MA with ALTERNATIVE ROUTE TO K-8 LICENSURE

Elementary Education Program

STUDENT HANDBOOK

2020-2021

*Note: Information is Subject to Change Due to University and/or State Guidelines
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Dear Elementary Education Graduate Students:

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

You have entered a rigorous and rewarding academic program where program faculty, Field Services staff, and College of Education & Human Sciences (COEHS) advisors care deeply about your personal and professional development. Faculty and staff members within the Elementary Education program are committed to both the profession of teaching and the students of New Mexico. 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 & Human Sciences.

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

Sincerely,

The Elementary Education Program
Faculty & Staff
https://coe.unm.edu/departments-programs/teelp/faculty-information.html
CONTACT INFORMATION

The Elementary Education Program is a large program with many different members available to support you as you make your way through this two-semester journey. Below is a list of scenarios with the appropriate contacts listed in the order in which it is best to begin contact.

Questions/Concerns in the Field:
1. UNM Supervisor & UNM Seminar Instructor Refer to syllabus for contact information
2. Field Services fsp@unm.edu
3. Program Coordinator, Dr. Marjori Krebs mkrebs@unm.edu

Questions/Concerns in the Classroom:
1. Instructor Refer to syllabus for contact information
2. Program Coordinator, Dr. Marjori Krebs mkrebs@unm.edu
3. Department Chair teelp@unm.edu

Questions/Concerns regarding schedule, holds, and graduation requirements:
1. COE Advisement Center coeac@unm.edu
2. Program Coordinator, Dr. Marjori Krebs mkrebs@unm.edu

Questions/Concerns regarding Elementary Education Program:
1. Program Coordinator, Dr. Marjori Krebs mkrebs@unm.edu
2. Department Chair teelp@unm.edu

Elementary Education Program Coordinator Dr. Marjori Krebs

STUDENT GRIEVANCE PROCESS

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

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

COE CONTINUATION POLICY

Department of Teacher Education, Educational Leadership & Policy
MASTER of ARTS IN ELEMENTARY EDUCATION WITH
ALTERNATIVE ROUTE TO K-8 LICENSURE (MAw/ARL)
ADVISING SHEET

This is a two-part program leading to K-8 licensure and a Master's Degree in Elementary Education.

REQUIRED LICENSURE COURSES 21 HOURS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 330L</td>
<td>Teaching of Reading to Culturally and Linguistically Diverse Students I (Undergraduate Level Course)</td>
<td>3</td>
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<tr>
<td>EDUC *421</td>
<td>Teaching Social Studies K-8</td>
<td>3</td>
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<tr>
<td>EDUC *453</td>
<td>Teaching Science K-8</td>
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<tr>
<td>EDUC *461</td>
<td>Teaching Mathematics K-8</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 531</td>
<td>Teaching of Reading to Culturally and Linguistically Diverse Students II PRE-REQUISITE: EDUC 330L</td>
<td>3</td>
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Take courses above prior to field courses below

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>EDUC 581</td>
<td>Initial Field Experience K-8 Seminar</td>
<td>1</td>
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<tr>
<td>EDUC 594</td>
<td>Initial Field Experience</td>
<td>1</td>
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<td>EDUC 582</td>
<td>K-8 Field Experience Seminar II</td>
<td>1</td>
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<tr>
<td>EDUC 595</td>
<td>Advanced Field Experiences</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

*Eligible for graduate credit—To earn graduate credit you must have been admitted to Graduate Studies at UNM. When a student has completed the licensure course requirements listed above (21 credit hours), he/she is eligible to apply for an alternative teaching license from the State of New Mexico Public Education Department Professional License Bureau. [https://webnew.ped.state.nm.us/bureaus/licensure/](https://webnew.ped.state.nm.us/bureaus/licensure/)

REQUIRED MA COURSES 15 HOURS

Courses subject to change

<table>
<thead>
<tr>
<th>Core</th>
<th>Social Justice, Diversity, and Transformational Practices</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>EDUC 552</td>
<td>Social Justice in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Choose 1

| Instructional Strategies | 3 |
Other Relevant Information for the MAw/ARL

Application:
Application for Masters of Arts in Elementary Education with Alternative Route to K-8 Licensure is based on acceptance by the UNM Office of Admissions and the College of Education & Human Science’s Department of Teacher Education, Educational Leadership & Policy. Applications are located at [unm.edu/apply](http://unm.edu/apply).

Exam Requirements Prior to Application:
MA with Alternative Route to K-8 Licensure coursework requirements: Applicants must pass the PRAXIS Basic Skills: Reading (5713), Writing (5723), and Mathematics (5733), OR All 3 tests combined (5752) as part of the program requirements.

Passing scores must be reported before students can begin the full-time student teaching semester.

New Mexico Teacher Assessment information: [https://webnew.ped.state.nm.us/bureaus/licensure/teacher-assessments/](https://webnew.ped.state.nm.us/bureaus/licensure/teacher-assessments/)

Additional Exams Required for NM Teaching License:
Teaching Reading: Elementary (5205)—usually taken after Reading Course(s)
Elementary Education: Curriculum, Instruction, & Assessment (5017)
Principles of Learning & Teaching: Grades K-6 (5622)

Technical issues? Tk20 Info: [http://coe.unm.edu/tk20](http://coe.unm.edu/tk20) Center for Student Success: [https://coehs.unm.edu/administration-center-for-student-success/tk20/index.html](https://coehs.unm.edu/administration-center-for-student-success/tk20/index.html)

Questions? Contact Graduate Licensure Program Coordinator Marjori Krebs at mkrebs@unm.edu

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 502</td>
<td>Advanced Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Experiential, Project-Based and Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Core Choose 1</td>
<td>Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 542</td>
<td>Principles of Curriculum Development</td>
<td>3</td>
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<tr>
<td>LLSS 582</td>
<td>Curriculum Development in Multicultural</td>
<td>3</td>
</tr>
<tr>
<td>Core Choose 1</td>
<td>Research</td>
<td>3</td>
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<tr>
<td>EDUC 500</td>
<td>Research Applications to Education</td>
<td>3</td>
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<tr>
<td>EDUC 513</td>
<td>The Process of Reflection and Inquiry</td>
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<td>EDPY 500</td>
<td>Survey of Research Methods in Education</td>
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<tr>
<td>EDPY 502</td>
<td>Survey of Statistics in Education</td>
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<td>LLSS 501</td>
<td>Practitioner Research</td>
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<tr>
<td>LLSS 502</td>
<td>Introduction to Qualitative Research</td>
<td>3</td>
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<tr>
<td>Core Seminar</td>
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<td>3</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>Seminar (should be completed in final semester)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Final Semester, Graduate Exam:** See options for Master’s Exam
STUDENT TEACHING OBSERVATION GUIDELINES

Time Requirements for Observation Submission:
UNM supervisors/embedded faculty have 72 hours after the formal observation to submit observation results in Tk20.

Cancellation/Rescheduling of Observations:
Teacher candidates may cancel/reschedule an observation no more than once during the semester 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:
Teacher Candidates are required to submit a written lesson plan (in the format requested by the US or CT) at least 48 hours prior to a formal observation to whomever will be observing. Failure to submit a lesson plan prior to 48 hours of the scheduled observation may be subject to cancelation without an opportunity for rescheduling at the discretion of the observer.

CT Expressions of Concern:
If there are any concerns regarding performance or dispositions, please notify the teacher candidate’s UNM Supervisor or the Elementary Education Program Coordinator as early as possible. You may be asked to fill out documents as part of the UNM COEHS Teacher Candidate Continuation Policy, so the student will receive adequate support to improve progress. The Elementary Education Program will also follow the Continuation Policy when student issues arise.

Communication:
Teacher candidates (TCs) carry the primary responsibility of facilitating fluid communication between their Cooperating Teachers (CTs) and the University. Please make sure the CT receives an electronic copy of the most recent version of the handbook.
# ELEMENTARY EDUCATION ASSESSMENT PLAN
MA with Alternative Route to K-8 Licensure

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 330L: Teaching of Reading to Culturally and Linguistically Diverse Students I</td>
<td>N/A</td>
</tr>
<tr>
<td>EDUC *453: Teaching Science K-8</td>
<td>N/A</td>
</tr>
<tr>
<td>EDUC *461: Teaching Mathematics K-8</td>
<td>Instructor: Lesson Plan</td>
</tr>
<tr>
<td>EDUC *421: Teaching Social Studies K-8</td>
<td>N/A</td>
</tr>
<tr>
<td>EDUC 531: Teaching of Reading to Culturally and Linguistically Diverse Students II</td>
<td>Faculty: Dispositions Assessment</td>
</tr>
<tr>
<td>EDUC 581: Initial Field Experience K-8 Seminar</td>
<td>Instructor: Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>Student: Dispositions Self-Assessment</td>
</tr>
<tr>
<td>EDUC 594: Initial Field Experience</td>
<td>University Supervisor: Program Observations (2X)</td>
</tr>
<tr>
<td></td>
<td>University Supervisor: Dispositions Assessment</td>
</tr>
<tr>
<td></td>
<td>Cooperating Teacher: Program Observations (2 X)</td>
</tr>
<tr>
<td>EDUC 582: K-8 Field Experience Seminar II</td>
<td>Student: Dispositions Self-Assessment</td>
</tr>
<tr>
<td></td>
<td>Instructor: Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>Instructor: PDP</td>
</tr>
<tr>
<td>EDUC 595: Advanced Field Experiences (Full-time Student Teaching)</td>
<td>Cooperating Teacher: Dispositions Assessment</td>
</tr>
<tr>
<td></td>
<td>Cooperating Teacher: Observation 3X</td>
</tr>
<tr>
<td></td>
<td>University Supervisor: Observation 3X</td>
</tr>
</tbody>
</table>
TEACHER CANDIDATE PLACEMENT INFORMATION

The UNM Elementary Education Program faculty is continually involved in the process of inquiry. As scholars and teachers we participate in ongoing research projects 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. We prioritize placements in schools where teacher candidates will be mentored and supported by cooperating teachers, university faculty, UNM supervisors, and the larger school community.

Additionally, 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. Students seeking Bilingual and/or TESOL endorsements will be placed within schools with bilingual (50/50) and English Language Learner (ELL) programs. Below are other procedures related to field placement.

- Program faculty and Field Services Center (FSC) staff collaborate with school district personnel to determine field experience placements. Students may not contact schools and/or individual teachers or administrators on their own in any attempt to influence or arrange their own placement. Students who do not follow this process may jeopardize their ability to receive a field placement.

- Students will not be provided a field experience placement until all requirements are met, including a current background check for the school district and liability insurance, if required. No student may begin a field placement or be present at the school site until the match has been created by the FSC and the student has received an email notification from FSC.

- Field placements are based on availability of cooperating teachers and parameters set by the school district(s). This means that individual preferences or special accommodations are limited and that changes in placements may not be possible.

- When requesting a student teaching placement match, students agree to provide the program faculty and the FSC, via the Field Services Portal, all necessary and complete information. Any false statement or lack of full disclosure regarding field experience may impact a student’s ability to gain a placement.

- Placements are finalized once the teacher has interviewed the student and the principal and University of New Mexico has given approval. Any changes to the status of a student’s placement (such as a change of location, early end, change of student responsibilities at site) must be arranged and approved in writing with FSC and program faculty.

- Students are responsible for following program requirements as explained
through orientations, handbooks, faculty advisors, course syllabi, instructors and the website. Students must meet field experience requirements per program instructions.

**Obtaining A Background Check & Liability Insurance**

Please follow these steps to obtain a Background Check:

1. Pick up a Background Check Packet from the Center for Student Success in Travelstead Hall. (If you already have a current Background Check, bring your APS-issued clearance letter to this office.)
2. Follow the steps in the packet to obtain your Background Check. This process can take up to 6 weeks, so please begin this process immediately.
3. Submit proof of Liability Insurance by completing the form contained in the Packet.
4. Register on fsp.unm.edu as a student teacher for the MA + Licensure Program. Make sure to use your UNM Email address only.

**Change of Placement Requests**

Change of placement requests are considered on a case by case basis. If approved, a student’s current match is ended and there is no guarantee that a cooperating teacher will be available in the future. The Field Services Center and program faculty work to place all students in the most appropriate setting. However, no guarantee is made that any aspect of a specific request (grade level, location) will be met. A change of placement request and the work to find a subsequent match may result in a delay in a student’s ability to be present in the field.

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

**Number of Placements**

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

**Attendance and punctuality are mandatory for all University and school or education agency site activities, seminars, meetings, etc.**
UNM COLLEGE OF EDUCATION & HUMAN SCIENCES
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 CAEP, the College of Education & Human Sciences’ accreditation agency. These regulations affect student teaching, practicum, 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 & 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 complete the following step
  1. Admission to a licensure program in the College of Education & Human Sciences.
  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 a 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.
SEMESTER 1
SEMINAR: EDUC 581
INITIAL FIELD EXPERIENCE K-8 SEMINAR

Sample Assignments
EDUC 581: Initial Field Experience K-8 Seminar

- **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.

EDUC 594: INITIAL FIELD EXPERIENCE
(TFA Students will substitute this course with a TFA summer course)

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

Additional Student Responsibilities Include:
- Participation in weekly or bi-monthly visits/observations to the classroom by UNM supervisor
- Student attendance at scheduled seminars
Cooperating Teacher Responsibilities:

- The Teacher Candidate will be present for the full teacher day for 2 full, consecutive days per week. Teacher Candidate accepts teacher duty day plus one hour for planning as time in the classroom. Teacher Candidate is expected to follow UNM semester dates during Semester 1. (If this is the Fall Semester, Teacher Candidates should begin the year with the teacher at the beginning of the District Calendar to observe the first days of school.)

- Help the Teacher Candidate become familiar with school and classroom environments.

- Schedule time to involve/assist Teacher Candidate in lesson planning, routines, procedures, preparation of materials, interactions with students/other staff members and the community.

- Set aside time to give feedback and share what Teacher Candidate is seeing/experiencing and questioning.

- Allow Teacher Candidate to observe you plan, implement, and assess your own teaching including short and long-range units, etc.

- Plan with Teacher Candidate to participate in small tasks such as presenting parts of a lesson, directing cooperative learning groups, developing teaching materials including assessment, providing enrichment activities, etc.

Complete and upload into TK-20 formal observations of the Teacher Candidate. For assistance with Tk20 visit Tk20 Tutorials at https://coe.unm.edu/administration/center-for-student-success/tk20/tk20-tutorials.html

- Allow Teacher Candidate to teach from your lessons or student-assisted planning at the beginning then help students to plan and teach at least 2 formal lessons from a written lesson plan to include immediate reflection/feedback.

- Make Teacher Candidate aware of children with special needs, medical, educational, emotional, etc.

- Recognize/Provide constructive feedback on Teacher Candidate’s performance with teaching tasks.

- Participate in a final conference and complete the midterm and final evaluations.

- Determine when the Teacher Candidate is ready to take steps forward in his/her teacher development.
SEMESTER 1

Frequently Asked Questions – Teacher Candidates

1. When do I report to my school?
You are required to report to your school at the beginning of the semester at UNM, however, if you are completing this semester of Field Experience in the Fall, Teacher Candidates are encouraged to report to their school on the first day of the school district’s semester in order to be a part of important first day teaching.

2. Do intern teachers have to attend seminar and complete the same coursework and evaluation that the traditional Teacher Candidates do?
Yes, intern teachers are not Level I licensed teachers. They have been hired as intern teachers who have applied and received intern licenses while they complete Level I licensure requirements. Therefore, they must attend seminar and complete the coursework required by UNM and the New Mexico Public Education Licensure Department.

3. What hours am I required to be at school?
Semester 1 Teacher Candidates are required to be at school TWO (2) full school days per week. In order to make the field experience more meaningful, it is expected that the two days be consecutive days of the week. Semester 1 Teacher Candidates are required to work the same hours as the Cooperating Teacher (the teacher duty day plus one hour).

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

4. What forms do I complete?
Semester 1 Teacher Candidates are required to complete these forms:
• Arrival/Departure Contract
• Attendance Log in Tk20
• Other forms, assessments, and assignments as required in seminar.

5. When am I required to report to the school for the Fall semester and Spring semester?
If you begin semester 1 in the Fall, you are required to report to your school at the beginning of the semester for your placement school. If beginning semester 1 in the Spring you are encouraged to report at the beginning of the semester for your placement school, but you are required to begin with the UNM semester.

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

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

8. **Can I substitute during this semester since I will be in the classroom only two days a week?**
You can substitute in your Cooperating Teacher’s classroom if you complete the Substitute Contract in this document during this semester and obtain a Substitute Teaching License from your District. You can substitute and be paid by the district if you have applied and have been approved for substituting by the district’s Human Resources department.

9. **What classes must I take?**
In this semester the field related classes are EDUC 581: Initial Field Experience K-8 Seminar and EDUC 594: Initial Field Experience.

10. **How do I get help with Tk20?**
Log on [https://coe.unm.edu/administration/center-for-student-success/tk20/tk20-tutorials.html](https://coe.unm.edu/administration/center-for-student-success/tk20/tk20-tutorials.html) and view the various Tk20 Tutorials available for your use.
**SEMESTER 2**

**Licensure Coursework:**
All licensure methods courses (EDUC 330L, *421, *453, *461, AND 531) must be completed before Semester 2 Student Teaching. If a student lacks a methods course prior to student teaching they should get special permission from the program to proceed with student teaching.

**Teacher Candidate Responsibilities:**
- Semester 2 requires students to be placed in the same classroom either on an intern license or with a Cooperating Teacher for 5 full days a week for 16 weeks in the semester.
- A full day is defined as the teacher duty day plus one hour for planning with the cooperating teacher.
- The Teacher Candidate will accept full teaching responsibilities with students for three consecutive weeks or 15 days, unsupervised, with Cooperating Teacher observing and evaluating. This schedule may have to be modified to accommodate the testing schedule.

**Additional Student Responsibilities include:**
- Participating in observations completed by the Cooperating Teacher and/or UNM Supervisor
- Student attendance at scheduled seminar
- Complete and submit all required program assessments.

**Cooperating Teacher Responsibilities:**
- Plan with the Teacher Candidate to teach lessons to the whole classroom, with small groups, tutor, present parts of lessons, direct routine activities, develop assessment/evaluation instruments, re-teach concepts and provide enrichment activities.
- Continually assess the Teacher Candidate’s level of competency in instruction/management so the Teacher Candidate can gain confidence before assuming the 15 days of full-day teaching.
- Schedule time to involve/assist Teacher Candidate in lesson planning, routines, procedures, preparation of materials, interactions with students/other staff members and the community.
- Set aside a scheduled time to give feedback and share what Teacher Candidate is seeing/experiencing and questioning.
- Allow students to take responsibility for integrating and teaching all subject areas—math, science, language arts, social studies and fine arts—where applicable.
- Give specific feedback on Teacher Candidate’s progress.
- Recognize/Provide constructive feedback on Teacher Candidate’s performance with teaching tasks.
- Complete all required assessments and upload them into the TK20 System.
- Participate in midterm and final evaluation.
- Determine when the Teacher Candidate is ready to take steps forward in his/her teacher development.

Allow Teacher Candidate to take over the class for a minimum of **15 days** including planning and teaching lesson plans, classroom management, maintaining routines, and assessment and evaluation. If your Teacher Candidate is prepared to teach full time more than 15 days, use your discretion, and allow your Teacher Candidate to teach as many days as possible. This guided practice is invaluable experience.
SEMESTER 2
FREQUENTLY ASKED QUESTIONS – TEACHER CANDIDATES

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

2. What are the hours required for Interns and Teacher Candidates?
Interns have full responsibility for their classrooms, so they follow the full schedule for hired teachers. Teacher Candidates are required to complete a full 16 weeks in the classroom.

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

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

4. What is full-assumption teaching requirement? [Teacher Candidates]
The full-assumption teaching requirement is determined when you are professionally ready to assume all responsibilities for teaching the full 6 ½ hours for 15 days. This means you start semester 2 teaching one content area and add another content area after two weeks, etc. until you are teaching all content areas and all day-long. Middle school Teacher Candidates will teach the content they are assigned adapting other content to their lessons.

5. When can I start my full-assumption teaching? [Teacher Candidates]
You and your Cooperating Teacher will work out your assumption schedule. Typically this occurs during the spring semester after the New Mexico State Mandated Testing. For the fall semester full assumption typically will occur in October and November; in the spring semester, it will typically occur in April and May.
6. Where does my teacher go during full assumption? What if I need help?
Your Cooperating Teacher will typically stay in the building during your full assumption unless other arrangements have been made. If there is an emergency in the classroom and your Cooperating Teacher is not readily available, you would contact the school administration/office as soon as possible.

7. What classes must I take?
You must enroll in EDUC 582: K-8 Field Experience Seminar II and EDUC 595 Advanced Field Experiences. This applies to student teaching with a Cooperating teacher or as an Intern. We recommend you take no other coursework during semester 2 of student teaching.

8. What about having to leave school early to get to Seminar on time?
Because of the location(s) of our seminars, you may need to leave school a few minutes early to arrive to seminar on time. Be sure you work this out with your Cooperating Teacher and it is considered in the 1 hour outside the teacher day that you will be required to stay. During your Full Assumption, you are not allowed to leave school early for either Seminar or another course. You will have to communicate with your UNM professors regarding these date(s) that you will be arriving to Seminar and to class late.

9. I plan to move out-of-state after I graduate. What do I do to be licensed in the new state?
Contact the State Department of Education for that state as soon as possible to find out their licensure criteria. It is strongly recommended that you obtain your New Mexico Teaching License. Once you have a license from one state it is easier to earn a license in a different state.
SEMESTER 2 SAMPLE ASSIGNMENTS

Teaching Seminar
EDUC 582: K-8 Field Experience Seminar II

Teacher candidates are responsible for completing the following:

- **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 the classroom 5 days per week for during the semester. Students will complete a log of hours in Tk20 that requires the weekly approval of the Cooperating Teacher in Tk20.

- **Lesson Plans:** Students will write a detailed lesson plan for 3 formal observations using the UNM Lesson Plan Format. Each lesson plan must receive a “Pass” or will be resubmitted until mastery has been achieved.

- **Professional Portfolio:** Teacher candidates may create a showcase portfolio, to document and highlight learning throughout the program. The portfolio will contain a minimum of 9 pieces of evidence with corresponding reflective essays aligned with 9 out of the 10 InTASC Standards.

**PDP Professional Development Plan:** 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.

Creating a meaningful PDP requires providing details and descriptions within your plan. Be as specific as possible when completing each section. Once your plan is approved, your entire PDP Proposal must be uploaded into TK20 in your student teaching course.
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
**NEW MEXICO TEACHER LICENSURE EXAMS PRAXIS**

| Core Academic Skills for Educators  
| (Subtests I, II, III: Reading, Writing, Math) |

You are REQUIRED to PASS all 3 Subtests prior to beginning full-time student teaching in Semester 2.

| Teaching Reading: Elementary  
| (Should already have taken after EDUC 531 but can be taken any time) |

| Elementary Education Content Knowledge  
| Elementary Education: Curriculum, Instruction, & Assessment  
| (Take at end of first semester /beginning of second semester) |

| Professional Knowledge: Principals of Learning & Teaching Grades K-6  
| (Take at beginning or mid-point of second semester) |

For More Detailed Information Visit:  
https://coehs.unm.edu/administration/center-for-student-success/nm-teaching-licensure-testing/praxis-core-skills-prep.html

For More Information on the PRAXIS Fee Waiver Visit:  
https://www.ets.org/praxis/about/fees/fee_waivers
UNM College of Education & Human Sciences

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 and INNOVATION in teaching, technology, and leadership.

UNM College of Education Conceptual Framework

The College of Education & Human Sciences 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.]

III. Developing a PROFESSIONAL IDENTITY is central to lifelong growth as a professional educator. The University of New Mexico College of Education & Human Sciences 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.
InTASC Standards

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Source: https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf
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. You may also refer to the UNM COEHS Teacher Candidate Continuation Policy to address student issues.

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.

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

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. The Program Coordinator begins to implement the Teacher Candidate Continuation Policy. The TC, US, and Program Coordinator sign 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.

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

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

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.
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:

- Physical
- Verbal
- Non-Verbal

Sexual Harassment in Schools

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

Taken from Albuquerque Public Schools
Sexual Harassment in the Workplace Booklet
INFORMATION FOR REPORTING  
CHILD ABUSE AND NEGLECT

New Mexico Children, Youth & Families Department

Report all suspected child abuse to Children, Youth & Families Department by calling the Statewide Central Intake (SCI) Hotline at:

855-333-SAFE [7233]  
Or #SAFE from a cell phone

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 reporting child abuse and neglect go to: https://cyfd.org/child-abuse-neglect/reporting-abuse-or-neglect
ELEMENTARY EDUCATION FIELD EXPERIENCE SUBSTITUTE POLICY

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).

OBTAIN SUB LICENSE

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 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. 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.**