Bachelor of Science in Education  
(BSED) 
Elementary Education  
Undergraduate Handbook  
2022-2023
Elementary Education Program

General Policies
and
 Procedures
# TABLE OF CONTENTS

## BACKGROUND INFORMATION
- Letter from Elementary Program and Staff .......................................................... 5
- Elementary Education Contact Information .......................................................... 6

## PROGRAM INFORMATION
- Field Experience Documents Overview .................................................................. 7
- Field Reminders and Clarification ......................................................................... 8
- Teacher Candidate Placement ............................................................................... 9
- Semester 1 **PRACTICUM** Overview .................................................................... 10
  - Semester 1 Cooperating Teachers: Frequently Asked Questions .................... 12
  - Semester 1 Teacher Candidates: Frequently Asked Questions ....................... 15
- Semester 2 **PRACTICUM** Overview .................................................................... 18
  - Semester 2 Cooperating Teachers: Frequently Asked Questions .................... 20
  - Semester 2 Teacher Candidates: Frequently Asked Questions ....................... 23
- Semester 3 **STUDENT TEACHING** Overview ...................................................... 25
  - Semester 3 Cooperating Teachers: Frequently Asked Questions .................... 26
  - Semester 3 Teacher Candidates: Frequently Asked Questions ....................... 28

## UNM COLLEGE OF EDUCATION & HUMAN SCIENCES
- UNM College of Education & Human Sciences Vision and Mission Statement ...... 30
- UNM College of Education & Human Sciences Conceptual Framework .............. 31
- InTASC Standards .................................................................................................. 34

## TESTING INFORMATION
- New Mexico Teacher Licensure Exams ................................................................. 35

## ADDITIONAL RESOURCES
- Questions to Assess Teacher Candidate Progress ................................................. 36
- Intervention Flow Chart ....................................................................................... 37
- Tk20 Cooperating Teachers Guide ......................................................................... 38
- Tk20 Teacher Candidates Guide ............................................................................ 38
- Tk20 TIME LOG Online Guide ............................................................................. 38
- Tk20 Attach Time Logs to Field Experience Binder ............................................ 38
- Tk20 Technical Support ........................................................................................ 39

## OFFICIAL FIELD PLACEMENT POLICIES
- UNM Field Placement Policy for All Licensure Programs .................................... 41
- Sexual Harassment in the Workplace .................................................................... 42
- Information for Reporting Child Abuse and Neglect ........................................... 43
- Substitute Teaching Policy ..................................................................................... 44
SAMPLE ASSIGNMENT & ASSESSMENTS

Professional Dispositions Assessment ................................................................. 46
ELED Required Key Assessments ........................................................................... 47
UNM COEHS Differentiated LESSON PLACE Template & Instructions ................. 50
Pacing Guide for Teaching Responsibilities .......................................................... 52
Professional Development Plan (PDP): Student and Assessor Instructions .......... 53
Professional Development Plan (PDP) Form and Rubric ........................................ 56

LETTER FROM PROGRAM FACULTY & STAFF

Dear Elementary Education Students:

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

You have entered a rigorous and rewarding academic program where program faculty, Field Services staff, and College of Education & Human Sciences (COEHS) advisors care deeply about your personal and professional development. Faculty and staff members within Elementary Education program are committed to both the profession of teaching and the culturally and linguistically diverse 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; to complete the established professional sequence as outlines, and to become advocates for equitable education.

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 though this journey. Please do not hesitate to ask questions and seek assistance when needed. As 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://coehs.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 though this three-semester journey. Below is a list of scenarios with the appropriate contacts listed in the order in which it is best to begin contact.

Question/Concern in the Field:
1. UNM Supervisor & UNM Seminar Instructor Refer to syllabus for contact information
2. Field Services fsp@unm.edu
3. Program Coordinator: Waunita (Penny) Zink eled@unm.edu

Question/Concern in the Classroom
1. Instructor Refer to syllabus for contact information
2. Program Coordinator eled@unm.edu
3. Department Chair: Dr. Cheryl Torrez catorrez@unm.edu

Question/Concern regarding schedule, holds, and graduation requirements:
1. COEHS Advisement Center coeac@unm.edu or loboachieve.unm.edu
2. Program Coordinator eled@unm.edu

Question/Concern regarding Elementary Education Program:
1. Program Coordinator: Waunita (Penny) Zink eled@unm.edu
2. Department Chair: Dr. Cheryl Torrez catorrez@unm.edu

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://handbook.unm.edu/d175/
### FIELD EXPERIENCE AT-A-GLANCE/DOCUMENTS TO SUBMIT IN Tk20

Teacher candidates (TCs) receive multiple forms of feedback during three 16-week semesters. They are observed by their Cooperating Teachers (CTs) and UNM Supervisors (US) in all three semesters. Formal feedback is uploaded into UNM’s data collection system Tk20, where all parties can see the feedback.

#### Semester 1 Practicum

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Cooperating Teacher</th>
<th>Teacher Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 informal visit (Tk20)</td>
<td>1 formal observation (Tk20)</td>
<td>COEHS Differentiated NMTEACH Lesson Plan (Tk20) Due Week 10</td>
</tr>
<tr>
<td><strong>Conduct between weeks 1-4</strong></td>
<td><strong>Conduct between weeks 8-12</strong></td>
<td>Professional Dispositions Self-Assessment (Tk20) Due Week 12</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td><strong>and</strong></td>
<td><strong>Professional Dispositions Assessment (Tk20) Due Week 14</strong></td>
</tr>
<tr>
<td>1 formal observation (Tk20)</td>
<td>Professional Dispositions Assessment (Tk20) Due Week 14</td>
<td></td>
</tr>
<tr>
<td><strong>Conduct between weeks 8-12 OBS #1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Semester 2 Practicum

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Cooperating Teacher</th>
<th>Teacher Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 informal visit (Tk20)</td>
<td>2 formal observations (Tk20)</td>
<td>COEHS Differentiated NM TEACH Lesson Plan (Tk20) Due Week 10</td>
</tr>
<tr>
<td><strong>Conduct between weeks 1-4</strong></td>
<td><strong>Conduct between weeks: 6-12 OBS #1 9-14 OBS #2</strong></td>
<td>Professional Dispositions Self-Assessment (Tk20) Due Week 12</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td><strong>Professional Dispositions Assessment (Tk20) Due Week 14</strong></td>
<td></td>
</tr>
<tr>
<td>1 formal observation (Tk20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conduct between weeks 8-12 OBS #1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Semester 3 Student Teaching

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Cooperating Teacher</th>
<th>Teacher Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 formal observations (Tk20)</td>
<td>3 formal observations (Tk20)</td>
<td>Professional Disposition Self-Assessment (Tk20) Due Week 12</td>
</tr>
<tr>
<td><strong>Conduct between weeks 4-7 OBS #1 9-14 OBS #2</strong></td>
<td><strong>Conduct during weeks: 4 OBS #1 8 OBS #2 12 OBS #3</strong></td>
<td>Professional Development Plan Due (Tk20) Due Week 14</td>
</tr>
<tr>
<td><strong>US reserves the right to conduct additional observations if needed</strong></td>
<td><strong>Professional Dispositions Assessment (Tk20) Due Week 14</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sign Off for Teaching Candidate on being Prepared to Teach (Tk20) Due Week 15</td>
</tr>
</tbody>
</table>

---

Technical issues? T20 Support Staff: coetzk20@unm.edu
Tk20 info: [https://coehs.unm.edu/administration/center-for-student-success/tk20/index.html](https://coehs.unm.edu/administration/center-for-student-success/tk20/index.html)
FIELD REMINDERS AND CLARIFICATIONS

Time Requirements for Observation Submission:
**UNM supervisors submit results of formal observations in Tk20 within 72 hours.**

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 at least 48 hours prior to a formal observation to whomever will be observing. The lesson plan can then be attached to the Post-Observation Reflection. Failure to submit a lesson plan prior to 48 hours of the scheduled observation may be subject to cancellation without an opportunity for rescheduling at the discretion of the observer.

CT Expressions of Concern:
First, have a direct and frank conversation with your Teacher Candidate about the issue. State your expectations and state that you expect a change to occur. If a change does not occur within a reasonable amount of time, or if the behavior continues, please contact the UNM Elementary Education Coordinator (eled@unm.edu), who may recommend using the Informal Review forms in the TEACHER CANDIDATE CONTINUATION POLICY
https://coehs.unm.edu/continuation-policy

Communication:
Teacher candidates (TCs) carry the primary responsibility of facilitating fluid communication between their Cooperating Teachers (CTs) and the University. TC’s need to make sure the CT receives an electronic copy of the most recent versions of the handbook.
TEACHER CANDIDATE PLACEMENT

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

The UNM Elementary 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. Teacher Candidates do not choose their own placements. We prioritize placement in schools where teacher candidates will be mentored and supported by university faculty, UNM supervisors, cooperating teachers 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. We currently have the following teacher candidate placement models:

Fieldwork Requirement

You must successfully complete a total of 12 credit hours of fieldwork (Practicum and Student Teaching) and seminar instruction by the end of your Semester 3 Field Experience:

Semester 1: Co-Requisites (must be taken together)
EDUC 401L Creating Effective K-8 Learning Environments I (Seminar) 1 credit
EDUC 411L K-8 Field Experience I. 1 to 3 credits

Semester 2: Co-Requisites (must be taken together)
EDUC 402L Creating Effective K-8 Learning Environments II (Seminar) 1 credit
EDUC 412L K-8 Field Experience II. 1 to 3 credits

Semester 3: Co-Requisites (must be taken together)
EDUC 403L Using Assessment: Creating Effective K-8 Learning Environments III (Seminar) 1 credit
EDUC 413L K-8 Field Experience III – Student Teaching. 6 to 15 credits
Semester 1 Practicum Overview

Courses

In Semester 1, teacher candidates take 3 methods courses: a diversity strand course, student teaching seminar, and a field practicum two days a week.

Below are brief descriptions of the required methods courses teacher candidates take during their first semester of practicum. Completion of coursework assignments may require the teacher candidate to interact with one or more students in the classroom. Cooperating teachers are asked to be as flexible and accommodating as possible to allow the completion of these assignments.

SEMESTER 1: DESCRIPTION OF METHODS COURSES TAKEN TOGETHER
EDUC 333L: Teaching Language Arts K-8 (3 credit hours)
Catalog Description: Study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children.

EDUC 361L: Teaching Mathematics K-8 (3 credit hours)
Catalog Description: Strategies and materials appropriate for traditional and innovative instructional programs in elementary school mathematics. Supervised work with children allows for in-depth analysis of both content and process.
Prerequisite or Corequisite: MATH 1118 and (MATH 1220 or MATH 2118)

EDUC 353L: Teaching Science K-8 (3 credit hours)
Catalog Description: Methods, processes, content and management of children’s science observation, exploration, discovery, and invention; attitudes of inquiry and wonderment. Science integrated with math and other areas of life.

SEMESTER 1: DIVERSITY STRAND COURSE #2 (Determined by Student)
NOTE 1: Students seeking an Endorsement Bilingual Education, take courses in TESOL for their Diversity Strand. NOTE 2: Students seeking Endorsement in TESOL, take courses in TESOL for their Diversity Strand. NOTE 3: For students not seeking an endorsement in Bilingual Education for TESOL, Diversity Strand can be General Diversity or Special Education.

SEMESTER 1: PRACTICUM COURSES TAKEN TOGETHER WITH METHODS & DIVERSITY COURSES LISTED ABOVE

EDUC 401L: Creating Effective K-8 Learning Environments I (1 credit hour for Seminar)

EDUC 411L: K-8 Field Experience I (1 to 3 credit hour Field Component)
1) Teacher Candidates (TCs) are placed in classrooms for two (2) full days each week (typically between Thursday through Friday) for 15 weeks (30 days). TCs follow the CT required Duty Day.
2) TCs are allowed two excused absences from their field experience provided that the TC arranges to make up the time during that same semester. All absences must be reported to the cooperating teacher, the university supervisor, and the seminar instructor prior to the beginning of the school day in which the TC will be absent from the school site. Absences need to be recorded in Tk20 log. Two or more late arrivals and early departures may be counted as an absence. If absences exceed two, the program coordinator (eled@unm.edu) should be notified and the student may be asked to take their Semester 1 Practicum (EDUC 401L & 411L) the following semester.

3) All TCs are required to attend seminar meetings. These seminars cover topics on observation, classroom management, evaluation, and other topics. Seminars are mandatory. Dates and times are arranged by the instructor, and so differ from semester to semester. However, teacher candidates can expect them to either be on the same day as their coursework (typically Monday or Tuesday afternoon). TCs are expected to be in Seminar EDUC 401L on-time for every class session since that is where they will learn about the required assessments that get posted to Tk20. Any and all absences must be reported ahead of time and make-up work must be completed for each absence.

**ADDITIONAL INFORMATION SEMESTER I PRACTICUM**

**Holiday/Seasonal Breaks**
In Semester 1 & 2 Practicum, when UNM and district holidays/seasonal breaks to not coincide, TCs are encouraged to take the school district break. If there is a conflict then TC can discuss their wishes for observance with their cooperating teachers. TC must meet the required numbers of days in the field.

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

**Change of Placement**
Change of Placement requests are only honored in extenuating circumstances such as the cooperating teacher changing schools, retiring, or when a serious conflict occurs. Any teacher candidate seeking a Change of Placement for Semester 2 or 3 Practicum must submit a Change of Placement request by October 31/March 31 deadlines.

**Middle School Placements**
All students are typically placed at the elementary school level during their Semester 1 Practicum. Any student wishing to switch to a middle school level should submit their requests by October 31/March 31 of their Semester 1 Practicum in order to be placed in a Middle School for their 2nd semester.
FREQUENTLY ASKED QUESTIONS (FAQs)

SEMESTER 1 PRACTICUM COOPERATING TEACHERS

1. When does my Semester 1 Practicum Teacher Candidate report to my school?
   Reporting dates vary from semester to semester for a variety of reasons such as a delay in background paperwork. Teacher Candidate will let you know of the date to begin according to the UNM Class Schedule.

2. What hours are my Semester 1 Practicum Teacher Candidate required to be at school?
   Semester 1 Practicum teacher candidates are required to be at your school two full days per week for 16 weeks. Typically, students take classes Mondays and Tuesdays and are in the field Thursdays and Fridays. As the Cooperating Teacher, you will work with your teacher candidate to determine the weekly schedule. Semester 1 Practicum Teacher Candidates are required to spend the full “teacher day” at the school (and arrive 5-10 minutes early/stay 5-10 after dismissal). Semester 1 Practicum I students should not have an early release day as one of their field days. If your school has an early release day on one of the designated days, please notify the TC’s UNM Supervisor so alternative arrangements can be made.

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

4. Does my Teacher Candidate assist me during my planning? See “Pacing Guide for Teaching Responsibilities” in this Handbook, p. 52) Cooperating teachers are strongly encouraged to set aside time to plan alongside their teacher candidates. We hope that Teacher Candidates are considered co-teachers in the classroom as opposed to visiting guests.

5. What evaluations do I complete for my teacher candidate and when are they due?
   During semester 1 Practicum, cooperating teachers are currently asked to have student teachers begin teaching in small groups, then whole group, and after mid-semester, conduct 1 formal observation of their teacher candidates and submit their evaluations to Tk20. The rubric follows Elevate NM.

6. Will there be a University Supervisor who will visit and observe my Teacher Candidate?
   Yes, there will be a University Supervisor who will visit and observe your Teacher Candidate 1 time during Semester 1, they may also visit once for an informal visit and once to conduct a formal observation. In addition, you may request or be asked to participate in an end of the semester conference involving both the teacher candidate and University Supervisor.

7. What are my Teacher Candidate’s responsibilities with regard to “duties: (i.e. lunch, recess, etc.)
During the first semester of student teaching, your Teacher Candidate should attend all duties assigned to you along with you. He or she should learn what is expected on such duties and “shadow” you as you attend to your duty position. TC should attend Parent Teacher Conferences, faculty meeting, IEP meetings as appropriate. Attending these events does not count towards weekly requirements. Semester 1 Teacher Candidates should NOT serve duties alone.

8. **Is it appropriate to ask my Teacher Candidate to perform preparation tasks such as copying/cutting etc.?**

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

9. **How much teaching can or should my Teacher Candidate do?** (See “Pacing guide for Teaching Responsibilities” p. 52)

Teacher Candidate can do as much teaching as you both feel comfortable allowing. Allowing TCs to begin working as soon as possible with individual students is strongly encouraged. Once you and your TC are comfortable, the TC should progress so after to working with small groups, and then the entire class. All Semester 1 Teacher candidates will be taking the methods coursework, and the field experience assignments will be required of them. Please provide ample opportunities for your Teacher Candidate to complete these assignments.

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

Helping TCs reflect upon their teaching is a critical role that you and the UNM supervisor have. Begin any feedback discussion by asking what he or she might do differently and, again, ask him or her to explain why. After the Teacher Candidate has had the opportunity to reflect upon his or her teaching, share what you felt went well in the lesson and why, and then, if appropriate, select one aspect of the lesson to offer suggestions for improvement on. Whenever possible, provide your TC with written feedback or a written summary of your discussion so that he or she can return to these notes in the future to see progress over time.

10. **What do I do if I have a concern about my Teacher Candidate’s progress?**

Sooner is MUCH better than later if you have a concern. We want you to feel free to contact the Program Coordinator with any and all concerns to your TC’s UNM Supervisor. These concerns may involve professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue of which you have a concern.

A Mid-Term Conference Form is available in the Forms Handbook on the Field Services Website (fsp.unm.edu or email fsp@unm.edu to request this document) for formal documentation of concerns. Complete this form, discuss your concerns with your Teacher Candidate as well as their UNM Supervisor, and contact the UNM Elementary Education Program Coordinator. The sooner we address issues of concern, the sooner the TC can begin to work to improve the challenge area and continue on the path to a successful
teaching career. The Elementary Education Program will also follow the TEACHER CANDIDATE CONTINUATION POLICY when student issue arise.

11. What do I do if my Teacher Candidate has trouble arriving on time/remaining for full day?
First, have a frank and direct conversation with your Teacher Candidate about late arrival/early departure. State your expectations, refer to the contract signed at the beginning of the semester, and state that you expect a change to occur. If a change does not occur the very next day, or if the behavior continues, please contact the UNM Elementary Education Coordinator, who may recommend using the Informal Review forms in the TEACHER CANDIDATE CONTINUATION POLICY [https://coehs.unm.edu/continuation-policy](https://coehs.unm.edu/continuation-policy)

Teacher Candidates should be required to sign in at the school office each day. In addition, they must sign in on their TIME LOG on Tk20 to document their daily arrival, departure times. We request that the CT Log on Tk20 once per week to verify the TC’s attendance. (See APPENDIX in this document for directions to log on to Tk20 TIME LOG) Regardless of the format, evidence should be readily available to discuss any arrival/early dismissal issues as they arise.

12. Will this Teacher Candidate be able to stay in my class next semester?
Yes, your Teacher Candidate will remain in your school, if not your classroom, not only for the 2nd semester of the practicum experience, but hopefully to complete the 3rd semester of fulltime student teaching also. That being said, we strongly encourage you to provide your Teacher Candidate with opportunities to observe multiple grade levels and diverse classroom environments within your school (or even a neighboring school). Only extenuating circumstances would necessitate a change in placement for subsequent semesters. If you and your TC decide a Change of Placement is necessary, and your TC makes a formal request with Field Services, there is very little chance that the TC will be able to return to your classroom if he or she has a change of heart down the road. Please keep this in mind when discussing this possibility. While this is not uniform across all schools, it is likely you will stay with your teacher candidate.

13. Can my Teacher Candidate substitute teacher for me or another teacher in my building?
Teacher Candidates who hold valid Substitute Teaching Licenses may only substitute for you or another teacher in your building on the days not designated as required field experience days.
FREQUENTLY ASKED QUESTIONS (FAQs)

SEMESTER 1 PRACTICUM TEACHER CANDIDATES

1. **What if I need to drop a course?**
   If you feel you need to withdraw from a course, please contact the Program Coordinator so we can figure out a plan for you to re-take the course(s). All methods coursework should be completed prior to the start of your final field experience.

2. **What if I need to keep 15 credit hours for scholarship?**
   You should add any remaining Core/Teaching Field/Endorsement courses such as TESOL and/or Bilingual. You may also take any remaining EDPY required coursework.

3. **When do I report to my school?**
   Reporting dates vary from semester to semester. You will report to your school on the date the UNM Class Schedule states you should report. You must first have completed your background check, have obtained your liability insurance, and be registered for your seminar before you will be permitted to be in the field. Please make every attempt to take care of these things before the start of the semester. If all requirements are complete, you may begin your field experience the first week of UNM’s academic semester.

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

5. **What hours am I required to be at school?**
   Semester 1 Teacher Candidates are required to be at your school two full days per week for 16 weeks during the semester. Typically, you will take classes Mondays and Tuesdays (some courses may meet on Wednesdays) and will be in the field Thursdays and Fridays. First semester Teacher Candidates are required to work the “teacher day.” In addition, out of professional courtesy for your Cooperating Teacher, you are expected to arrive at least 5-10 minutes early and follow your CTs required duty day.

6. **Am I expected to assist my Cooperating Teacher during his or her planning?**
   Cooperating teachers are strongly encouraged to set aside time to plan alongside their Teacher Candidate. We hope that Teacher Candidates are considered co-teachers in the classroom as opposed to visiting guests.

7. **Am I required to sign in at my school?**
   Yes, you will sign in at the office every day you are at school. You will either sign in on a special form created by your school specifically for Teacher Candidates, or you will sign in using the pre-existing school visitor sign-in sheet. You will also sign in on your TIME LOG in Tk20 and your CT will validate your noted times. See APPENDIX for directions.

7/27/20
8. Will a University Supervisor visit and observe my teaching?
Yes, a University Supervisor will visit you at least two times during Semester 1 Practicum. Once for an informal visit and once for formal observation(s). In addition, you will also sit in on an end of semester conference with both your Cooperating Teacher and your Supervisor. Please reach out to your Supervisor throughout the semester with questions or concerns you may have regarding your field experience.

9. Will my Cooperating Teacher be required to observe me?
Yes, your CT should conduct at least one formal observation throughout the semester and upload his or her feedback in Tk20.

10. What happens if I score low on my observation evaluations?
The scores you receive on your formal evaluations are mainly intended to provide you with feedback. They also provide your University Supervisor (US) and Cooperating Teacher (CT) with insight into improving your teaching. Note: If you perform poorly on one of your lesson evaluations, the US will ask you to teach another lesson and provide you with one more opportunity to be observed.

11. What forms will I need to complete?
- Semester 1 Practicum Teacher Candidates will complete the following forms:
  - Attendance TIMELOG in Tk20 confirming hours present at school (please have your CT sign this log weekly. You will submit your hours to Tk20.
  - Formal lesson plans. Please submit formal lesson plans to your University Supervisor/Cooperating Teacher at least 48 hours prior to your scheduled observation.
  - Self-Assessment of Dispositions in Tk20.
    - [https://coehs.unm.edu/administration/center-for-student-success/tk20/tk20-tutorials.html](https://coehs.unm.edu/administration/center-for-student-success/tk20/tk20-tutorials.html) Visit Tutorials for how to access Tk20.
  - Other forms and assignments as indicated in Methods Classes and Seminar.

12. How much teaching can I do during my first semester?
You and your cooperating teacher will determine when and what you will teach. We recommend that cooperating teachers provide teacher candidates with opportunities to begin working with students as soon as possible. Once you are comfortable, you should progress soon after to working with small groups, and then with the entire class. The decision regarding what you are ready to begin teaching the entire class should be an agreement between the two of you in consultation with your University Supervisor noting that this is a case-by-case decision. No two teacher candidates are ready to take over the whole class at the same time, but with adequate experience and preparation with individual students and small groups, you should be ready to conduct whole class instruction by mid-semester or sooner.

13. Will I be expected to perform classroom tasks such as copying/cutting etc. and/or grading?
Classroom preparation/grading are a large part of teaching. You should expect to help with classroom preparation/grading tasks such as copying, cutting manipulatives, sorting, etc. as well as grading. You and your Cooperating Teacher should determine together how much time will be spent on such tasks.

14. What are my responsibilities with regard to “duties” (i.e., lunch, recess, etc.?)
During Practicum I, you should attend all duties assigned to your Cooperating Teacher. You should learn what is expected on such duties and “shadow” your Cooperating Teacher while he or she attends to the duty position. Teacher Candidates should not serve duties alone. If you have any concerns about the duties you are asked to perform, please discuss these concerns with your University Supervisor.

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

While this may not be uniform at all school sites, you will likely remain. Yes, the program is designed so you will remain in your classroom not only for the Semester 1 & 2 Practicums, but hopefully to complete Semester 3 Student Teaching as well. That being said, we strongly encourage you to self-advocate for opportunities to observe other classrooms/grade/levels during this first semester. You and your cooperating teacher should come up with a plan to give you a wide perspective on teaching children of multiple ages and abilities.

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

16. **Can I substitute for my cooperating teacher or another teacher in my building?**

Teacher Candidates who hold valid Substitute Teaching Licenses may on substitute for their CTs or another teacher on the days not designated as their required field days. The COEHS and school districts often encourage TCs to seek a Substitute Teacher License within their school district due to shortages of substitutes in schools.
SEMESTER II PRACTICUM OVERVIEW

Courses and Practicum II
In the second semester of the Elementary Education Teacher Education program teacher candidates take methods courses and work in a field practicum two days a week. Below are brief descriptions of the methods courses teacher candidates take during their first semester of practicum. Completion of coursework assignments may require the teacher candidate to interact with one or more students in the classroom. Cooperating teachers are asked to be as flexible and accommodating as possible to allow for the completion of these assignments.

SEMESTER 2: DESCRIPTION OF METHODS COURSES TAKEN TOGETHER
EDUC 321L: Teaching Social Studies K-8 (3 credit hours)
Catalog Description: Development of conceptual framework for study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Supervised work with children allows for in-depth analysis of both content and process.

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

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

DIVERSITY STRAND COURSE #3 (Determined By Student)
Note 1: Students seeking an Endorsement in Bilingual Education, take courses in Bilingual Education for their Diversity Strand. Note 2: Students seeking an Endorsement in TESOL, take courses in TESOL for their Diversity Strand. Note 3: For students not seeking endorsement in Bilingual Education or TESOL, Diversity Strand can be in General Diversity or Special Education.

SEMESTER 2: PRACTICUM COURSES TAKEN TOGETHER WITH METHODS & DIVERSITY COURSES LISTED ABOVE
EDUC 402L: Creating Effective K-8 Learning Environments II (1 credit hour Seminar)
EDUC 412L: “K-8 Field Experience II” (1-3 credit hours Field Component)
1) Ideally, Teacher Candidates (TCs) begin their second semester with the same school and teacher. They continue to work in the classroom two (2) full days each week (typically Wednesdays and Thursdays) for 16 weeks. TCs are required to arrive early and stay later that the regular school day. In semester 2, teacher candidates will adhere to the duty day of the teacher. This enables TCs and their Cooperating Teachers (CTs) to discuss/prepare the day’s activities. Because many schools have early release on Wednesdays, TCs are expected to remain at the school and participate in professional development/planning with their CTs. If this poses a conflict,
please contact the Elementary Education Program Coordinator to discuss alternative options.

2) TCs are allowed up to two excused absences from the field experience provided the TC arranges to make up the time. All absences must be reported to the cooperating teacher, the university supervisor, and the seminar instructor prior to the beginning of the school day in which the TC will be absent from the school site. Absences need to be recorded in Tk20 log. Two or more late arrivals and early departures may be counted as an absence. In absences exceed two, the Program Coordinator should be notified.

3) All TCs are required to attend seminar meetings. These seminars cover observation, classroom management, evaluation, and other topics. Seminars are mandatory. Dates and times are arranged by the instructor and differ from semester to semester. All absences require make-up work.

**ADDITIONAL INFORMATION SEMESTER 2**

**Holiday/Seasonal Breaks**
In Semester 2 Practicum, when UNM and district holidays/seasonal breaks so not coincide, TCs are encouraged to discuss their wishes for observance with their Cooperating Teachers. Arrangements can be made on a case-by-case basis as long as the TCs meet the required number of hours in the field.

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

**Change of Placement**
Change of Placement requests are only honored in extenuating circumstances such as the cooperating teacher changing schools, retiring, or when a serious conflict occurs. Any semester 2 Practicum teacher candidate seeking a Change of Placement for Semester 3 Student Teaching must submit a Change of Placement request by the October 31/March 31 deadlines to change placements.

**Middle School Placements**
Any student wishing to switch to a middle school should submit their requests by October 31/March 31 of their Semester 2 Practicum in order to student teach in a middle school for their 3rd semester.
FREQUENTLY ASKED QUESTIONS (FAQs)
for
SEMESTER 2 PRACTICUM COOPERATING TEACHERS

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

2. **What hours is my Semester 2 Practicum Teacher Candidate required to be at school?**
   Semester 2 Practicum Teacher Candidates are required to be at your school two (2) full school days per week for 16 weeks. Typically, students attend classes on the university campus Mondays and Tuesdays and are in the field Wednesdays & Thursdays or Thursdays and Fridays. Semester 2 Practicum TCs are required to work on the “teacher day” and arrive 15 minutes before first period and stay fifteen minutes after the last period. This additional time is meant to give you and your TC time to prepare/debrief the day’s activities. If your school observes an early release on one of these days, please arrange for your TC to attend any required planning meetings/professional development that might occur on these afternoons. TC are expected to adhere to the CT’s duty day. If for some reason, this poses a conflict for you or your school, please contact the Elementary Ed Program Coordinator so alternative arrangements can be made.

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

4. **Does my Teacher Candidate assist me during my planning?**
   Cooperating teachers are strongly encouraged to set aside time to plan alongside their Teacher Candidate. We hope that Teacher Candidates are considered co-teachers in the classroom as opposed to vising guests.

5. **What evaluations do I complete for my Teacher Candidate and when are they due?**
   You are responsible for submitting two formal evaluations in Tk20. We strongly encourage you to provide ongoing informal feedback to your teacher candidate.

6. **Will a University Supervisor visit and observe my Teacher Candidate?**
   Yes, there will be a University Supervisor who will visit with and observe your Teacher Candidate two times during Semester 2, once for an informal visit and once to conduct 1 formal observation. In addition, you may also be asked to participate in an end of semester conference involving both the Teacher Candidate and well as his or her Supervisor.

7. **When can my Teacher Candidate begin teaching?** *(See “Pacing Guide for Teaching Responsibilities” in this Handbook, p. 52)*
   Teacher Candidates should begin the semester immediately working with individual students/small groups of students. The TC should begin conducting whole class activities and lessons within the first month of the semester. Please note, teacher candidates are
still taking methods coursework at this time and will have field experience assignments they will be asked to complete in the classroom.

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

8. What are my Teacher Candidate’s responsibilities with regard to “duties” (i.e., lunch, recess, etc.)?
During the second semester of Student Teaching, your Teacher Candidate should still attend all duties assigned to you along with you. He or she should learn what is expected on such duties and “shadow” you as you attend to your duty position. Semester 2 Practicum Teacher Candidates should NOT serve duties alone.

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

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

A Mid-Term Conference Form is available for download from the Field Services Portal (LINK) for formal documentation of concerns. Complete this form, discuss your concerns with your TC as well as his or her UNM Supervisor, and contact the UNM Elementary Education Coordinator. The sooner we address issues of concerns, the sooner the TC can begin to work to overcome the challenge and continue on the path to a successful teaching career. The Elementary Education Program will also follow the TEACHER CANDIDATE CONTINUATION POLICY when student issues arise. https://coehs.unm.edu/continuation-policy

NOTE: The Program Coordinator should be alerted to the issue sooner rather than later at eled@unm.edu and University Supervisors and Cooperating Teachers can submit Informal Review forms to the Program Coordinator as found in the TEACHER CANDIDATE CONTINUATION POLICY. https://coehs.unm.edu/continuation-policy
This form allows up to begin a process of close monitoring of the Teacher Candidates actions to further assist them on their journey to becoming a teacher.
11. **Can I have my Mid-Term Conference even if my Teacher Candidate is doing well?**
   Yes, absolutely. Sitting down for an in-depth conversation about your Teacher Candidate’s progress can be extremely helpful both for you and for your Teacher Candidate.

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

13. **Can my Teacher Candidate sub for me or another teacher in my building?**
    Teacher Candidates who hold a valid Substitute Teaching Licenses may only sub for you or another teacher in your building on the days it is not designated as their required field experience days.
FREQUENTLY ASKED QUESTIONS (FAQs)
for
SEMESTER 2 PRACTICUM TEACHER CANDIDATES

1. What if I need to drop a course?
If for any reason, you feel you need to withdraw from a course, please contact the Program Coordinator at eled@unm.edu so we can figure out a plan for you to re-take the course. All methods coursework should be completed prior to the start of Semester 3 Student Teaching.

2. What if I need to keep the 15 hours for scholarship?
   - Take any remaining Core/Teaching Field/Endorsement courses
   - Take EDPY 310
   - Contact the Program Coordinator at eled@unm.edu

3. What if I requested a change of placement, but I still do not have a new placement?
   Please contact Field Services fsp@unm.edu and the Program Coordinator at eled@unm.edu

4. When do I report to my school?
   Reporting dates vary from semester to semester. Unless there is a delay with your paperwork/registration, you will report to your school on the date the UNM Class Schedule states you should begin.

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

6. Should I assist my Cooperating Teacher during planning?
   Cooperating teachers are strongly encouraged to set aside time alongside their Teacher Candidate. We hope that Teacher Candidates are considered co-teachers in the classroom as opposed to visiting guests.

7. What hours am I required to be at school?
   Semester 2 Practicum Teacher Candidates are still required to be at your school two (2) full school days per week for 16 weeks. Typically, you will attend classes on campus Mondays and Tuesdays and will be in the field Wednesdays, Thursdays, or Fridays. Semester 2 Practicum TCs are required to work the “teacher day” as well as an additional 30 minutes spread out before and after the school day. This means, please arrive fifteen minutes before first period and stay fifteen minutes after the last period. This additional time is meant to give you and your CT time to prepare/debrief the day’s activities. If your school observes an early release on one of these days, please plan to attend any planning meetings/professional development alongside your CT on these afternoons. TCs are still expected to adhere to the CT’s duty day. If for some reason, this poses a conflict for your CT or your school, please contact the University Supervisor or Elementary Ed Program Coordinator so alternative arrangements can be made.
8. What forms do I complete?
Semester 2 Practicum Teacher Candidates are required to complete these forms:

- Daily TIME LOG attendance posted in Tk20 and Tk20 binder sent to supervisor.

- 2 Formal lesson plans following the UNM elevate NM lesson plan template. Please submit one formal lesson plan to your CT 48 hours prior to your scheduled observation and one formal lesson plan to your University Supervisor at least 48 hours prior to your scheduled observation.

- Self-Assessment of Dispositions Form in Tk20

- Other forms and assignments as required in Methods Courses and Seminar.

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

10. Will I be able to stay in my class next semester?
Yes, you will remain in your classroom for Semester 3 Student Teaching. Change of Placement requests are only honored in extenuating circumstances such as your Cooperating Teacher changing schools/retiring or when a serious conflict occurs. If you decide to change your placement for the upcoming semester, the deadlines are October 31 and March 31 for Spring and Fall semesters, respectively. We strongly encourage all TCs to establish a strong rapport with the CT prior to going into their final semester of student teaching. Change of placements between second and third semester are not recommended.

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

11. Can I sub for my Cooperating Teacher or another teacher in the building?
Teacher Candidates who hold valid Substitute Licenses may only sub for their Cooperating Teachers or other teachers in their buildings on the days in which they are not required to be in the field.

12. When should I take additional state licensure exams?
Teacher candidates should begin taking their state licensure exams during/after completing the Semester 2 Practicum and in the early part of Semester 3 Student Teaching of the program (See page 37 of this Handbook).
SEMESTER 3 STUDENT TEACHING OVERVIEW

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

SEMESTER 3 STUDENT TEACHING: COURSES TAKEN TOGETHER
Co-Requisites EDUC 403L/413L must be taken together: Semester 3 Student Teaching EDUC 403L: “Using Assessment: Creating Effective K-8 Learning Environments III” (1 credit hour)
EDUC 413L: K-8 Field Experience III – Student Teaching (6-15 credit hours Field Component)

1) Teacher Candidates begin their Semester 3 Student Teaching typically with the same school and teacher. They work in the classroom every day for 16 weeks. Teacher Candidates in their final semester are required to follow the Cooperating Teacher's duty day. This enables TCs and their Cooperating Teachers (CTs) to discuss/prepare the day’s activities. Teacher Candidates report to school when the Cooperating Teachers report.

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

3) All TCs are required to attend seminar meetings. Seminars are mandatory. Dates and times are arranged by the instructor, and so differ from semester to semester. However, TCs can expect them to be on a week day in the early afternoon or evening online.

4) In Semester 3 Student Teaching, students should follow their school site’s schedule.
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. Students will complete the TIMELOG hours in Tk20 that requires weekly signatures of the Cooperating Teacher.
- Lesson Plan: Students will write a detailed lesson plan for 3 formal observations using the UNM Elevate NM Lesson Plan Template. Each lesson plan must receive a “Pass” or will be resubmitted until mastery has been achieved.
• Professional Development Plan: Students will complete a professional development plan choosing one indicator for each Elevate NM domain to focus on.

FREQUENTLY ASKED QUESTIONS (FAQs)

SEMESTER 3 COOPERATING TEACHERS

1. When does my Semester 3 Teacher Candidate report to my school?
Your Teacher Candidate will report to school on the first teacher day.

2. What hours is my Semester 3 Teacher Candidate required to be at school?
Semester 3 Teacher Candidates are required to be at your school every day for 16 weeks/80 days for the entire duty day. As the Cooperating Teacher, you will work with your Teacher Candidate to determine the weekly schedule and how the extra hour per day will be scheduled.

NOTE: TCs and CTs will log in and approve the TC’s reported times in Tk20 TIMELOG

3. What evaluations do I complete for my Teacher Candidate and when are they due?
Please submit 3 formal evaluations in Tk20.

4. Does my Teacher Candidate assist me during my planning?
Cooperating Teachers are strongly encouraged to set aside time to plan alongside their Teacher Candidate. We hope that Teacher Candidates are considered co-teachers in the classroom as opposed to visiting guests. In addition, during this final semester, Teacher Candidates should be responsible for fully planning at least some daily lessons.

5. When can my Teacher Candidate begin teaching? (See "Pacing Guide for Teaching Responsibilities" in this Handbook, p. 52)
You and your Teacher Candidate should determine his or her teaching schedule. If you are a Cooperating Teacher at one of our partnership schools, this process may look slightly different. However, all TCs should begin to take over a subject area or class period by the second week of the semester, if not sooner. This assumption should gradually increase to the required minimum of three (3) consecutive weeks of Full Assumption of the teacher’s entire teaching schedule including lesson plans (again, CTs in partnership sites should consult with the on-site faculty member to demine appropriate scaffolding of teaching assumption).

Co-Teaching Model can be used for Full-Assumption as long as there is evidence of ample planning. For examples of adequate planning see the following website: https://education.wm.edu/centers/ttac/documents/packets/coteaching.pdf

Implementing Co-Teaching Strategies/Models
I. One Teach/One Observe
II. One Teach/One Assist/Prompt
III. Parallel Teaching
IV. Alternative or Differentiated Teaching
V. Station Teaching
VI. Team Teaching/Co-Teaching
Helping TCs reflect upon their teaching is a critical role that you and the UNM supervisor have. Begin any post-observation discussion with your TC by asking what he or she felt...
went well in the lesson, and why he or she feels that way. After the Teacher Candidate has had the opportunity to reflect upon his or her teaching, share what you felt went well in the lesson and why, and then, if appropriate, select one aspect of the lesson to offer suggestions for improvement on. Whenever possible, provide your TC with written feedback or a written summary of your post-conference discussion so that he or she can return to these notes in the future to see progress across time.

6. **What do I do if I have a concern about my Teacher Candidate’s progress?**

   Contacting the Seminar Instructor or Supervisor SOONER is MUCH better than later if you have a concern. We want you to feel free to contact the Program Coordinator with any and all concerns you may have with the Teacher Candidate (see College of Education & Human Sciences faculty & staff contacts on our website [https://coehs.unm.edu/](https://coehs.unm.edu/) or ask your TC’s supervisor for contact info). You may also communicate your concerns to you TC’s UNM Supervisor. These concerns may involve professionalism, organizational skills, appropriate language and conduct, appropriate dress, confidence, punctuality, or any other issue which you may have a concern.

   A Mid-Term Conference form is available for download from the Field services Portal [https://fieldservice.unm.edu/](https://fieldservice.unm.edu/) for formal documentation of concerns. Complete this form, discuss your concerns with your Teacher Candidate as well as their UNM Supervisor, and contact the UNM Elementary Education Coordinator. The sooner we address this issue of concern, the sooner the TC can begin to work to correct the problem and continue on the path to a successful teaching career. You do not have to wait until mid-term if you feel the concern is serious. The TEACHER CANDIDATE CONTINUATION POLICY will also be used to address student issues. [https://coehs.unm.edu/continuation-policy](https://coehs.unm.edu/continuation-policy)

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

7. **Can my Teacher Candidate sub for me?**

   Teacher Candidates who hold valid Substitute Teaching Licenses and are in their third and final semester of student teaching may sub for their CTs for up to ten days.
Frequently Asked Questions (FAQs)

SEMESTER 3 TEACHER CANDIDATES

1. **Why is Semester 3 Student Teaching (EDUC 403L & EDUC 413L combined) 7 credit hours?**
   
   EDUC 403L is 1 credit and EDUC 413L is 6-15 variable credit. Only 15 credit hours total overall all three semesters can be counted towards graduation. This is a university policy. On the other hand, the state requires a minimum of 9 credit hours of in-the-field training. We have attempted to meet both university and state requirements in determining the amount of field/seminar credit hours.

2. **What if I need 15 credit hours to keep my scholarship?**
   
   We strongly encourage you to consider pursuing additional hours toward a bilingual and/or TESOL endorsement, as these areas of expertise are highly sought after for teachers. In addition, you might consider pursuing additional hours toward a math and science teaching field, as these too are high needs areas for local districts.

3. **When do I report to my school?**
   
   You will report to your school in the third semester the day that is indicated in the UNM Class Schedule for EDUC 403L and EDUC 413L. Be sure to communicate with your CT so you know the expectations for the start of the semester and your CT knows your start date. If you are not with the same CT as you were the previous semester, please contact Field Services [LINK] to help you determine your reporting date.

4. **Should I assist my Cooperating Teacher during planning?**
   
   Cooperating teachers are strongly encouraged to set aside time to plan alongside their Teacher Candidate. We hope that Teacher Candidates are considered co-teachers in the classroom as opposed to visiting guests. In addition, during this final semester, Teacher Candidates should be responsible for fully planning at least some of the daily lessons.

5. **When am I required to be at school?**
   
   You are required to be at your school every day of the week for 16 weeks for the entire duty day. You will work with your Cooperating Teacher to determine the weekly schedule and how the extra hour per day will be scheduled.

6. **What forms do I complete?**
   
   For Semester 3 Student Teaching, you are required to complete these forms:
   - Attendance TIME LOG online Tk20 confirming hours present at school, your CT must confirm your attendance online in Tk20 as well (on a weekly basis).
   - Three formal lesson plans. Please submit a formal lesson plan to your University Supervisor or Cooperating at least 48 hours prior to your scheduled observation following the UNM Differentiated NMTEACH Lesson Plan Template.
   - Self-Evaluation of Dispositions online in the Tk20 system
   - Professional Development Plan Uploaded to Tk20
   - Other forms and assignments as required in Methods Courses and Seminar
7. **When can I begin teaching?** See “Pacing Guide for Teaching Responsibilities” in this Handbook, p. 52)
You and your Cooperating Teacher should determine your teaching schedule using the Student Teaching Planning Guide for assumption of teaching in the Forms Handbook. You should begin to take over a subject area or class period by the second week of the semester, if not sooner. This assumption should gradually increase to the required minimum three (3) consecutive weeks of Full Assumption or “SOLO Teach” of the entire teaching schedule.

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

8. **What are my responsibilities with regard to “duties?”**
You should attend all duties assigned to your Cooperating Teacher. You should learn what is expected on such duties and “shadow” your Cooperating Teacher while he or she attends to duties without the presence of your CT. Please discuss your comfort level with these expectations with your CT and clear this practice with your principal ahead of time.

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

10. **How long will I need to assume full-responsibility for teaching in my placement?**
You are required to assume a minimum of 15 consecutive days of full-responsibility for teaching toward the end of the semester. You and your Cooperating Teacher will discuss the best time period for this full assumption or “SOLO Teach” period. We recommend that you complete your 15 consecutive days at least one week prior to the end of your time in the Cooperating Teacher’s classroom so that there is a transition period in which the teaching responsibilities are transferred from you as the Teacher Candidate back to your Cooperating Teacher. However, it is in your best interest to teach full time for your CT for as long as you can so you have the benefit of coaching and support.

11. **May I sub for my Cooperating Teacher?**
Teacher Candidates who hold valid Substitute Teaching Licenses and are in their third and final semester of student teaching may sub for their CTs for up to ten days. You may sub for other teachers once you have successfully completed your full assumption weeks.
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 & Human Sciences 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 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 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 students]

Rationale for Practices:
What do we want all of our students to be able to do? This part of our program revolves around classroom teaching Practices - the field experience. Practices should be observable. These [seven] practices we have listed should be things we can see during the course of the field experience. The skilled, critical observer ought to be able to provide specific descriptions revealing these practices or their absence.

How do we become skilled critical observers of these Practices? According to Elliot Eisner, the "educational critic" must have the ability to reveal the qualities of the act of teaching. This uncovering of qualities is accomplished only by the observer who is skilled at noticing, describing, interpreting, and evaluating a piece of work (in this case, a "piece"
of teaching). For Eisner, the most important elements are noticing and describing. Inadequate attention and poor description leads to false or misleading interpretation. The challenge is to educate ourselves - and anyone else we are going to ask to assess the Practices of our pre-service teachers - in the art of classroom observation.

III. Developing a PROFESSIONAL IDENTITY is central to lifelong growth as a professional educator. The University of New Mexico College of Education and Human Sciences will heal 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 and working within the ethical codes of the profession.

**Rational for Dispositions & Habits of Mind:**
The Dispositions & Habits of Mind that are listed and described in our Conceptual Framework reflect our values, attitudes, and beliefs about the profession of teaching. It is not an accident that we have placed “caring” at the top of the list of those qualities “central to the growth of a lifelong educator.” It reminds us to look for this quality in our students; it should also remind us of our responsibility for modeling this disposition in our relationships with our students and with one another. Listen to our langue: “Caring: Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.” We have listed these Dispositions separately from Understandings and Practices, although clearly they overlap. “Caring,” for example, is conceptual; how we understand it influences how we enact (Practice) it.
The evidence for the qualities we hope to engender and sustain in our pre-service teachers - qualities of mind and heart - may be largely anecdotal, but we must create the means to tell these stories - and reflect on these stories - or we risk losing sight of who we work with and for.
Interstate New Teachers Assessment and Support Consortium (InTASC) Standards

InTASC Standards provide instructional support to new teachers and are part of COEHS accreditation standards as a teacher education program. InTASC Standards align with expectations in Elevate NM

**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 of 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.

NEW MEXICO TEACHER LICENSURE EXAMS

For the most up to date Information from the UNM College of Education & Human Sciences use the link below. See FAQ
https://coehs.unm.edu/administration/center-for-student-success/nm-teaching-licensure-testing/index.html

Praxis: https://www.ets.org/praxis/nm/requirements/

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Learning and Teaching Assessment</td>
<td>Principles of Learning and Teaching: Grades K-6 <a href="https://www.ets.org/praxis/prepare/materials/5622">https://www.ets.org/praxis/prepare/materials/5622</a></td>
<td>5622</td>
<td>160</td>
</tr>
<tr>
<td>Content Assessment</td>
<td>Elementary Education: Curriculum, Instruction, and Assessment <a href="https://www.ets.org/praxis/prepare/materials/5017">https://www.ets.org/praxis/prepare/materials/5017</a> and Teaching Reading: Elementary <a href="https://www.ets.org/praxis/prepare/materials/5205">https://www.ets.org/praxis/prepare/materials/5205</a></td>
<td>5017, 5205</td>
<td>153, 159</td>
</tr>
</tbody>
</table>
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
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 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

CT and 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.

Step 1: CT and/or US conferences with TC to share concerns and outlines 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

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

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

The CT, US and Program Coordinator determine adequate progress has 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.
Tk20

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 students have access to Tk20 for 8 years beyond graduation to build their professional electronic portfolios and support career advancement.

Tk20 has many tutorials that will provide directions for the Cooperating Teacher and Teacher Candidate.

Tk20 Tutorials

- Student Teacher Guide (pdf)
- Student Teacher Time Logs (pdf)
- Student Teacher: How to Attach Time Logs to Field Experience Binder (pdf)
- Student Guide (pdf)
- Faculty Guide (pdf)
- Cooperating Teacher Guide (pdf)
- PTI Clinical Supervisor Guide (pdf)

Cooperating Teachers:

“No need to log-into Tk20. Keep a look out for an email from Tk20 (noreply@tk20.com), with the link that is used to complete assessments associated with your placement. Once you receive this email it means that Tk20 has been configured for the semester and it is open to start completing assessments. For more information you can access the “Cooperating Teacher Guide (pdf)” here: https://coehs.unm.edu/administration/center-for-student-success/tk20/tk20-tutorials.html”
View the Tk20 Video Series on iTunes

The College of Education & Human Sciences offers all of the above tutorials in video format on the COE iTunes U Tk20 channel. This iTunes U video series will provide you with all the information you need to successfully interact with the Tk20 system through the use of avatar-narrated visual presentation of step-by-step processes. The Tk20 iTunes U video series is the perfect introduction to the system for new users and an excellent go-to resource for current Tk20 users as well.

Visit Tk20 on iTunes U

Tk20 Support

Tk20 Technical and General Support Contacts

If you are a student or a cooperating teacher experiencing any of the following:

- Login problems
- Difficulty completing assignments
- Assignment needs to be recalled
- Missing data
- Error messages
- Any other "technical" issues not listed above

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.

Tk20 Support Desk

Or Contact

Tk20 Support Staff
College of Education & Human Sciences
Travelstead Hall
MCS05 3040
1 University of New Mexico
Albuquerque, NM 87131
505/277-3190 (phone)
coetk20@unm.edu (email)
Official Field Placement Policies

- UNM Field Placement Policies for All Licensure Programs
- Sexual Harassment in the Workplace
- Information for Reporting Child Abuse & Neglect
- Substitute Teaching Policy
UNM College of Education & 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 practica, student teaching, 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 schools 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 steps:
  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 cancelling registration or dropping from the program until such issues are resolved.
  3. Receiving written approvals by district or agency to participate in any activities at the educational site.
  4. Enrollment in an EDUC 401L/411L, EDUC 402L/412L, EDUC 403L/413L

It is very important that Practicum/Teacher Candidates comply with policies and procedures of the school district or educational agency, as well as, meet the expectations of the education professionals to which they are assigned: including attendance, work hours, dress, and personal conduct. The duty day schedule is followed and extra time is likely required to meet and plan with the educational professional teacher on a regular basis. Attendance and punctuality are mandatory for all University and school or education agency site activities, seminars, meetings, etc.
Sexual Harassment in the Workplace

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

Definition
Sexual harassment is a form of gender discrimination as defined in Title VII of the Civil Rights Act of 1964 in section 703. Sexual harassment is a violation of federal law, the NM State Board of Education, district and school policies, Discrimination and Harassment. Sexual harassment is UNWELCOME sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature.
If behavior toward another employee(s) makes him/her feel intimidated, uncomfortable, or if the employee feels threatened, it may be considered sexual harassment even if the harasser did not intend 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 districts 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 abuse to Children, Youth & Families Department (CYFD) by calling the Statewide Central Intake (SCI) Hotline at:
1-855-333-SAFE (7233) or from a cell phone, call #SAFE
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 school teacher or a school officer or social worker acting in an official capacity who knows or has a reasonable suspicion that a child is an abused or neglected child shall report the matter immediately to:

(1) 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

Note: Please communicate your concerns immediately to the cooperating teacher.

To learn about online reporting for professionals go to the website:
https://cyfd.org/child-abuse-neglect/reporting-abuse-or-neglect
UNDERGRADUATE 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).

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.

2. Teacher Candidates in their first or second semester are NOT permitted to substitute on the days of their required field experience. Examples:
   a. In Semester 1, Teacher Candidates are typically 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 Teacher 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.

3. No student in a field experience setting is allowed to serve as an UNPAID substitute teacher.
Sample Assignments & Assessments
Required Key Assessment

- Professional Disposition Assessment
- UNM COEHS Differentiated LESSON PLAN Template & Instructions
- Professional Development Plan (PDP): Instructions
- Professional Development Plan (PDP): Reflection Form and Rubric
# Professional Dispositions Assessments

<table>
<thead>
<tr>
<th>Element 4-A: Communicating with Families</th>
<th>Element 4-B: Participating in a Professional Learning Community</th>
<th>Element 4-C: Reflecting on Teaching</th>
<th>Element 4D – Demonstrating Professionalism</th>
<th>Element 4E – Growing and Developing Professionally</th>
</tr>
</thead>
</table>
| 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.  
  ● Frequent and culturally appropriate information sent home regarding the instructional program and student progress  
  ● Two-way communication between the teacher and families  
  ● Frequent opportunities for families to engage in the learning process | Teachers collaborate with their colleagues in order to share strategies, plan joint efforts, and plan for the success of individual students.  
  ● Regular teacher participation with colleagues to share and plan for student success  
  ● Regular teacher participation in professional courses or communities that emphasize improving practice  
  ● Regular teacher participation in school and/or district initiatives | 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.  
  ● Accurate reflections on a lesson  
  ● Citation of adjustments to practice that draw on a repertoire of strategies  
  ● Reflects on student data on an ongoing basis looking for trends and areas for improvement | 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.  
  ● The teacher has a reputation as being trustworthy and often sought as a sounding board  
  ● The teacher frequently reminds participants during committee or planning work that students are the highest priority  
  ● The teacher supports and advocates for students, even in the face of difficult situations or conflicting policies  
  ● The teacher consistently fulfills district mandates regarding policies and procedures | 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.  
  ● Frequent teacher attendance in courses and workshops; regular academic reading  
  ● Participation in learning networks with colleagues; freely shared insights  
  ● Participation in professional organizations supporting academic inquiry |

Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners (ELs), and Students with Disabilities (SWD).

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.
# ELEMENTARY EDUCATION REQUIRED KEY ASSESSMENTS BSED in ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Required Methods Courses (Taken together with Seminar &amp; Field Experiences Courses listed below in Yellow)</th>
<th>Key Assessments for Licensure</th>
<th>Who scores in Tk20?</th>
<th>Week Scored and Submitted to Tk20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Professional COURSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 330L: Teaching of Reading to Culturally and Linguistically Diverse Students I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLSS 443: “Children’s Literature (Literatura Infantil)”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSET 365: “Technology Integration for Effective Instruction”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPY 472: “Classroom Assessment”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity Strand - Course 1 of 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional COURSE Sequence I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1: 2 days/week in schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 333L: “Teaching Language Arts K-8”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 353L: “Teaching Science K-8”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 361L: “Teaching Mathematics K-8”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity Strand - Course 2 of 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional COURSE Sequence II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2: 2 days/week in schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 331L: “Teaching of Reading to Culturally and Linguistically Diverse Students II”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 321L: “Teaching Social Studies K-8”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCD 489: “Teaching Exceptional Students in General Education”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity Strand Course - 3 of 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Experience Practicum Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 (2 days/week in schools)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 401L: “Creating Effective K-8 Learning Environments I”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Key Assessments

<table>
<thead>
<tr>
<th>Field Experience Practicum Courses</th>
<th>Key Assessments</th>
<th>Who Scores in Tk20</th>
<th>Week Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1 (2 days/week in schools)</td>
<td>COE Differentiated Elevate NM Lesson Plan Professional</td>
<td>Instructor of Seminar</td>
<td>10</td>
</tr>
<tr>
<td>EDUC 401L: “Creating Effective K-8 Learning Environments I”</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Course</td>
<td>Key Assessments</td>
<td>Who Scores in Tk20?</td>
<td>Week Due</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>EDUC 411L: “K-8 Field Experience I”</strong></td>
<td>1 Informal Observation Visit</td>
<td>Supervisor</td>
<td>1-4</td>
</tr>
<tr>
<td></td>
<td>1 Formal Observation</td>
<td>Supervisor</td>
<td>8-12</td>
</tr>
<tr>
<td></td>
<td>1 Formal Observation</td>
<td>Cooperating Teacher</td>
<td>8-12</td>
</tr>
<tr>
<td></td>
<td>Professional Dispositions Assessment</td>
<td>Cooperating Teacher</td>
<td>14</td>
</tr>
<tr>
<td><strong>Field Experience Practicum Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2: 2 days/week in schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDUC 402L: “Creating Effective K-8 Learning Environments II”</strong></td>
<td>COE Differentiated Elevate NM Lesson Plan</td>
<td>Instructor of Seminar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Professional Dispositions Self-Assessment</td>
<td>Student</td>
<td>12</td>
</tr>
<tr>
<td><strong>EDUC 412L: “K-8 Field Experience II”</strong></td>
<td>1 Informal Observation Visit</td>
<td>Supervisor</td>
<td>1-4</td>
</tr>
<tr>
<td></td>
<td>1 Formal Observation</td>
<td>Supervisor</td>
<td>8-12</td>
</tr>
<tr>
<td></td>
<td>2 Formal Observations</td>
<td>Cooperating Teacher</td>
<td>6-12</td>
</tr>
<tr>
<td></td>
<td>Professional Dispositions Assessment</td>
<td>Cooperating Teacher</td>
<td>9-14</td>
</tr>
<tr>
<td><strong>Field Experience Courses: Full-Time Student Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 3 In Field 5 days/week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDUC 403L: “Using Assessment: Creating Effective K-8 Learning Environments III”</strong></td>
<td>Professional Dispositions Self-Assessment</td>
<td>Student</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Elevate NM Lesson Plan</td>
<td>Instructor of Seminar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Professional Development Plan (PDP)</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>EDUC 413L: “K-8 Field Experience III-Student Teaching”</td>
<td>Professional Dispositions Assessment</td>
<td>Professional Dispositions Assessment</td>
<td>3 Formal Observations</td>
</tr>
</tbody>
</table>
# UNM COEHS Differentiated LESSON PLAN Template & Instructions (Aligned with Elevate NM Domain 1 – 5/21/2019)

## 1. General Lesson Information

- Teacher Candidate Name:
- Date & Time Frame of Lesson:
- Title:
- Grade Level:
- Subject Area:

## 2. Standards and Bench Marks

Provide the number and written standard for:

- Standard(s) appropriate to the lesson:
- Standard(s) fully cited:
- Rationale for selecting standard:

[Standards should come from one of the following: 1) Common Core State Standards (for Math or English Language Arts); 2) New Mexico State Standards (Science, Social Studies), 3) New Mexico Expanded Grade Band Expectations/Performance Standards (for students with significant disabilities), 4) NM CCC for ECE, and/or 5) approved by instructors]

## 3. Specific Learning Goals & Objectives of the Lesson

What do you want the student to learn during this lesson?

- Goals and objectives appropriate to lesson/activity that are measurable and observable
- Goals & objectives clearly link to standards
- Goals & objectives are directly linked to and measured by the lesson's assessment(s)
- Specific IEP Goals & objectives for students with disabilities
- Specific goals for second language learners

## 4. Preparation

### Materials and resources

List specific materials and resources you will need, including adapted materials and assistive tools, etc.

### The Environment

Explain any special considerations you might need when setting up the classroom environment (i.e., how will students be grouped? Special arrangements?)

### Diversity

- Address diversity considerations including language, second language, culture, community assets,
- Describe classroom demographics and present levels of performance (academic, behavior, language)

### Differentiation

How have you specifically differentiated for CONTENT, PROCESS, and PRODUCT as a way of maximizing student engagement in, participation in, and access to what is being taught and learned throughout the lesson?

### Technology

Describe and explain use of technology that is needed for teaching, learning, and assessment.

### Collaboration
Provide evidence of collaboration between general ed, special ed, bilingual ed, art ed, and/or others

5. **Instructional Procedures (Flexible depending on preferred content model of teaching)**

### Introduction (Time Allotted)
- What information will you be introducing AND what will be your essential question for this activity?
- Provide a “hook” for the students to raise their interest and draw them into the lesson.
- How will you connect with students’ prior knowledge and backgrounds?
- How will you address the language demands of the content?
- How will you differentiate for CONTENT?

### Instruction (Time Allotted)
- How specifically – step by step – will you present the information and carry out this lesson?
- What specifically will you do to make sure students understand, engage in and apply what they are learning?
- How will you differentiate for CONTENT and PROCESS?

### Guided/Independent Practice (Time Allotted)
- What activities will allow the students to independently use/apply the information they have learned (i.e., learning centers, additional projects/activities, worksheets, homework, etc.)?
- How will you differentiate for PROCESS and PRODUCT?

### Closure
- How will you summarize or close the lesson?
- What questions will you ask for clarity of comprehension?

6. **Assessment**
- How will you use formative assessment to inform your teaching and check for understanding throughout the lesson?
- Assessment tools have been clearly identified/created. This tool accurately measures and records student performance aligned to NM State Standards, IEP Goals, and language proficiency levels (rubric, checklist, student work sample/portfolio, self-assessment, etc.). **Be sure to clearly describe the assessment being used and include actual assessment tools with your lesson.**
- Assessment links directly back and is appropriate to stated goals and objectives of the lesson.
- Assessment establishes a clear and measurable “criteria for success” (80% accuracy, 5/10 trials, etc.).

7. **Accommodations/Modifications**
- What accommodations/modifications will be needed for students with IEPs and English learners?
- Be sure to consider what accommodations/modifications might be needed **at every stage of the lesson plan.**

8. **Reflection**
- If you actually taught this lesson, reflect on your experience and the students’ experiences.
- What new knowledge will students gain from this lesson?
- What, if anything, would you change about this lesson? Why?

- Differentiation should be considered for CONTENT, PROCESS, and PRODUCT of student learning. Differentiation should be considered at every stage of your lesson plan’s development and implementation.
### Pacing Guide for Teaching Responsibilities

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester II</th>
<th>Semester III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTICUM</strong></td>
<td><strong>PRACTICUM</strong></td>
<td><strong>STUDENT TEACHING</strong></td>
</tr>
<tr>
<td><strong>Semester I</strong></td>
<td><strong>Semester II</strong></td>
<td><strong>(Starts when the district starts)</strong></td>
</tr>
<tr>
<td>Day 1 – TCs learn about norms, routines and procedures. Learn students’ names. Introduce self to class.</td>
<td>Week 1 – 4 - TCs will conduct all transitions and be engage with individual and small groups. TCs assume responsibilities for transitions in the classroom and activities such as reading aloud, morning meeting or end of day closure.</td>
<td>Weeks 1 – TC will continue to assume responsibility for transitions.</td>
</tr>
<tr>
<td><strong>During weeks 1-2</strong> - TCs engages with students to build respectful relationships.</td>
<td>TC will continue in classroom where they left off last semester.</td>
<td><strong>TCs must be actively engaged throughout the day during in classroom instruction &amp; all forms of student learning.</strong></td>
</tr>
<tr>
<td><strong>TCs must be actively engaged throughout the day during in classroom instruction &amp; all forms of student learning.</strong></td>
<td>TCs must be actively engaged throughout the day during in classroom instruction &amp; all forms of student learning.</td>
<td>TCs pick up where they left off from last semester</td>
</tr>
<tr>
<td><strong>During weeks 1-3</strong> - TCs assume responsibilities for transitions in the classroom and activities such as reading aloud, morning meeting or end of day closure.</td>
<td>During weeks 1-4 - TCs will engage with individual and small groups using the CT’s plans.</td>
<td>If the CTs and TCs are committed to a Co-Teaching Model, they must develop a written teaching plan together and turn in to Supervisor by end of Week 2.</td>
</tr>
<tr>
<td><strong>During weeks 4-9</strong> - TCs will plan, prepare and teach 1 lesson a week in math and/or literacy under the CT’s guidance.</td>
<td><strong>Week 1-4</strong> - TCs will plan, prepare and teach 2 lessons a week (from CTs and/or TC plans) in math, literacy or another subject area.</td>
<td><strong>Weeks 2 - 3</strong> - TCs are responsible for one content area each day.</td>
</tr>
<tr>
<td><strong>During weeks 9-16</strong> - TCs will teach 2 lessons a week (from CTs and/or TC plans) in math, literacy or another subject area.</td>
<td><strong>Week 4-16</strong> –TCs will plan, prepare and teach 2 lessons a week (from CTs and/or TC plans) in math, literacy or another subject area.</td>
<td><strong>Weeks 4 - 5</strong> - TCs are responsible for two content areas each day.</td>
</tr>
<tr>
<td><strong>Throughout the semester...</strong> TCs pick up where they left off from last semester.</td>
<td><strong>Week 4-16</strong> –TCs will plan, prepare and teach 2 lessons a week (from CTs and/or TC plans) in math, literacy or another subject area.</td>
<td><strong>Weeks 6 - 7</strong> - TCs are responsible for three content areas each day.</td>
</tr>
<tr>
<td><strong>Weeks 8 – 15</strong> - TCs do full assumption, full time student teaching or co-teaching with CT depending on testing schedules and individual classroom situations.</td>
<td><strong>Throughout the semester...</strong> TCs gradually release teaching responsibilities back to CT. CTs gradually takes back responsibility for teaching over the last weeks of the semester.</td>
<td><strong>Week 8 – 15</strong> - TCs do full assumption, full time student teaching or co-teaching with CT depending on testing schedules and individual classroom situations.</td>
</tr>
<tr>
<td><strong>As CT gradually takes back responsibilities, TCs are expected to continue to be engaged with classroom learning experiences and activities.</strong></td>
<td><strong>Throughout the semester...</strong> TCs gradually release teaching responsibilities back to CT. CTs gradually takes back responsibility for teaching over the last weeks of the semester.</td>
<td><strong>Throughout the semester...</strong> TCs gradually release teaching responsibilities back to CT. CTs gradually takes back responsibility for teaching over the last weeks of the semester.</td>
</tr>
<tr>
<td><strong>Throughout the semester...</strong> TCs gradually release teaching responsibilities back to CT. CTs gradually takes back responsibility for teaching over the last weeks of the semester.</td>
<td><strong>As CT gradually takes back responsibilities, TCs are expected to continue to be engaged with classroom learning experiences and activities.</strong></td>
<td><strong>Throughout the semester...</strong> TCs gradually release teaching responsibilities back to CT. CTs gradually takes back responsibility for teaching over the last weeks of the semester.</td>
</tr>
<tr>
<td>** Throughout the semester...** TCs gradually release teaching responsibilities back to CT. CTs gradually takes back responsibility for teaching over the last weeks of the semester.</td>
<td><strong>As CT gradually takes back responsibilities, TCs are expected to continue to be engaged with classroom learning experiences and activities.</strong></td>
<td><strong>Throughout the semester...</strong> TCs gradually release teaching responsibilities back to CT. CTs gradually takes back responsibility for teaching over the last weeks of the semester.</td>
</tr>
</tbody>
</table>

**All Practicum and student teaching objectives in the Pacing Guide are recommendations and flexible**
Professional Development Plan (PDP)
Student and Assessor Instructions

PDP Proposal Requirements

Professional Development Plan: A Proposal for Meeting the Needs of All Learners
Creating a meaningful PDP requires providing details and descriptions within your plan. Be as specific as possible when completing each section. Your entire PDP Proposal must be uploaded into TK20 in your student teaching course. The following sections are required in your PDP Proposal:

Professional Development Plan (PDP):
Teacher candidates in their final semester of student teaching will complete a Professional Development Plan (PDP). The PDP has multiple steps for completion:

At the beginning of the semester:
- Based on student teaching experiences and feedback up to this point, teacher candidates will identify one Elevate NM element from Domains 2 or Domain 3 as an area for growth.
  The Elevate NM Domains and Elements can be found here: Educator Evaluation – New Mexico Public Education Department (state.nm.us)

- Teacher candidates will complete the first three sections of the PDP template with a plan for how they will develop in the Domain they have selected. The first sections of the PDP include Goals, Rationale, Action Plan, Dates, and Resources.

  - Goals and Rationale
    - Explain the focus and rationale of your plan. What area of your practice do you want to improve and why? What is the research that guides your goals and proposal?
    - Identify the Elevate NM domain and element to which your goal relates.
    - Your focus area must be grounded in specific evidence. Analyze the feedback you have received from previous field experience semesters, then describe the evidence that caused you to choose your area of focus.
    - Explain why this area of professional development is important for your teaching, and the learning of specific students in your classroom (For example, why and how do you think making these changes will improve student learning?)

  - Action Plan
    - Possible Activities. What am I planning to do and how?

  - Dates and Resources
    a. Describe the data you will gather to make changes to your practice.
    b. Include a timeline you will use to collect these various sources of evidence.
    c. You are REQUIRED to draw from these three sources of evidence:
• Your cooperating teacher’s observations and evaluations
• Your university supervisor’s observations and evaluations
• Feedback from students
  (Explain how you will collaborate with these individuals.)

d. Additionally, you must choose sources of evidence from the list below:
  • Published articles, books, newsletters
  • Running Records
  • Video recordings of your practice
  • Audio recordings of your practice
  • Data from a project previously submitted in a licensure course
  • Feedback from parents, administrators, or other teachers
  • Websites and electronic resources
  • Student assessment data
  • Teacher candidate journal
  • Anecdotal Records
  • Other evidence with prior approval from your instructor

Throughout the semester:
• Teacher candidates will use their plan to guide their activities throughout the semester, taking notes in their journal and collecting evidence along the way.

At the end of the semester:
• **Outcomes and Results:** For each goal describe the outcomes and results. Teacher candidates will use their final teaching observation and additional evidence to evaluate the outcomes and results of their PDP, then complete the remaining two sections of the PDP, Outcomes and Results and Reflection.
  • **Summative Reflection:** Reflection should be used to discuss your experiences developing, implementing, and evaluating your PDP.
    • Describe what you learned from the PDP process.
    • Describe how you could enhance your strategies and improve your teaching practice.
    • Describe any further plans of action you intend to take.

**Academic Writing**
  a. Attend to spelling, grammar, capitalization, and punctuation conventions.
b. Feel free to use headings to indicate important sections or organization of your work.

c. Ensure the PDP is one you would be proud to share with other teachers, your principal, and community/family members.

d. Use pseudonyms to protect identities of all individuals.

Important Points to Remember:

**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).

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

**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, 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?

**Reflection:** Reflecting on your SMART goal(s), provide a narrative that connects your growth to your action steps,
Professional Development Plan Rubric

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).

<table>
<thead>
<tr>
<th>PDP</th>
<th>Not Demonstrating</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMART GOAL:</strong></td>
<td>Objective relates more to your teaching than to student learning. Goal has two or less of the components of a SMART goal.</td>
<td>Objective promises academic growth for students but does not identify a teaching strategy. Goal has three components of a SMART goal.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**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.

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

<table>
<thead>
<tr>
<th>PDP</th>
<th>Not Demonstrating</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS/TIMELINE:</strong> What steps will you take to reach your measurable student outcomes? When will you get these steps done?</td>
<td>Steps, described, but not well-aligned with the SMART goal.</td>
<td>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.</td>
<td>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.</td>
<td>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).</td>
</tr>
</tbody>
</table>
Middle of PDP Project Reflection

**MOP Reflection:** What kind of classroom-evidence could you show to demonstrate that you have improved on this Element including student data? What adjustments do you need to make for completing this work by April? What support(s) do you need? How are you feeling about your progress?

<table>
<thead>
<tr>
<th>PDP</th>
<th>Not Demonstrating</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLECTION:</td>
<td>Reflection shows little or no details about the progress of the PDP action steps over the year.</td>
<td>Reflection offers details about the progress of the PDP action steps over the year.</td>
<td>Reflection explores what worked and what did not work.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Timeline not used.</td>
<td>Timeline not used effectively.</td>
<td>Timeline used effectively.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No artifacts submitted.</td>
<td>Few artifacts submitted.</td>
<td>Artifacts submitted and described.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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?</td>
<td>Reflection shows little or no details about the progress of the PDP action steps over the year.</td>
<td>Reflection offers details about the progress of the PDP action steps over the year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timeline not used.</td>
<td>Timeline not used effectively.</td>
<td>Timeline used effectively.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No artifacts submitted.</td>
<td>Few artifacts submitted.</td>
<td>Artifacts submitted and described.</td>
<td></td>
</tr>
</tbody>
</table>
End of Project (EOP) PDP Reflection

**EOP 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?

<table>
<thead>
<tr>
<th>PDP</th>
<th>Not Demonstrating</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REFLECTION:</strong></td>
<td>Reflection shows little or no details about the progress of the PDP action steps over the year.</td>
<td>Reflection offers details about the progress of the PDP action steps over the year.</td>
<td>Reflection explores what worked and what did not work.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Timeline not used.</td>
<td>Timeline not used effectively.</td>
<td>Timeline used effectively.</td>
<td>Artifacts and data submitted and described.</td>
</tr>
<tr>
<td></td>
<td>No artifacts nor data submitted.</td>
<td>Few artifacts and data submitted.</td>
<td>Artifacts and data submitted and described.</td>
<td>Artifacts and data collected, analyzed, submitted and described in detail.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Poses future action steps and/or goals based on what happened or didn't happen.</td>
</tr>
</tbody>
</table>