



Teacher Preparation Programs

FIELD EXPERIENCES HANDBOOK



2021-2022

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TEACHER PREPARATION AFFORDABILITY SCHOLARSHIP

<https://coehs.unm.edu/future-students/teacher-prep-affordability-scholarship.html>

GROW YOUR OWN TEACHER NETWORK

<https://coehs.unm.edu/future-students/grow-your-own-teacher.html>

COEHS SCHOLARSHIPS

<https://coehs.unm.edu/current-students/scholarships/index.html>

I. DIRECTORY OF LICENSURE PROGRAMS AND SERVICES

A. Art Education

Department of Art and Art History – College of Fine Arts
Dept. Admin.: Nancy Treviso, 505-277-9133, ntreviso@unn.edu

Dr. Gigi Yu, Program Coordinator

<https://finearts.unm.edu/academics/degrees/undergraduate-degrees/ba-art-%20education/>

<https://art.unm.edu/wp-content/uploads/2019/06/Post-Bacc-New-Degree-Form.pdf>

<http://art.unm.edu/wp-content/uploads/2019/06/MA-With-Licensure-New-Degree-Form.pdf>

B. Early Childhood Multicultural Education Licensure (PreK to Grade 3)

Department of Individual, Family, and Community Education (IFCE)
Dept. Admin.: Amy Hathaway, 505-277-4535, ahathawa@unm.edu

Dr. Alexandra Davis, Undergraduate Program Coordinator

<https://coehs.unm.edu/departments-programs/ifce/family-child-studies/undergraduate-programs/index.html>

<https://coehs.unm.edu/departments-programs/ifce/family-child-studies/certification.html>

C. Elementary Education

Department of Teacher Education, Educational Leadership, and Policy (TEELP)
Dept. Admin.: Amy Hathaway, 505-277-0504, ahathawa@unm.edu

Dr. Waunita Zink, Program Coordinator, Undergraduate Program

<https://coehs.unm.edu/departments-programs/teelp/elementary-education/bachelors-degree.html>

Dr. Marjori Krebs, Program Coordinator (MA + Alternative License)

<https://coehs.unm.edu/departments-programs/teelp/elementary-education/alternative-route-to-k-8-licensure.html>

D. Physical Education Teacher Education

Department of Health, Exercise, and Sports Sciences (HESS)
Dept. Admin.: Dwight Zier, 505-277-8173, d29zier@unm.edu

Dr. Karen Lux Gaudreault, Program Coordinator

<https://coehs.unm.edu/departments-programs/hess/phys-ed/index.html>

E. Secondary Education

Department of Teacher Education, Educational Leadership, and Policy (TEELP)
Dept. Admin.: Amy Hathaway, 505-277-0504, ahathawa@unm.edu

Dr. Sherry Jones, Program Coordinator, Undergraduate Program

<https://coehs.unm.edu/departments-programs/teelp/secondary-education/bachelors-degree.html>

Dr. Marjori Krebs, Program Coordinator (MA + Alternative License)

<https://coehs.unm.edu/departments-programs/teelp/secondary-education/licensure-ma.html>

F. Special Education

Department of Special Education (SPCD)
Dept. Admin.: Audrea Winslow, 505-277-6915, anp@unm.edu

Dr. Erin Jarry, Program Coordinator, Dual Licensure Program

<https://coehs.unm.edu/departments-programs/es/special-education-program/bachelors-degree/index.html>

Dr. Susan Copeland, Program Coordinator (MA + Alternative License)

<https://coehs.unm.edu/departments-programs/es/special-education-program/masters/program-application-information.html>

G. Bilingual Education and TESOL Endorsements

Department of Language, Literacy, and Sociocultural Studies (LLSS)
Dept. Admin.: Lorena Rodriguez-Vazquez, 505-277-6997,
lrodriguezvazquez@unm.edu

Dr. Carlos Lopez Leiva, Program Coordinator

H. Center for Student Success and Field Services Center

Dr. Smith Frederick, Director

Advisement, 505-277-3190, coeac@unm.edu

<https://coehs.unm.edu/administration/center-for-student-success/index.html>

II. BILINGUAL and Teaching English to Speakers of Other Languages (TESOL) ENDORSEMENTS ADDED TO A TEACHING LICENSE

These programs have played a leading role in providing school districts surrounding UNM with teachers who are endorsed in these minors and who understand the role that language and culture play in educating English learners.

The endorsements are granted to teachers and/or student teachers by the New Mexico Public Education Department (NMPED). The application to a specific endorsement needs to include the courses described below, courses which are taken in the LLSS Department. A Minor is a term used within UNM to refer to a similar program coursework as an endorsement.

Based on the NMPED definitions on Bilingual Multicultural Education Act. A "bilingual learner" refers to a student whose bilingualism is emerging through the development of English and a language other than English. Therefore, a "bilingual education program" refers to a program that promotes the use of two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process. "Heritage or home language" meaning a language other than English that is inherited from a family, tribe, community or country of origin. Finally, an "English language learner" is a student whose first or heritage language is not English and who is unable to read, write, speak or understand English at a level comparable to grade level English proficient peers and native English speakers.

Therefore the Bilingual Education program prepares future and current teachers to promote the fluid use of two languages (in current program specifically Spanish and English) and close embracing of two cultures to develop biliteracy, bilinguality, and biculturality. The TESOL program prepares future and current teachers to promote the learning and development of English in culturally sustaining ways of students' heritage language and culture.

Through cooperation with APS the BLETESOL program sponsors the UNM/APS TESOL Summer Institute, which addresses the LLSS mission of facilitating understandings of culture, language, and literacy in cultural, social, and political contexts. As exemplified in the TECLA project, faculty in the BETESOL program promote the creation of a community of educators who, through grant work and teaching, link efforts in multicultural education to social action efforts.

Therefore, the Bilingual Education minor is designed to help pre-service teachers gain a Bilingual endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students are able to have a Bilingual endorsement attached to their teaching license through the New Mexico Public Education Department. In addition to the courses listed below, students must also pass La Prueba de Español para la Certificación Bilingüe. La Prueba de Español para la Certificación Bilingüe is an instrument designed to measure the Spanish language proficiency of prospective bilingual education teachers in New Mexico. Depending on their language proficiency, students may also have to take additional language courses. Students must complete and submit an application for the Bilingual Education minor, available on the LLSS Web site, and have it be reviewed by the LLSS Bilingual/TESOL program faculty.

The Teaching English to Speakers of Other Languages (TESOL) minor is designed to help pre- service teachers gain a TESOL endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students are able to have a TESOL endorsement attached to their teaching license through the New Mexico Public Education Department. In addition to the courses listed below, students must also pass the PRAXIS test "English to Speakers of Other Languages" (5362). This minor is also available to undergraduate students who are not enrolled in a teacher licensure program, but who want to teach TESOL to adults domestically or abroad. Students must complete and submit an application for the TESOL minor and have it be reviewed by the LLSS Bilingual/TESOL program faculty.

III. FIELD EXPERIENCES INTRODUCTION

A. Purpose of Field Experiences

Field experiences are an integral component of educator preparation programs. Field experiences provide productive and structured learning opportunities that allow teacher candidates to identify, observe, and study relevant growth, developmental patterns, and characteristics of children and adolescents at varying stages of maturation. Moreover, field experiences allow teacher candidates to participate in planning and evaluation of learning experiences while being immersed in PK-12 school environments. The field experience is an opportunity for teacher candidates to observe and participate in diverse educational settings, become reflective practitioners, and to apply the theories and concepts learned in program course work to a full assumption teaching role. This experience offers the teacher candidate a unique opportunity for introspection, personal change, professional growth, and self- assessment, all of which empower a sense of development as a professional. By observing qualified, passionate master teachers, our teacher candidates will solidify principles learned during coursework by actively assisting with instruction, facilitating group work, and teaching lessons of their own.

Furthermore, field experiences allow observations of professionals who work among diverse cultures and will assist teacher candidates with recognition of how to meet the needs of students from different ethnicities, socio-economic and language backgrounds, genders, and exceptionalities.

Additional information on the field experiences of each licensure program is found in the individual licensure program's handbook in the COEHS Field Services Portal <https://fieldservice.unm.edu/>. NOTE: Students must register to access portal.

B. Placement Procedures

The primary goals of all teacher preparation programs in the College of Education & Human Sciences are to enhance teacher candidates' perspectives in education and their experiences working with diverse populations of students. As such, all field experience placements are generated in a variety of urban and rural areas, in public, private, and charter institutions and provide exposure to diversity in race, ethnicity, culture, socio- economic status, learning style,

exceptionalities, and languages. While all programs have minor differences that should be reviewed in each program specific field experience handbook, the following are some general guidelines regarding the process of placement of teacher candidates in field experience sites:

1. Program faculty and Field Services Center (FSC) experts collaborate with school district personnel to determine placements. Teacher candidates may not contact schools, individual teachers, or administrators on their own in an attempt to influence or arrange their own placements. Teacher candidates who do so may jeopardize their field placements.
2. A teacher candidate will receive a field experience placement only after all requirements are met, including a current district specific fingerprint background check for the school district and proof of student teaching liability insurance.
3. A teacher candidate may begin a field placement and be present at the school site only after the match has been officially created and the teacher candidate has received an email notification from FSC.
4. Field placements are based on availability of cooperating teachers and parameters set by the school districts. This means that individual preferences or special accommodations are limited and that changes in placements may not be possible.
5. An attempt is made to place teacher candidates at geographically convenient schools, but no guarantees can be given. The successful coordination of travel to and from the school site, regardless of distance, is an expectation for all teacher candidates.
6. When requesting a field placement, teacher candidates agree to provide the program faculty and the FSC, via the Field Services Portal, accurate and complete information. False statements or lack of full disclosure may impact a teacher candidate's ability to gain a placement.
7. A placement is finalized after the cooperating teacher has interviewed the teacher candidate and the College of Education & Human Sciences has given approval. It is the cooperating teacher's prerogative to decline a placement.

8. Any changes to the status of a teacher candidate's placement (change of location, early end, change of teacher candidate responsibilities at site) must be arranged and approved in writing by FSC and program faculty.
9. Any changes in a teacher candidate's personal status that would reflect a change in background check results must be reported to the program coordinator and FSC within 10 days.
10. Teacher candidates are responsible for meeting program requirements as explained through orientations, handbooks, faculty advisors, course syllabi, instructors, etc.

Information on placement procedures is located on the Field Services Portal <https://fieldservice.unm.edu/> (NOTE: Students must register to access portal.) Please contact the Field Services Center at fsp@unm.edu with any questions.

The Field Services Center in the Center for Student Success for the College of Education & Human Sciences works with program faculty and school personnel in order to support the placement of student teachers in the classroom. Teacher candidates who have been approved by their respective program to begin student teaching in the field must register at the Field Services Portal, <https://fieldservice.unm.edu/> The Field Services Center will work with each student as well as with College of Education & Human Sciences faculty and district and school personnel to ensure an appropriate field experience is coordinated.

Teachers and school administrators who have COEHS teacher candidates in their classrooms and schools must register at the Field Services Portal, <https://fieldservice.unm.edu/> We look forward to working with you and thank you for your support of our teacher candidates!

<https://coehs.unm.edu/administration/center-for-student-success/field-services.html>

C. Field Placement Policy

UNM COLLEGE OF EDUCATION & HUMAN SCIENCES **FIELD PLACEMENT POLICY** FOR ALL TEACHER LICENSURE PROGRAMS

1. 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 the Council for the Accreditation of Educator Preparation (CAEP), the College of Education & Human Sciences' accreditation agency. These regulations affect student teaching, practicum and educational agency placements.
2. 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.
3. In order to enter these school or educational agency sites, each student must clear a district specific fingerprint background check and must purchase student teacher liability insurance.
4. The Field Experience Office in the College of Education & Human Sciences 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.
5. Education students may not practice in sites where family members work or study.
6. Education students may not influence or arrange their own placements by contacting education administrators and/or education personnel.
7. To become eligible to work in schools or other educational agency sites, every student must complete the following steps:

- i) Admission to a licensure program in the College of Education & Human Sciences.
- ii) The purchase of student teacher liability insurance and completion of a district specific fingerprint background checks. If the student's district specific fingerprint background check does not clear, the student is not eligible to work within the school district or educational agency.
 - i. This may require canceling registration or dropping from the program until such issues are resolved.
- iii) Receiving written approvals by district or agency to participate in any activities at the educational site.
- iv) Enrollment in a Field Experience or Student Teaching Seminar

It is very important that practicum students/teacher candidates comply with policies and procedures of the school district or educational agency, as well as, meet the expectations of the educational professionals to whom they are assigned including attendance, work hours, dress, and personal conduct. UNM students follow the duty day schedule of the educational professional. Extra time is likely required to meet and plan with the educational professional on a regular basis.

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

- D. College of Education & Human Sciences Core Values and [Conceptual Framework](#)
- E. [Interstate Teacher Assessment and Support Consortium \(InTASC\) Standards](#)
- F. [Elevate NM](#)

IV. EXPECTATIONS OF SCHOOL AND UNIVERSITY PERSONNEL

A. Teacher Candidate Expectations

1. Admission Requirements

Teacher candidates applying for admission to a licensure program must meet the following requirements (NMAC 6.65.3.9 Rule):

“Must have successfully completed the NM-PED’s required background check and approval process.”

Refer to specific programs for additional application information and/or requirements.

2. Tk20 in the College of Education & Human Sciences at UNM



Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning, as well as make our assessment and accountability tasks easier. Also, College of Education & Human Sciences students have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

Visit the Tk20 Support Desk

If you are new to Tk20 and need help getting started, visit the Tk20 Support Desk to access a Q&A forum with multiple resources and answers to all of your technical questions.

<https://coecss.zendesk.com/hc/en-us>

3. Instructions for Application

The following section includes general information and directions for applying to a licensure program. Refer to specific programs for additional application

information and/or requirements.

In TK20 you will enter the following information.

- Demographic Information
- GPA
- NES Essential Skills I, II, III (upload copy of results): Reading, Math, Writing
- Resume: Please include a resume with work, volunteer, and extracurricular experience.
- Letter of Intent

Please write a letter of intent that includes your reasons for applying to the program, a description of relevant experiences, your education and career goals, and a description of how you view yourself, your skills, and your experiences in relation to the dispositions listed below. We do not expect you to write a separate paragraph on each disposition listed, but rather write a comprehensive letter that addresses each disposition in your descriptions of experience, goals, etc. Letter is 1,000 word maximum.

1. The applicant values the input and contributions of others.
2. The applicant respects people as individuals with differing backgrounds.
3. The applicant is committed to recognizing his/her biases and seeks to appropriately address problems of bias.
4. The applicant is committed to making accommodations to work with people with different needs.
5. The applicant values planning as a collegial activity and considers the input of others.
6. The applicant values the variety of ways people communicate.
7. The applicant understands and adheres to a code of ethics, professional standards of practice, and relevant law and policy.

- Letters of Recommendation: See individual Licensure Program requirements.
- Interview: See individual Licensure Program requirements.

4. Requirements Before Placement

All candidates in teacher licensure programs at the University of New Mexico are required to meet requirements for New Mexico state licensure.

These regulations affect student teaching, practicum, and educational agency placements.

Upon completion of 26 hours of core credits towards degree, all teacher candidates need to meet with an advisor to discuss the admissions process and the National Evaluation Series (NES) test requirements to assure the correct tests are completed.

Please refer to the specific requirements set by each program.

The Field Experience Office in the College of Education & Human Sciences 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 show proof of liability insurance.

It is very important that 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 may be 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.

5. Requirements During and After Placement

a) Tk20 Requirements

Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for teacher

candidates, and faculty that help track and enhance teacher candidates' learning, as well as assessment and accountability tasks.

Teacher candidates are required to upload specific “key assessments” throughout the program of study. Please refer to the program specific field experience handbook for further information. College of Education & Human Sciences Teacher candidates have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

For further information, visit the “Tk20 Frequently Asked Questions” in Section VI.

b) Teacher candidate Exit Requirements

“EPPs [Educator Preparation Programs] shall establish rigorous exit requirements in alignment with those required to seek licensure from the department [NM-PED] including: (1) successful demonstration of competency in all relevant areas, subjects, or categories of NMTA (NES); and, (2) a written recommendation from the EPP that the candidate demonstrates the dispositions necessary for success in the classroom and other learning environments. (NMAC 6.65.3.G.)

c) Professional Responsibilities

All educators, regardless of roles, are required to report suspected abuse or neglect to: Children, Youth & Families Department by calling the Statewide Central Intake (SCI) Hotline at: 1-800-797-3260 (Nationwide) or 841-6100 (In Albuquerque).

If you call the Hotline, you can remain ANONYMOUS.

(1) 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.

(2) 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:

- (a) a local law enforcement agency;
- (b) the department office in the county where the child resides; or
- (c) tribal law enforcement or social services agencies for any Indian child residing in Indian country.

Please communicate any concerns immediately to the cooperating teacher. To learn about online reporting for professionals go to <https://cyfd.org/child-abuse-neglect>

d) Sexual Harassment in the Workplace

University of New Mexico: Sexual Misconduct Policy:

<https://pathfinder.unm.edu/campus-policies/sexual-violence-and-sexual-misconduct.html>

Each school district in New Mexico has guidelines regarding issues of discrimination and harassment. Teacher candidates are guaranteed the same rights as an employee of the district in which they student teach and are entitled to a copy of the guidelines, which will be presented to them 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.

<https://www.eeoc.gov/laws/statutes/titlevii.cfm>

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. Sexual harassment is UNWELCOME sexual advances, requests for sexual favors, and written or verbal conduct of a sexual

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

What is Sexual Harassment?

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

Sexual Harassment in Schools - Your Responsibility:

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

Source: Albuquerque Public Schools

Sexual Harassment in the Workplace Booklet

6. UNM and Educator Preparation Program Policies

a) The UNM Student Code of Conduct Policy

<http://pathfinder.unm.edu/code-of-conduct.html>

It is important for all teacher candidates to be aware of conduct that will lead to disciplinary action by the University. The UNM Student Code of Conduct clarifies the types of conduct considered to affect adversely the

University’s educational function, to disrupt community living on campus, or to interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities or to participate in

University activities.

b) The UNM Student Grievance Procedure

<https://pathfinder.unm.edu/student-grievance-procedure.html>

The Student Grievance Policy provides procedures for the resolution of disputes of an academic nature between teacher candidates and university faculty, as well as procedures for handling teacher candidate disciplinary matters.

c) Teacher candidate Continuation Policy

<https://coehs.unm.edu/uploads/docs/coe-main/unm-coe-teacher-candidate-cont-policy.pdf>

On occasion, a teacher candidate's professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the licensure program personnel. In order to address this concern, the Teacher candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support in order to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit his/her licensure program.

B. Cooperating Teacher Expectations

1. General Information

Despite the experiences of our teacher candidates in their university classes, many of them still unwittingly maintain an image of a classroom that mirrors their own earlier experiences in elementary, middle, and high schools. For some of them, the reality of today's classrooms is difficult to reconcile with their preconceived notions. Teacher candidates will depend on you to help them overcome outdated images and put into practice what they have learned throughout the program. Teacher candidates will see you as a model and you should expect them to follow the guidelines and expectations that you set for your classes as well as, for teacher behavior. As an expert in the field, you have developed a set of skills that enable you to carry on multiple tasks simultaneously while you ensure the learning of your students. Teacher candidates need both to observe and to collaborate with you in order to learn the complex role of a teachers.

Teacher candidates are by definition inexperienced. They will need you to guide and support them as they work through the intricacies of classroom teaching. For novice teachers, lesson plans are still daunting tasks that experienced teachers complete with ease. The actual work of teaching is even more overwhelming for the teacher candidate who has not developed the sophistication in the profession to understand the myriad personalities that require his/her understanding. Novice teachers need to observe and practice; they depend on your skills and your wisdom to help them develop the repertoires that will serve them when they enter the field officially.

Teacher candidates will need your example, your instruction, your guidance, and your critique in order to develop their skills as teachers. They must learn to balance the seemingly innumerable tasks that you accomplish with ease. Your expertise and your support will provide a foundation for their facilitated solo experiences in the classroom.

As part of your immediate supervision of the teacher candidate you will need to conduct both formal and informal observations and provide feedback. As the cooperating teacher, you will evaluate the teacher candidate's lesson plans along with the teacher candidate's methods and seminar instructors. Allow the teacher candidate to experiment with his/her skills, but keep in mind that his/her plans should remain in accordance with the approved curriculum and your classroom guidelines.

2. Qualifications of the Cooperating Teacher

[NMAC 6.65.3.G.](#)

"Cooperating teacher" means an educator who meets the following qualifications:

- (1) is employed by a LEA;
- (2) is mutually selected by the LEA and the EPP;
- (3) has at least three years of experience under the appropriate license;
- (4) is the primary evaluator of the candidate during their clinical experience;
- (5) has completed an introductory mentorship course provided by the department; and

(6) either meets the necessary performance level as defined by the department on their educator effectiveness report or, for an educator who recently relocated to New Mexico and does not yet have an educator effectiveness report, to have met one of the following requirements:

(a) the teacher is a level three-A teacher with a minimum of six years teaching experience; or

(b) the teacher is a nationally board certified teacher.

3. Responsibilities of the Cooperating Teacher

- a. Provide moral support and encouragement for the teacher candidate. Help develop rapport with the teacher candidate and the students in the classroom and other staff members.
- b. Give advice about classroom routines, professionalism, classroom management, conferencing, opening/closing classroom, and any other school or classroom procedures to the teacher candidate.
- c. Discuss lesson planning and instructional strategies with the teacher candidate.
- d. Assist in changing or adapting lessons to fit the needs of all learners in the classroom with the teacher candidate.
- e. Be present or available during the facilitated solo times or other times while the teacher candidate leads the class.
- f. Demonstrate acceptance, patience, and commitment to the well-being of the teacher candidate and all students regardless of perceived ability or cultural and linguistic diversity.
- g. Observe the teacher candidate's lessons and interactions with students and others to provide feedback on a daily basis.
- h. Provide constructive criticism to the teacher candidate as well as encouragement.

- i. Model lessons that reflect best practices for diverse learners.
 - j. Show the teacher candidate how to document learning objectives through IEPs, lesson plans, including daily routines, and how they fit into academic standards.
 - k. Show the teacher candidate how to manage paperwork and other documentation demands.
 - l. Provide copies of textbooks and other teaching materials to the teacher candidate.
 - m. Give the teacher candidate opportunities to take risks.
 - n. Provide information to the teacher candidate about district and school policies.
 - o. Help the teacher candidate become more aware of different learning styles and differentiated instruction.
 - p. Assist the teacher candidate in assessment procedures and setting up a grading system.
 - q. Facilitate ways for the teacher candidate to observe other experienced teachers or related service providers at the teaching site.
 - r. Orient the teacher candidate to the school building, regulations, use of machines, materials, and supplies.
4. Schedule of Observations and Feedback

During each semester of practicum/student teaching, cooperating teachers must upload observations and documentation of feedback given to the teacher candidate on a consistent and longitudinal basis. Please refer to program specific field experience handbooks for specific dates of required Tk20 uploads.

5. Tk20 Requirements

Cooperating teachers are required to upload formal observations and documents throughout the field experience. Each program has different requirements. Please review the program specific field experience handbooks.

6. Attend Feedback Sessions with the Teacher candidate and University Supervisor as Often as Possible
7. Teacher candidate Continuation Policy

Clear expectations are outlined in the Teacher Candidate Continuation Policy. This document is especially supportive if you have concerns about the professionalism, behavior, and/or teaching skills of your teacher candidate. This policy is in the COEHS homepage under “Student Resources.”

<https://coehs.unm.edu/uploads/docs/coe-main/unm-coe-teacher-candidate-cont-policy.pdf>

C. University Supervisor Expectations

1. General Information

University supervisors, or embedded faculty, are professional educators with extensive educational experience. Many hold advanced degrees, as well National Board Professional Teaching certification. University supervisors understand the requirements of the COEHS teacher licensure programs and of teacher licensure in the state of New Mexico.

University supervisors support cooperating teachers and teacher candidates in their role as teacher educators. They are expected to (1) establish a strong university connection with cooperating teachers and teacher candidates, (2) communicate the expectations of the program to cooperating teachers and teacher candidates, and (3) support and assist the cooperating teachers in the completion of observation and evaluation forms.

The university supervisor is the first point of contact for teacher candidates and cooperating teachers when a question or problem arises in the field.

Program faculty review the qualifications of each university supervisor with regard to their educational training (license/credentials, educational

leadership, advanced degree, etc.) and experiences (classroom teaching, mentoring, professional development, leadership, etc.). Specific responsibilities of the university supervisor include:

- a. Visiting with the cooperating teacher and teacher candidate to establish a working relationship.
- b. Working with the cooperating teacher and teacher candidate to develop shared expectations between the cooperating teacher, teacher candidate and the university.
- c. Collaborating with the cooperating teacher in giving feedback and model, when necessary, ways that support teacher candidate learning.
- d. Consulting with UNM faculty to review teacher candidate's academic work to inform their work with cooperating teachers and the candidate.
- e. Supporting the cooperating teacher and teacher candidate in learning and using the assessment system of the program.
- f. Collaborating with the cooperating teacher to conduct the teacher candidate observations and evaluations.
- g. Logging each visit to or communication with the cooperating teacher and teacher candidate.
- h. Communicate regularly with UNM program faculty.

2. Schedule of Observations and Feedback

The university supervisor conducts formal observations and pre-, and post conferences. During the final student teaching semester, university supervisors must upload into Tk20 observations and feedback comments of teacher candidate performance on a consistent and longitudinal basis. Formal observations will occur during the Student Teaching experience. Please refer to individual programs for observation requirements.

3. Tk20 Requirements

University Supervisors are required to upload certain observations, feedback comments, and documents throughout the field experience. Observations and feedback documents must be entered in TK-20 on a regularly scheduled basis throughout the semester.

Each program has different requirements. Please review the program specific field experience handbook.

4. Teacher candidate Continuation Policy

The College of Education & Human Sciences Licensure Programs has adopted the following Teacher candidate Continuation policy.

<https://coehs.unm.edu/uploads/docs/coe-main/unm-coe-teacher-candidate-cont-policy.pdf>

On occasion, a teacher candidate's professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the licensure program personnel. In order to address this concern, the Teacher candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support in order to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit his/her licensure program.

D. Principal Expectations

1. General Information

The University of New Mexico understands that our school partners are providing an integral service in the preparation of teacher candidates. Teacher preparation simply could not occur without your willingness to host teacher candidates in your school. Thank you!

A teacher candidate should be considered as another teacher in the building and should be expected to function in a similar capacity. In relation to working with a teacher candidate, it is requested that all principals:

- a. Assume leadership in establishing a climate of acceptance of the teacher candidate by teachers and other school staff members.

- b. Assist the teacher candidate in developing appropriate professional relationships with teachers, staff, students, and the community.
- c. Discuss the school's policy for acceptable attire while teaching.
- d. Explain all school policies with detail, including the philosophy of the school, discipline responsibilities, liability provisions and insurance protection, staffing's and referral procedures, special teachers, length of the school days, holidays, parent conferences and the reasons for them, the duties of the department chairs (if appropriate), fire drills, cafeteria procedures, etc.
- e. Share the responsibility of supervising the teacher candidate if requested to do so by the cooperating teacher and/or university supervisor.
- f. Complete an annual survey sent by UNM on the quality of UNM's teacher candidates.

2. Teacher candidate Continuation Policy

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V. FREQUENTLY ASKED QUESTIONS ON TK20

Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for teacher candidates and faculty that help track and enhance teacher candidates' learning, as well as make our assessment and accountability tasks easier. Also, College of Education & Human Sciences teacher candidates have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

For a comprehensive list of Tk20 help topics, frequently asked questions, and support resources, please visit the Tk20 forum on the Center for Student Success Support Desk at <https://coehs.unm.edu/administration/center-for-student-success/tk20/index.html>.

What is Tk20?

Tk20 is a comprehensive data management system that allows teacher candidates to be active online participants in multiple areas of their college experience including course instruction, field experience, learning outcomes assessment, academic advising, and career portfolio management. The Tk20 system is utilized by several other colleges of education around the country including Arizona State University and The Ohio State University.

How does Tk20 work?

The Tk20 assessment process is one that involves a series of steps that are followed by teacher candidates, instructors, and the Tk20 support staff in a particular order.

- The process begins with instructors coordinating with the Tk20 support staff to discuss configuration of an assignment in Tk20. The instructions, assessment rubrics, and any necessary forms for the assignment are then configured by the Tk20 support staff and the assignment is sent to teacher candidates in Tk20.
- This results in a pending task listed on the teacher candidate's Tk20 homepage. When the assignment is sent, the instructor informs the teacher candidate directly that he/she needs to log into Tk20 and complete an assignment (Tk20 does not automatically notify teacher candidate via E-mail when he/she has a pending task to complete – this is the responsibility of the instructor).
- The teacher candidate then logs into Tk20, clicks on the pending task, and

follows the steps outlined in the Tk20 user guides (provided by the instructor) to complete and submit the assignment.

- Once the teacher candidate clicks “submit”, the instructor receives a pending task on their Tk20 homepage, indicating that an assessment needs to be completed.
- The instructor then logs into Tk20, clicks on the pending task, and follows the steps outlined in the Tk20 Faculty Guide to complete and submit the assessment (Note: an assessment cannot be completed until the teacher candidate submits the assignment).
- Once the assessment has been submitted, this concludes the Tk20 assessment process. The teacher candidate can now view the completed assessment rubric by visiting the "Assessment" tab for their assignment and data can begin to be collected for reporting purposes.

Why is the UNM College of Education & Human Sciences using the Tk20 system?

The College of Education & Human Sciences recognizes the importance of meaningful learning outcomes assessment and the collection and analysis of teacher candidate performance data as critical components of effective teaching and learning. Additionally, the College is committed to maintaining the standards of the Council for the Accreditation of Educator Preparation (CAEP) as well as several other agencies that oversee the accreditation of non-licensure College of Education & Human Sciences programs. The Tk20 system provides a product that helps teacher candidates and faculty track teacher candidate progress through their program curricula and demonstrates that we have a system which allows us to collect, analyze, and use data to improve our programs and the performance of our candidates for graduation.

Why do I have to pay a curriculum fee to use Tk20? What are the benefits?

Part of the contract with Tk20 is an agreement that teacher candidates pay a usage and support fee. The one-time fee of \$125 allows teacher candidates to access and use the system across the areas of assessment, advisement, field experience and career portfolio management. This one-time fee is good for 8 years and will allow you to access and use Tk20 after you graduate and start your career. In addition to submitting key assignments online, you will have the ability to create personal electronic portfolios of your selected work and allow faculty, peers, and future

employers to access your portfolio files within Tk20.

When is the curriculum fee assessed, and is it refundable?

The \$125 one-time fee is assessed automatically by the UNM Bursar's office when a COEHS admitted teacher candidate registers for COEHS courses. The fee is refundable ONLY up to the 21st day of the semester based on a teacher candidate dropping all courses in COEHS. If a teacher candidate dis-enrolls from the university or changes to another program outside of COEHS after the 21st day of the semester, the curriculum fee will not be refunded.

Is the fee eligible to be covered by financial aid?

Yes, the Tk20 fee is considered a "cost of attendance" for teacher candidates in the College of Education & Human Sciences and will be eligible for consideration as part of costs for loan purposes.

What if I have financial circumstances beyond that covered by financial aid that would make it very difficult for me to pay all or part of the one-time \$125 fee?

The College will consider, on a limited basis, individual requests for financial support to assist in payment of this fee for teacher candidates who have extremely challenging and extenuating financial circumstances (e.g. unexpected medical expenses; a sudden unforeseen life event that causes a dire financial burden). The process for consideration is to contact the Center for Student Success and set up an appointment to discuss your situation. At the appointment, you should provide a written explanation of the circumstances leading to your request. The request will then be reviewed by a Tk20 Faculty Board and a decision will be made regarding full or partial support for the fee. Please note that documented evidence of your financial need will be confirmed through the UNM Financial Aid office.

Is Tk20 available on both Macs and PCs?

Tk20 is a web-based product that is accessible to both Mac and PC users. It is most compatible with the Firefox browser.

Is the system secure and confidential?

Yes, Tk20 is secure and confidential. No one will have access to your files except you, your instructors, and advisors. You will have the opportunity to provide a link to your portfolio for people of your choice to have limited time access only to the portfolio files.

How do I access Tk20?

Teacher candidates and faculty can access the Tk20 system at <https://coehs.unm.edu/administration/center-for-student-success/tk20/index.html>

What is my Tk20 username and password?

Your username and password will be the same as your UNM NetID and password.

Who do I contact if I have questions about Tk20?

Refer to the UNM COEHS Tk20 Website

(<https://coehs.unm.edu/administration/center-for-student-success/tk20/index.html>)

and click on the "Tk20 Support" link for information on who to contact for general and specific questions related to Tk20. It is also encouraged to visit the Tk20 forum on the Center for Student Success Support Desk at coe-css.zendesk.com.

VI. ANNUAL REVIEW OF HANDBOOK

The Educator Preparation Programs Field Experiences Unit Handbook will be reviewed at the end of each academic year by the Educator Preparation Program Coordinators.

VII. TEACHER CANDIDATE CONTINUATION POLICY

<https://coehs.unm.edu/uploads/docs/coe-main/epp-continuation-policy.pdf>

The College of Education & Human Sciences (COEHS) and the Educator Preparation Licensure Programs offer a curriculum designed to academically prepare individuals for the teaching profession. This preparation results from a combination of the successful completion of university coursework, clinical experiences, and includes the demonstration of professional dispositions that all teachers should possess. The COEHS recommends teacher candidates to the New Mexico Public Education Department Professional Licensure Bureau for teacher licensure. A teacher candidate who has not demonstrated the academic, professional behavior, and dispositions indicated below will not be recommended by the COEHS and the Educator Preparation Programs for licensure. A teacher candidate who has not demonstrated the academic, professional behavior, and dispositions indicated below may not be allowed to continue in a licensure program.

On occasion, a teacher candidate's professional, academic, or ethical behavior in the university classroom or at the host school site may be a cause of concern for the

licensure program personnel. In order to address this concern, the Teacher candidate Continuation Policy has been developed. The purpose of this policy is to provide the teacher candidate with assistance and support in order to resolve the concern. In cases where there is no resolution of the concern, this policy provides options for the teacher candidate to exit his/her licensure program.

VIII. Resources: Standards, Competencies, Assessments, NM-PED Licenses

ELEVATE NM Observation Rubric

<https://webnew.ped.state.nm.us/bureaus/educator-growth-development/elevatenm/>

InTASC Standards

https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

New Mexico Code of Ethical Responsibility of the Education Profession (NMAC 6.60.9)

http://www.unm.edu/~susanrc/Site/SPC_ED_519_files/Ethical%20Code%20of%20Conduct6.60.9%20NMAC.pdf

New Mexico Licensure Requirements

<http://164.64.110.134/nmac/T06C061>

IX. EDUCATOR PREPARATION PROGRAM ASSESSMENTS

Elevate NM Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

Elevate NM Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English learners (ELs) and Individualized Education Program (IEP) goals when serving SWD.

A. TEACHER CANDIDATE DISPOSITIONS

ELEVATE NM DOMAIN 4: Professionalism

4A: Communicating with Families

- Teachers establish relationships with families by communicating with them

about the instructional program, conferring with them about their individual student(s), and inviting them to be part of the educational process itself on a regular basis throughout the academic school year.

4B: Participating in a Professional Community

- Teachers collaborate with their colleagues in order to share strategies, plan joint efforts, and plan for the success of individual students.

4C: Reflecting on Teaching

- Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and workgroups to gather information, analyze data, examine issues, set meaningful goals and develop new approaches in order to improve teaching and learning.

4D: Demonstrating Professionalism

- The teacher demonstrates professionalism by acting with integrity and honesty. The teacher is ethical and reliable and meets routine responsibilities consistently while putting student needs at the forefront of their decision-making.

4E: Growing and Developing Professionally

- Actively pursues professional development and learning opportunities to improve the quality of practice and build the expertise and experience to assume different instructional and leadership roles.

The rubric for scoring the Teacher candidate's Dispositions is based on the Elevate NM "Levels of Performance": Not Demonstrating, Developing, Applying, Innovating.

Each Element (4A, 4B, 4C, 4D, 4E) is scored using this rubric. The criteria for the Levels of Performance are identified in the Elevate NM Domain 4:

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/Domain-4-2-1.pdf>

B. LESSON PLANNING

ELEVATE NM DOMAIN 1: Planning and Preparation

Elevate NM Note: Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

Elevate NM Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English learners (ELs) and Individualized Education Program (IEP) goals, when serving SWD.

1A: Demonstrating Knowledge of Content

- The teacher knows the subject matter well, has a good grasp of child development and how students learn. The teacher designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes for “all students.”

1B: Demonstrating Knowledge of Students

- The teacher has a good grasp of child development and how students learn and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes for “all students.”

1C: Setting Instructional Outcomes and Designing Student Assessment

- The teacher analyzes data from assessments, draws conclusions, and shares them appropriately.

1D: Demonstrating Knowledge of Resources

- Teacher utilizes skills and content learned from professional development opportunities and ensures “all students” have access to resources to support their learning.

1E: Designing Coherent Instruction

- The teacher develops meaningful sequenced lessons and activities that are also differentiated to support the learning of “all students.”

The rubric for scoring the Teacher candidate’s Lesson Plans is based on the Elevate NM “Levels of Performance”: Not Demonstrating, Developing, Applying, Innovating.

Each Element (1A, 1B, 1C, 1D, 1E) is scored using this rubric. The criteria for the Levels of Performance are identified in the Elevate NM Domain 1:

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/Domain-1-3-1.pdf>

C. TEACHER CANDIDATE OBSERVATIONS

ELEVATE NM Domain 2: Creating an Environment for Learning**ELEVATE NM Domain 3: Teaching for Learning**

Elevate NM Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).

Elevate NM Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English learners (ELs) and Individualized Education Program (IEP) goals, when serving SWD.

ELEVATE NM DOMAIN 2: Creating an Environment for Learning**2A: Creating an Environment of Respect and Rapport**

- An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another.

2B: Creating a Safe Learning Environment with Routines and Procedures

- Creates and maintains a safe and collaborative learning environment that motivates all students to take academic risks, challenge themselves, and claim ownership of their learning. Access is provided to learning materials and resources

2C: Establishing a Culture for Learning

- Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

2D: Managing Student Behavior

- The teacher utilizes a skill-building approach that strengthens the foundation of social skills for all students. Teaches behavioral expectations and acknowledges students for following them.

ELEVATE NM DOMAIN 3: Teaching for Learning**3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development**

- The teacher uses systems that evoke responses from all students and are appropriate to students' developmental, cognitive, and academic language proficiency. The teacher consistently engages students in high levels of thinking within instruction and content.

3B: Using Questioning and Discussion Techniques to Support Classroom Discourse

- Teacher models and utilizes questioning techniques that allow all students to engage and participate in classroom discussions.

3C: Engaging Students in Learning

- Effective teachers understand engaging students in learning is vital in order for students to acquire knowledge. Student engagement does not happen by accident, it is the result of careful planning and implementation.

3D: Assessment in Instruction

- The teacher monitors student learning and provides feedback to support student growth.

3E: Demonstrating Flexibility and Responsiveness

- The teacher demonstrates the ability to make both minor and major adjustments to the lesson in order to maintain maximum student engagement and/or help students when they encounter difficulty in their learning.

The rubrics for scoring the Teacher candidate's Observations is based on the ELEVATE NM "Levels of Performance": Not Demonstrating, Developing, Applying, Innovating.

Two ELEVATE NM Domains are used for the Teacher candidate Observations. Each Element (2A, 2B, 2C, 2D, 2E and 3A, 3B, 3C, 3D, 3E) is scored using these rubrics. The criteria for the Levels of Performance are identified in the documents:

ELEVATE NM Domain 2: <https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/Domain-2-4-1.pdf> and
ELEVATE NM Domain 3: <https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/Domain-3-4-1.pdf>

D. PROFESSIONAL DEVELOPMENT PLAN

Rationale

Teachers are expected to be lifelong learners engaged in continuous professional development. Many professional development activities in this assignment will be self-directed based on knowledge of your practice and your students' performance. A Professional Development Plan (PDP) is required of every teacher in the state of New Mexico each year, for the purpose of teacher evaluation.

This Professional Development Plan is adapted from the Elevate NM template to meet the timeline of student teaching.

Professional Development Plan (PDP): Student Instructions

This semester, you will complete a Professional Development Plan (PDP). The PDP has multiple steps for completion:

1. At the beginning of the semester:
Consider all the feedback and experiences you have had during your teacher preparation program.
 - Identify one Elevate NM element as an area for growth in each of the four Elevate NM Domains.
 - The Elevate NM Domains and Elements can be found here: <https://webnew.ped.state.nm.us/bureaus/educator-growth-development/elevatenm/>
 - Complete the first three sections of the PDP template with your plan for how you will develop in that area.
 - SMART Goal, Rationale, Actions/Timeline
2. Throughout the semester:
 - Use your plan to guide your activities throughout the semester, taking

notes and collecting evidence along the way.

3. At the end of the semester:

- Use your final teaching observation and additional evidence to evaluate the outcomes and results of your PDP, then complete the Reflection.

PDP Assignment Template

Elevate NM



Professional Development Plan

You will be utilizing this information to guide your PDP Smart Goal, Rationale, and Actions/Timeline.

Beginning of the Year (BOY)PDP

SMART Goal: From your self-assessment, identify one goal for improving an Element of your teaching. Write the goal so that it is student-centered, Measurable, Attainable and Time-bound (SMART).

PDP	Not Demonstrating	Developing	Applying	Innovating
SMART GOAL: What is your objective for Improving your teaching and student learning?	Objective relates more to your teaching than to student learning. Goal has two or less of the components of a SMART goal.	Objective promises academic growth for students but does not identify a teaching strategy. Goal has three components of a SMART goal.	Objective identifies a teaching strategy you want to try in order to help students experience academic growth. Goal has all four components of a SMART goal.	Objective identifies one or more teaching strategies to address student learning challenges, describes the improvement targeted and requires some risk-taking by the teacher. Goal has all four components of a SMART goal.

Rationale: Explain the new **skill, knowledge, or ability** you will need in order to meet this goal. Be sure to include evidence such as data, experience, etc. from your Self-Assessment.

PDP	Not Demonstrating	Developing	Applying	Innovating
RATIONALE: Why have you chosen this focus area? <i>Possible Data Sources:</i> Self-Assessment Past Observations Other	The rationale lacks evidence.	The rationale provides a general picture of the growth needs for you and/or your students through evidence.	The rationale is justified with detailed evidence for why you want to try a particular strategy to meet certain student learning needs.	The rationale statement provides specific and detailed evidence of the student learning problem using data.

Actions/Timeline: Identify the action steps you can take which will enable you to gain the requisite skill, knowledge, or ability. Demonstrate your commitment by creating a measurable and attainable timeline.

PDP	Not Demonstrating	Developing	Applying	Innovating
ACTIONS/TIMELINE: What steps will you take to reach your measurable student outcomes? When will you get these steps done?	Steps, described, but not well-aligned with the SMART goal.	Good sense of how to begin changing one's practice with steps listed in the order they will be taken and aligned with the SMART goal.	Manageable actions and timeline that is well-aligned with the SMART goal. Steps include how resources will be used, how interventions will be implemented, and how artifacts will be gathered systematically.	Clear evidence of effective backward planning in order to reach the SMART goal. Manageable actions and time frames to maximize student and teacher growth potential. Ongoing data analysis to assess the effectiveness of new strategies. Initiates collegial observation opportunities to get feedback on the implementation of the teaching strategy (i.e. Admin, Head Teacher, Dept. Chair, or Colleague).

PDP Reflection

Reflection: Reflecting on your SMART goal(s), provide a narrative that connects your growth to your action steps, classroom-data, and artifacts. Based on your classroom-data, what was the impact on your professional development goal(s)? What are the highlights of your PD journey? How did you address challenges, new ideas, or student reactions as they were uncovered? How will you use what you have learned to impact your teaching in the future?

PDP	Not Demonstrating	Developing	Applying	Innovating
REFLECTION: What are the highlights of your PD journey? Provide a narrative that connects your growth to your action steps and artifacts. How did you address challenges, new ideas, or student reactions as they were uncovered? What progress did you make toward meeting your goal? How will you use what you learned?	Reflection shows little or no details about the progress of the PDP action steps over the year. Timeline not used. No artifacts nor data submitted.	Reflection offers details about the progress of the PDP action steps over the year. Timeline not used effectively. Few artifacts and data submitted.	Reflection explores what worked and what did not work. Timeline used effectively. Artifacts and data submitted and described.	Reflection uses evidence to describe how the action plan emerged step by step, how ongoing data analysis affected the plan, and how it worked out. Artifacts and data collected, analyzed, submitted and described in detail. Poses future action steps and/or goals based on what happened or didn't happen.