh in their minds.

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

EDUC 362L: Teaching Science in the Elementary School
- Interview a student to gain prior knowledge that the student has regarding a science topic that the student has not yet been taught formally in school
- Conduct a science experiment with a minimum of 8 students. (This can be arranged with 2 groups of 4 students or with the entire class.)

SPCD 489: Teaching Exceptional Students in General Education
- Home Visit and Reflection Paper: In partnership with Parents Reaching Out (PRO), students may be asked to participate in a home visit of a child with special needs and attend an IEP (or other comparable) meeting for that student. Students will gain an understanding of special education services from both the parent and school perspectives.
- Mapping the Special Education Experience: The School and the Community: Using a school and/or district map, students will record and trace the entire special education referral and services process for the school. Students will also study the services available in the community for students with special needs (i.e., wheelchair accessibility, social services available, employment opportunities, transportation options, etc.)
- Other assignments: demographics study, review of Student Rights’ Handbook, observations of special education classroom activities.
SEMMESTER 2 STUDENT TEACHING & SEMINAR

1) Ideally, Teacher Candidates (TCs) begin their second semester with the same school and teacher.** They continue to work in the classroom two (2) full days each week (typically Wednesdays and Thursdays) for 15 weeks (30 days/217 hrs.). As in first semester, TCs are required to arrive early and stay later than the regular school day. In semester 2, teacher candidates should arrive at least fifteen minutes before the start of the school day and stay fifteen minutes after the school day ends. This will enable TCs and their Cooperating Teachers (CTs) to discuss/prepare the day’s activities. Because many schools have early release days on Wednesdays, TCs are expected to remain at the school and participate in professional development/planning with their CTs. If this poses a conflict, please contact the Elementary Education Coordinator to discuss alternative options.

2) TCs are allowed up to two excused absences from their field experience provided the TC makes arrangements to make up the time. All absences must be reported to the Cooperating Teacher, the University Supervisor, and the Seminar Instructor. Two or more late arrivals and early departures may be counted as an absence. If absences exceed two, the Program Coordinator should be notified.

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

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

Additional Information:

In Semesters 1 & 2 when UNM and district holidays/seasonal breaks do not coincide, students are encouraged to discuss their wishes for observance with their Cooperating Teachers. Arrangements can be made on a case-by-case basis as long as students meet the required number of hours in the field.

Cooperating Teachers must register at the Field Services Portal (fsp.unm.edu) and are encouraged to contact their teacher candidate’s UNM Clinical Supervisor and/or the Elementary Education Program Coordinator with questions or concerns about Cooperating Teacher policies and procedures.

** Change of Placement requests are only honored in extenuating circumstances such as the Cooperating Teacher changing schools/retiring or when a serious conflict occurs. Any teacher candidate seeking a Change of Placement for their second or third semester must submit a Change of Placement request by the October 31/March 31 deadlines.

All students are typically placed at the elementary school level their first semester. Any student wishing to switch to a middle school level should submit their requests by October of their first semester. We strongly encourage all TCs to establish a strong rapport with their CT prior to going
into their final semester of student teaching. Change of placements between second and third semester are not encouraged.

**EDUC 400: Student Teaching Seminar**  (2 credit hours)

**Examples of Assignments:**

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

- **Attendance Log:** Students will be required to be in their field placement a minimum of 2 days per week for approximately 30 days (210hrs). Students will complete a log of hours that requires the weekly signature of the Cooperating Teacher.

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

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

- Teacher Candidates are required to write formal lesson plans for each formal lesson observation by the Cooperating Teacher and the Clinical Supervisor. These lesson plans need to be submitted to the Cooperating Teacher or the Clinical Supervisor at least 24hrs before the observation.

Please see p. 14 in this handbook for required documents to be completed in Tk20 as part of the student teaching seminar.
Semester 2 Seminar Assignment: Teaching Vignettes
Reflective Writing: Capturing the Complexity of the Moment

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

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

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

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

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

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

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

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

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

3) Ask your Cooperating Teacher what he/she believes to be the most effective classroom management strategy. Also, ask what classroom management issues remain most difficult to resolve.
Teacher candidates (TCs) carry primary responsibility of facilitating fluid communication between their Cooperating Teachers (CTs) and the University. Please make sure your CT receives an electronic copy of the most recent version. Electronic copies are available for download in our Learn shell as well as the Field Services Portal.

**FREQUENTLY ASKED QUESTIONS (FAQs) OF SEMESTER 2 COOPERATING TEACHERS**

1. **When does my Semester 2 Teacher Candidate report to my school?**
   Reporting dates vary from semester to semester. Unless there is a delay with your TC’s paperwork, your TC will report to your school no later than the second week of the UNM academic semester.

2. **What hours is my Semester 2 Teacher Candidate required to be at school?**
   Semester 2 Teacher Candidates are again required to be at your school two (2) full school days per week for 15 weeks (217hrs). Typically, students attend classes on the university campus Mondays and Tuesdays and are in the field Wednesdays & Thursdays. Second Semester TCs are required to work the “teacher day” and arrive fifteen minutes before first period and stay fifteen minutes after the last period. This additional time is meant to give you and your TC time to prepare/debrief the day’s activities. If your school observes an early release on one of these days, please arrange for your TC to attend any required planning meetings/professional development that might occur on these afternoons. TCs are still expected to put in a 7.5hr day. If for some reason, this poses a conflict for you or your school, please contact the Elementary Ed Program Coordinator so alternative arrangements can be made.

3. **May my Teacher Candidate assist me/attend meetings/participate in school events outside of their regularly scheduled days?**
   Students may volunteer on days/times beyond the required. However, they may not use those hours toward their student teaching hours. For liability purposes, please make sure they have submitted a volunteer application (or followed other volunteer procedures as required by your district).

3. **What evaluations do I complete for my Teacher Candidate and when are they due?**
   Cooperating Teachers of Semester 2 Teacher Candidates are asked to complete these forms:
   - Attendance Log Form confirming hours present at school. The TC is responsible for turning in the Hourly Log Form to their Student Teaching Seminar instructor.
   - Two Observation and Conversation Forms submitted to Tk20.

   Visit [http://coe.unm.edu/tk20](http://coe.unm.edu/tk20) and click on Tk20 Tutorials for instructions on how to access Tk20. There is a Table on p. 14 of this handbook that gives the Tk20 documents that you need to complete and the dates that they are due. You may also download a larger version from the Field Services Portal. For guidance on using Tk20, please see the Tk20 Cooperating Teacher Guide available on our website [http://coe.unm.edu/tk20](http://coe.unm.edu/tk20). Your TC’s University Supervisor can also assist you when they come to observe. It is very important to complete Tk20 forms by the deadlines set by the program. Thank you for your time in completing these forms.
In addition, we have included a document at the end of the FAQ’s section of this handbook titled, “Questions to Assess Teacher Candidate Progress,” to assist you in conducting an end-of-the semester interview of your Teacher Candidate and to assist you in completing the evaluation forms.

4. Will a University Supervisor visit and observe my Teacher Candidate?
Yes, a University Supervisor will visit and observe your Teacher Candidate during Semester 2. Please see the Table on p. 14 for the number of observations that the University Supervisor will complete for your Teacher Candidate in Semester 2.

5. When can my Teacher Candidate begin teaching?
Teacher Candidates should begin the semester immediately working with individual students and small groups of students. The TC should begin conducting whole class activities and lessons within the first month of the semester. Please note, teacher candidates are still taking methods coursework at this time and will have field experience assignments they will be asked to complete in the classroom.

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

6. What are my Teacher Candidate’s responsibilities with regard to “duties” (i.e., lunch, recess, etc)?
During the second semester of Student Teaching, your Teacher Candidate should still 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. Semester 2 Teacher Candidates should NOT serve duties alone.

7. Is it appropriate to ask my Teacher Candidate to perform preparation tasks such as photocopying/cutting etc.? It is certainly appropriate to ask your TC to help with preparation tasks. However, Semester 2 TCs will benefit most from both observing you teach and from they themselves teaching as much as possible. If preparation tasks keep them out of the classroom for long periods of time, they may lose out on those valuable opportunities, so please try to keep this in mind when assigning such tasks.

8. What do I do if I have a concern about my Teacher Candidate’s progress?
Sooner is MUCH better than later if you have a concern. We want you to feel free to contact the Program Coordinator with any and all concerns you may have with your Teacher Candidate. You may also communicate your concerns to your TC’s UNM Supervisor. These concerns may involve professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue of which you may have a concern.
A Mid-Term Conference Form is available for download from the Field Services Portal (fsp.unm.edu) for formal documentation of concerns. Complete this form, discuss your concerns with your Teacher Candidate as well as his or her UNM Supervisor, and contact the UNM Elementary Education Coordinator. The sooner we address issues of concern, the sooner the TC can begin to work to overcome the challenge and continue on the path to a successful teaching career.

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

10. **Will this Teacher Candidate be able to stay in my class next semester?**
Your Teacher Candidate will most likely remain in your classroom for the 3rd semester of Student Teaching. Extenuating circumstances may arise that necessitate a change in placement for the next semester. If for some reason you and your TC decide a Change of Placement is necessary, and your TC makes a formal request with Field Services, there is very little chance that the TC will be able to return to your classroom if he or she has a change of heart down the road. Please keep this in mind when discussing this possibility.

11. **Can my Teacher Candidate sub for me or another teacher in my building?**
Teacher Candidates who hold valid Substitute Teaching Licenses may only sub for you or another teacher in your building on the days not designated as their required field experience days. Please see full Substitute Policy on pg. 63 of this handbook.
FREQUENTLY ASKED QUESTIONS (FAQs)
OF SEMESTER 2 TEACHER CANDIDATES

1. What if I needed to drop a course or did not pass with a B or better?
If for any reason, you feel you need to withdraw from a course (or if you do not pass with a B or better), please contact me so we can figure out a plan for you to re-take the course. All methods coursework should be completed prior to the start of your final student teaching semester.

2. What if I need to keep 15 hours for scholarship?
   • Take any remaining Core/Teaching Field/Endorsement courses
   • Take EDPY 310 so you don’t have to take it 3rd semester

3. What if I requested a change of placement, but I still do not have a new placement?
   Please contact Field Services and CC’ me.

4. When do I report to my school?
   Reporting dates vary from semester to semester. Unless there is a delay with your paperwork/registration, you will report to your school within the first week the UNM academic semester begins.

5. May I assist my CT/attend meetings/participate in school events prior to the start of the semester or outside of my regularly scheduled days?
   You may volunteer on days/times beyond the required. However, you may not use those hours toward your student teaching hours. For liability purposes, please make sure you have submitted a volunteer application (or followed other volunteer procedures as required by your district).

6. What hours am I required to be at school?
   Semester 2 Teacher Candidates are still required to be at your school two (2) full school days per week for 15 weeks (217hrs). Typically, you will attend classes on campus Mondays and Tuesdays and will be in the field Wednesdays & Thursdays. Second Semester TCs are required to work the “teacher day” as well as an additional 30mins spread out before and after the school day. Please arrive fifteen minutes before first period and stay fifteen minutes after the last period. This additional time is meant to give you and your CT time to prepare/debrief the day’s activities. If your school observes an early release on one of these days, please plan to attend any planning meetings/professional development alongside your CT on these afternoons. TCs are still expected to put in a 7.5hr day. If for some reason, this poses a conflict for your CT or your school, please contact the Elementary Ed Program Coordinator so alternative arrangements can be made.

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

7. What forms do I complete?
   Semester 2 Teacher Candidates are required to complete these forms:
   • Arrival/Departure Contract
• Attendance Log Form confirming hours present at school (please have your CT sign this log weekly. You will submit the completed form to your Student Teaching Seminar instructor at the end of the semester).
• Three formal lesson plans. Please submit a formal lesson plan to your University Supervisor or Cooperating Teacher at least 24hrs prior to your scheduled observation.
• Three Post Observation Reflections in Tk20.
• Self-Assessment of Dispositions and Habits of Mind Form in Tk20.
• Other forms and assignments as required in Methods Courses and Seminar.

8. **When can I begin teaching?**
With your CT’s direction, you should begin the semester immediately working with individual students and small groups of students. You should begin conducting whole class activities and lessons within the first month of the semester. If you feel as though you are not receiving enough opportunities to teach, please approach your CT and have an honest conversation about your concerns. If by mid-semester, you still feel as though your opportunities are too limited within the classroom, please discuss these concerns with your supervisor.

9. **Will I be able to stay in my class next semester?**
Yes, you will remain in your classroom for the 3rd semester of Student Teaching.

Change of Placement requests are only honored in extenuating circumstances such as your Cooperating Teacher changing schools/retiring or when a serious conflict occurs. If you decide to change your placement for the upcoming semester, the deadlines are October 31 and March 31 for Spring and Fall semesters, respectively. We strongly encourage all TCs to establish a strong rapport with their CT prior to going into their final semester of student teaching. Change of placements between second and third semester **are not recommended**.

Once you give up a placement, there is no guarantee a new placement will be located for you without interruption of your student teaching requirements. Once a Change of Placement Request is made in the Field Services Portal, your existing placement becomes available for reassignment. Once this happens, even if your previous CT is willing to have you return to his or her classroom, it may not be possible to reassign you to the same classroom because another Teacher Candidate may already be in the process of being assigned. Please keep this in mind when making the decision to request a change of placement.

10. **Can I sub for my Cooperating Teacher or another teacher in the building?** Teacher Candidates who hold valid Substitute Teaching Licenses may only sub for their Cooperating Teachers or other teachers in their buildings on the days in which they are not required to be in the field. Please see full Substitute Policy on pg. 63 of this handbook.
SEMESTER 3 OVERVIEW

The majority of students in their final semester of the program will be finished with coursework. Some may still be working on finishing up their teaching field and/or endorsement coursework. However, all students must successfully passed all methods coursework and previous seminar work before entering their final semester of fulltime student teaching.

STUDENT TEACHING & SEMINAR

1) Teacher Candidates begin their third semester typically with the same school and teacher. They work in the classroom every day, five (5) full days each week for approximately 70-75 days (600 hrs.) depending upon the semester. Teacher Candidates in their final semester are required to arrive at least **thirty minutes** before the start of the school day and stay **thirty minutes** after the school day ends. This will enable TCs and their Cooperating Teachers (CTs) to discuss/prepare the day’s activities.

2) TCs are allowed up to two excused absences from their field experience provided the TC makes arrangements to make up the time. All absences must be reported to the Cooperating Teacher, the University Supervisor, and the Seminar Instructor. Two or more late arrivals and early departures may be counted as an absence. If absences exceed two, the Program Coordinator should be notified.

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

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

4) In the final semester of student teaching (Semester 3), students should follow their school site’s schedule.

**Additional Information:**

Cooperating Teachers must register at the Field Services Portal (fsp.unm.edu) and are encouraged to contact their teacher candidate’s UNM Clinical Supervisor and/or the Elementary Education Program Coordinator with questions or concerns about Cooperating Teacher policies and procedures.
EDUC 400: Student Teaching Seminar    (6-12 credit hours)
*To graduate with a BA in Elementary Education, you must have successfully completed a total of 9 hours of EDUC 400 by the end of your Semester 3 Field Experience. Semester 1: 1 credit; Semester 2: 2 credits; Semester 3: minimum of 6 credits.

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

- **Attendance Log:** Students will be required to **attend your classroom 5 days per week** for an approximate total of 70-75 days (minimum of 600 hrs) during the semester. Students will complete a **log of hours** that requires the weekly signature of the Cooperating Teacher.

- **Lesson Plans:** Students will write a detailed lesson plan for 6 formal observations using the UNM Lesson Plan Format. Each lesson plan must receive a “Pass” or will be resubmitted until mastery has been achieved. One formal lesson plan must also be submitted separately to Tk20 for assessment.

- **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 (artifact) for each of the 7 areas of the UNM Conceptual Framework and a reflective essay specifying how each piece of evidence exemplifies each area of the Conceptual Framework and one (1) example of the Habits and Dispositions. Seminar instructors may encourage students to supply more artifacts to adequately demonstrate evidence for given areas. 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

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

**Please see p. 14 in this handbook for required documents to be completed in Tk20 as part of the student teaching seminar.**
**FREQUENTLY ASKED QUESTIONS (FAQs)**
**OF SEMESTER 3 COOPERATING TEACHERS**

1. **When does my Semester 3 Teacher Candidate report to my school?**
   Your Teacher Candidate will report to school on the Teacher’s first day for your district. You should communicate that to your Teacher Candidate, and UNM will also inform all Teacher Candidates.

2. **What hours is my Semester 3 Teacher Candidate required to be at school?**
   Semester 3 Teacher Candidates are required to be at your school FIVE (5) full school days per week for a total of approximately 70-75 days (600hrs). In addition, your Teacher Candidate is expected to be at school an additional one (1) hour per day outside the “teacher day.” This hour can be split into 30 minutes before school and 30 minutes after school. As the Cooperating Teacher, you will work with your Teacher Candidate to determine the weekly schedule and how the extra hour per day will be scheduled.

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

3. **What evaluations do I complete for my Teacher Candidate and when are they due?**
   Cooperating Teachers of Semester 3 Teacher Candidates are required to complete these forms:
   - Hourly Log Form indicating confirmation of hours present at school. The TC is responsible for turning in the Hourly Log Form to their Student Teaching seminar instructor.
   - Three (3) Observation and Conversation Forms in Tk20.
   - We ask that you complete the Mid-Term Conference form to document any difficulties you perceive your Teacher Candidate may be having. Please submit the Mid-Term Conference Form to the Elementary Education Program Coordinator or your TC’s Supervisor. It is recommended that you hold a Mid-Term conference and complete this form even if there are no specific areas of concern, just to inform the Teacher Candidate of his or her progress at the mid-point of the semester.

   Visit [http://coe.unm.edu/tk20](http://coe.unm.edu/tk20) and click on Tk20 Tutorials for instructions on how to access Tk20. There is a Table on p. 14 of this handbook that gives the Tk20 documents that you are asked to complete and the dates that they are due. It is very important to complete Tk20 forms by the deadlines set by the program. Thank you for your time in completing these forms.

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

4. **When can my Teacher Candidate begin teaching?**
   You and your Teacher Candidate should determine his or her teaching schedule. If you are a Cooperating Teacher at one of our partnership schools with an embedded faculty member on site, this process may look slightly different. However, all TCs should begin to take over a subject area or class period by the second week of the semester, if not sooner. This assumption
should gradually increase to the required (three) 3 consecutive weeks of Full Assumption of the teacher’s entire teaching schedule (again, CTs in partnership sites should consult with the on-site faculty member to determine appropriate scaffolding of teaching assumption).

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

5. When do I do my formal observations?
You are asked to complete three (3) total formal observations and certainly as many informal observations as you would like. There is a Table on p. 14 of this handbook (and a larger version available for download from the Field Services Portal) that lists the documents, including the formal observations, that you need to complete in Tk20 and the dates that they are due.

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

6. What do I do if I have a concern about my Teacher Candidate’s progress?
Sooner is MUCH better than later if you have a concern. We want you to feel free to contact the Program Coordinator with any and all concerns you may have with your Teacher Candidate (see College of Education faculty & staff contacts on our website http://coe.unm.edu or ask your TC’s supervisor for contact info). You may also communicate your concerns to your TC’s UNM Supervisor. These concerns may involve professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue of which you may have a concern.

A Mid-Term Conference Form is available for download from the Field Services Portal (fsp.unm.edu) for formal documentation of concerns. Complete this form, discuss your concerns with your Teacher Candidate as well as their UNM Supervisor, and contact the UNM Elementary Education Coordinator. The sooner we address issues of concern, the sooner the TC can begin to work to correct the problem and continue on the path to a successful teaching career. **You do not have to wait until mid-term if you feel the concern is serious.**

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

8. Can my Teacher Candidate sub for me? Teacher Candidates who hold valid Substitute Teaching Licenses and are in their third and final semester of student teaching may sub for their CTs for up to ten days. Please see full Substitute Policy on pg. 63 of this handbook.
FREQUENTLY ASKED QUESTIONS (FAQs)  
OF SEMESTER 3 TEACHER CANDIDATES

1. Why is Semester 3 Student Teaching 6-12 hours?  
Only 15 credit hours total over all three semesters can be counted toward graduation.

2. What if I need 15 credit hours to keep my scholarship?  
You may register for up to 15 credit hours in Semester 3, but only 12 will count toward graduation totals.

3. When do I report to my school?  
You will report to your school in the third semester the same day that your Cooperating Teacher returns to the school. Be sure to communicate with your CT so you know the expectations for the start of the semester. If you are not with the same CT as you were the previous semester, please contact the Program Coordinator to help you determine your reporting date.

4. What hours am I required to be at school?  
You are required to be at your school FIVE (5) full school days per week for a total of approximately 70-75 days for a minimum of 600hrs. In addition, you are expected to be at your school an additional one (1) hour per day outside the “teacher day.” You will work with your Cooperating Teacher to determine the weekly schedule and how the extra hour per day will be scheduled.

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

5. What forms do I complete?  
For Semester 3, you are required to complete these forms:
   - Arrival/Departure Contract
   - Attendance Log Form confirming hours present at school (please have your CT sign this log weekly. You will submit the completed form to your Student Teaching Seminar instructor at the end of the semester).
   - Six formal lesson plans. Please submit a formal lesson plan to your University Supervisor or Cooperating at least 24hrs prior to your scheduled observation. (One lesson plan must also be submitted separately to Tk20 as a formal assessment)
   - Observation & Conversation Form Post-Observation Reflection (Must complete 6 across the semester) online in the Tk20 system
   - Evidence of Practices: Evaluation of Dispositions and Habits of Mind (Self-Evaluation) online in the Tk20 system
   - Culminating Evaluation of Classroom Practices (Self-Evaluation) online in the Tk20 system
   - Professional Teaching Portfolio: Your Seminar instructor will help guide you through this process. There is also a Reference Guide available for download from the Field Services Portal.
   - Other forms and assignments as required in Methods Courses and Seminar.
See the Tk20 Teacher Candidate Guide on p. 45 for instructions on how to access Tk20. There is a Table on p. 14 of this handbook that gives the Tk20 documents that you need to complete and the dates that they are due. In addition, information regarding Tk20 will be shared during your Student Teaching seminar.

6. When can I begin teaching?
You and your Cooperating Teacher should determine your teaching schedule using the Student Teaching Planning Guide for assumption of teaching in the Forms Handbook. You should begin to take over a subject area or class period by the second week of the semester, if not sooner. This assumption should gradually increase to the required (three) 3 consecutive weeks of Full Assumption of your entire teaching schedule. If you are at one of our partnership schools with an embedded faculty member on-site, the expectations for full assumption may look slightly different. Please follow the guidance of your CT and on-site faculty to determine appropriate amounts of teaching time.

Remember that your Cooperating Teacher will provide feedback that is essential to your success and development as a professional in this field. Following each interaction with children, take the time to reflect with your Cooperating Teacher on your thoughts and do not hesitate to ask any questions that may arise from your experience.

7. What are my responsibility with regard to “duties”?
You should attend all duties assigned to your Cooperating Teacher. You should learn what is expected on such duties and “shadow” your Cooperating Teacher while he or she attends to the duty position. During your full assumption period, you may be asked to attend duties without the presence of your CT. Please discuss your comfort level with these expectations with your CT ahead of time.

8. Am I still required to sign in at my school?
Yes, you will sign in at the office every day you are at school. You will either sign in on a special form created by your school specifically for UNM Teacher Candidates, or you will sign in using the pre-existing school visitor sign in sheet. This procedure is for liability purposes and meant to protect.

9. If I am not at a partnership school with an embedded faculty member on-site, how long will I need to assume full-responsibility for teaching in my placement?
You are required to assume a minimum of 15 consecutive days of full-responsibility for teaching toward the end of the semester. You and your Cooperating Teacher will discuss the best time period for this full assumption of teaching responsibilities. We recommend that you complete your 15 consecutive days at least one week prior to the end of your time in the Cooperating Teacher’s classroom so that there is a transition period in which the teaching responsibilities are transferred from you as the Teacher Candidate back to your Cooperating Teacher.

10. May I sub for my Cooperating Teacher? Teacher Candidates who hold valid Substitute Teaching Licenses and are in their third and final semester of student teaching may sub for their CTs for up to ten days. Please see full Substitute Policy on pg. 63 of this handbook.
| ✔ | Essential Academic Skills (Subtests: Reading, Writing, Math)  
  (Already took this at admittance) |
|   | Essential Components of Elementary Reading Instruction  
  (Should already have taken after EDUC 331L but can be taken any time) |
|   | Assessment of Professional Knowledge: Elementary |
|   | Elementary Education (Subtests I & II) |
Additional Resources

Questions to Assess Teacher Candidate Progress

1) **Planning and Instruction**

Is there evidence that the Teacher Candidate is . . .

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

2) **Student Learning and Assessment:**

Is there evidence that the Teacher Candidate is able to . . .

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

3) **Professional Development:**

Is there evidence that the Teacher Candidate is . . .

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

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

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

In the course of informal or formal observations/evaluations, CT and/or US have concerns about the TC’s performance and/or progress.

CT and/or US have no significant concerns. TC is meeting all aspects of observation and evaluation rubrics and is making adequate progress towards greater competence and independence.

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

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

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

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

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

Step 2: CT and/or US contacts the Program Coordinator. A meeting is scheduled at the school site between the TC, CT and/or US, and Program Coordinator to discuss options, brainstorm specific solutions and establish a timeline for demonstrating improvement. A Growth Plan and Contract of Understandings is written by the Program Coordinator. The TC, US, and Program Coordinator signs the contract.

CT, US, and Program Coordinator determine adequate progress has NOT been made.

CT, US, and Program Coordinator determine adequate progress has been made.

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

Step 3: A meeting is arranged between TC and Program Coordinator to decide on appropriate course of action.
The University of New Mexico College of Education  
Department of Teacher Education: Elementary Education Licensure Program  
Completed in Tk20

# EVIDENCE OF PRACTICES: EVALUATION OF DISPOSITIONS AND HABITS OF MIND

Teacher Candidate: ___________________________  Student ID# ____________________________  
Date: ____________________  Time/Period: ____________  Semester/Cohort: ____________  
Observer/Supervisor: ___________________________  Grade/Subject: ____________________________  

Note to Observer: Please indicate evidence of each of the criterion below. Use the rubrics to evaluate the Teacher Candidate on the following Rating Scale:

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

## CARING

3 = Teacher shows genuine, obvious, and appropriate care and concern for each individual student by providing activities and experiences to get to know each student on a personal level, by recognizing and acting appropriately upon changes in student behavior. Teacher is responsive to diversity of students in terms of language, cultural, and special needs. In addition, teacher works to establish rapport with students and recognizes accomplishments, growth, and change of individual students.

2 = Teacher knows each student by name and has taken time to establish rapport with several students in the class. Teacher is responsive to diversity of students in terms of language, cultural, and special needs. Teacher may recognize changes in individual students and often acts on that recognition.

1 = Teacher seems to show more concern for and pay more attention to content than to students. Teacher lacks genuine concern for individual students, deficient in responsiveness to diversity of students in terms of language, cultural, and/or special needs, and/or fails to take the time to get to know students individually.

Evidence of Caring:  
SCORE: 3 2 1
### ADVOCACY

3 = Teacher recognizes the importance of voicing concern for children and their families and initiates conversation about the positive treatment of children. Teacher consistently speaks up for the needs of individual children in meetings and/or conferences. Teacher may even volunteer on behalf of children and families in the community.

2 = Teacher understands the importance of speaking up for children and their families in schools and/or the community and may sometimes act upon that concern.

1 = Teacher may not understand the need to voice opinion and concern for children and their families and/or does not act upon issues when they arise.

**Evidence of Advocacy:**  
**SCORE:** 3 2 1

### INQUISITIVENESS

3 = Teacher is an outstanding role model of life-long learning for students, continually seeking out information to enhance curriculum content and applying new knowledge to lessons. In addition, teacher seeks out knowledge of pedagogy from resources and asks questions of the Cooperating Teacher/supervisor, applying that new knowledge to the classroom.

2 = Teacher often asks questions in order to obtain knowledge regarding curricular content and/or pedagogy and usually applies that new knowledge to content and/or pedagogy.

1 = Teacher seems to lack concern and/or skills for obtaining new knowledge, making little or no attempt to learn new information and/or to enhance pedagogical skills.

**Evidence of Inquisitiveness:**  
**SCORE:** 3 2 1
**REFLECTION-IN-ACTION**

3 = Teacher consistently reflects on teaching and classroom environment before, during, and after teaching. Teacher is able to modify a lesson in progress when change is necessary to improve teaching and learning effectiveness and consistently notes changes made in lesson plans for future reference.

2 = Teacher often reflects on teaching and classroom environment, usually making changes during lessons when necessary. If changes are not made during the lesson, teacher is still able to verbalize changes that should have been made to improve the lesson and may note those changes for the future.

1 = Teacher rarely reflects on teaching and classroom environment. Teacher may recognize lack of effectiveness of a lesson, but fails to make changes in the lesson as needed.

**Evidence of Reflection-in-Action:**  
**SCORE:** 3 2 1

**COMMUNICATION**

3 = Teacher consistently and clearly communicates with students, Cooperating Teacher, other teachers and staff, administrators, and parents using appropriate, professional language. When problems arise, teacher takes initiative to communicate issues and concerns focusing on facts and needs of students without letting emotions cloud judgment. In addition, teacher takes care to respect rules of confidentiality of students and families.

2 = Teacher usually communicates clearly with students, Cooperating Teacher, other teachers and staff, administrators, and parents. Teacher sometimes takes initiative to communicate issues and concerns, working to limit emotional responses, yet shows respect for rules of confidentiality of students and families.

1 = Teacher rarely communicates and/or lacks clarity in communication with students, Cooperating Teacher, other teachers and staff, administrators, and parents. Teacher may use inappropriate language and/or may discuss confidential issues in inappropriate settings or with uninvolved parties. Teacher may have difficulty communicating clearly when issues or concerns arise, and/or lets emotions cloud judgment.

**Evidence of Communication:**  
**SCORE:** 3 2 1
### COLLABORATION

3 = Teacher consistently seeks out opportunities to collaborate with other teachers, parents, and or members of the community to improve learning for students. Teacher views collaboration as an important aspect of teaching and understands that lessons and work with individual children is enhanced by appropriate, timely collaboration with others.

2 = Teacher often seeks out opportunities to collaborate with other teachers, parents, and or members of the community to improve learning for students. Teacher usually views collaboration as a way to improve lessons and work with individual children.

1 = Teacher rarely seeks out opportunities to collaborate with other teachers, parents, and or members of the community to improve learning for students. This lack of collaboration may be detrimental to the children in the classroom.

Evidence of Collaboration:  
SCORE: 3 2 1

### CREATIVITY

3 = Teacher consistently employs unique, innovative ideas in the classroom, in teaching content, and in managing the classroom environment. Teacher consistently derives new, imaginative ways to meet students’ needs. In addition, teacher understands the importance of encouraging students’ creativity and imagination and purposefully provides those opportunities in the classroom.

2 = Teacher usually employs unique, innovative ideas in the classroom, in teaching content and/or in managing the classroom environment. Teacher works to derive new, imaginative ways to meet students’ needs and usually provides opportunities to enhance students’ creativity and imagination.

1 = Teacher rarely implements unique ideas in the classroom and/or may not value the importance of enhancing students’ creativity and imagination.

Evidence of Creativity:  
SCORE: 3 2 1
PROBLEM-SOLVING

3 = Teacher recognizes when issues and concerns arise and consistently takes initiative to creatively derive solutions to solve these issues. When appropriate, teacher seeks collaboration and input from Cooperating Teacher, other teachers, administrators, staff, and/or parents to implement a solution.

2 = Teacher usually recognizes when concerns arise and then creates solutions for these difficult situations, sometimes seeking suggestions from others for solutions when appropriate.

1 = Teacher rarely recognizes that problems exist that are in need of solutions. When this recognition does occur, teacher rarely intercedes in the situation with plausible solutions and/or may wait for others to point out problems and suggest solutions.

Evidence of Problem-Solving: SCORE: 3 2 1

CULMINATING SCORING: DISPOSITIONS & HABITS OF MIND
Overall Rating Scale: 3 = Exceeds Expectations  2 = Meets Expectations  1 = Does Not Meet Expectations

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<td>Reflection-in-Action</td>
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<td>Problem-Solving</td>
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OVERALL SCORE _____/24

*Student must score a minimum of 16 to partially fulfill student teaching requirements. In addition, a minimum score of “2” for each quality is required. If student scores lower than “2” in any category, it is necessary to set goals below for improvement.

Comments on Dispositions & Habits of Mind: Please make any notations of necessary areas of improvement in subsequent semesters of Student Teaching.

We encourage a conversation with your Teacher Candidate regarding concerns that emerge. We highly recommend an end-of-semester conference in regard to all areas of the student’s Dispositions and Habits of Mind.
TK20: Cooperating Teacher Guide

How to Log into Tk20:
1. Go to the following URL -- http://coe.unm.edu/tk20
2. Click on the “Teachers” link.
3. Enter your username and password:
   Username = first initial of first name, last name, four zeros - (i.e., John Smith’s username would be jsmith0000)
   Password = password
   After your initial login you will be asked to change your password.

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

4. Click on the Field Experience tab.

5. You will see the name of your student, click on that.

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

Click on the Assessment form.

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

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

8. Click on Save

You will be taken back to the page with the Assessments listed, you will notice that the red flag has disappeared from the assessment you just submitted. You can now click on the next assessment and repeat steps 6-8.

9. After you have completed all assessments at the end of the semester, click on Submit. (Note: Once you have submitted the assessments you won’t be able to make changes. If you haven’t completed all assessments but want to come back at a later time click on “Save”, if you haven’t made any changes and don’t need to Save click on “Close”.)
TK20: Teaching Candidate Guide

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

2. Click on “Student” link

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

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

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

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

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

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

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

11. To Save and Exit to come back to it later, click Save; 
To Submit your Assignment to your Faculty, click Submit (Note: if you Submit - it will no longer be available to you – unless you contact your Faculty to send it back to you to make changes); 
To Save and attach another artifact, click Next.
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/CAEP, 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 experiences 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. The purchase of liability insurance and completion of 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.
  4. Enrollment in an EDUC 400 Student Teaching Seminar

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

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

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

Definition

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

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

What is Sexual Harassment?

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

<table>
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<tr>
<th>Physical</th>
<th>Verbal</th>
<th>Non Verbal</th>
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Sexual Harassment in Schools

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

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

New Mexico Children, Youth & Families Department

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

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

Mandated Reporters

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

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

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

Please communicate your concerns immediately to the cooperating teacher.

To learn about on line reporting for professionals go to website:
http://www.cyfd.org/reporters.htm
1. Elementary Education Teacher Candidates are allowed to substitute teach for up to a total of ten (10) days during their final full-time (5 days per week) student teaching semester for their Cooperating Teachers ONLY (in other words, they are NOT permitted to sub for other teachers in the building).

2. In order to qualify as a paid substitute, the Teacher Candidate must go through the official registration process through the appropriate school district. Elementary Education Teacher Candidates are not permitted to sub without being paid.

3. Teacher Candidates in their first or second semester are NOT permitted to substitute on the days of their required field experience. Examples:
   a. In Semester 1, Teacher Candidates are in the schools two full days per week (typically Thursdays and Fridays). They may have one or even two days free in their schedules where they might be able to substitute, but NOT on the two required field experience days. If a Cooperating teaching is going to be out on leave during their Teacher Candidate’s required field experience days, the Teacher Candidate will work alongside a district hired substitute. This is to ensure the safety and protection of both the school site as well as the Teacher Candidate.
   b. In Semester 2, Teacher Candidates are also in the schools all day on Wednesdays and Thursdays. Methods coursework becomes increasingly demanding in Semester 2. Depending upon their availability, Teacher Candidates might be able to sub on one or more days when they are not in the field. If a Cooperating Teacher is going to be out on leave during his or her Teacher Candidate’s required field experience days, the Teacher Candidate will work alongside a district hired substitute.
   c. UNM semester dates and school district dates do not always coincide. Days before the start of UNM’s semester, at the conclusion of the semester, or during spring and fall breaks may also offer opportunities for subbing.

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

5. If a principal approaches a Teacher Candidate in his or her final semester of student teaching regarding the possibility of taking on a long-term sub position, the Teacher Candidate or school site Principal must notify the Program Coordinator. In extenuating circumstances, arrangements may be made to accommodate the request. Only Semester 3 Teacher Candidates are eligible to take on long-term sub positions and only after undergoing a formal approval process.