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Dear Cooperating Teachers and Students,

Student teaching is an apprenticeship that straddles two places to learn — a working classroom and the university. Our goal is to weave together the kinds of learning that occur at both locations. Instruction at the university is designed to complement the learning that occurs in the field under the guidance of an experienced Cooperating Teacher (CT).

Like an apprentice, Teacher Candidates gradually become more involved in a classroom over time.

**Fall Semester (Teaching Experience I)**

- TCs are expected to coordinate with their CT to select **1-3 periods** that they will attend regularly for a minimum of **10 hours/week** (Hybrid or Virtual). Times must be logged into “Tk20 TIME LOG” daily. CT approves TC times once a week, for the duration of 16 weeks.

- TCs are also expected to set up **30 minutes/day** to discuss planning, grading, and to attend professional development meeting/sessions outside the regular class meeting times. Planning times must also be included in “Tk20 TIME LOG” as approved by CT. **NOTE:** Individual TC schedules in the field will vary, depending on the school site and Cooperating Teacher’s class schedules.

- Placement in either a hybrid or virtual classroom will be dependent on NMPED COVID-19 Guidelines.

After a period of orientation to the classroom, student teachers gain experience, observe, assist, and co-teach. They also deliver their first solo lessons. This is a time of rich learning for novices, especially as they engage with their mentors in vital discussions about teaching and learning, as well as the practical side of running a classroom.

**Spring Semester (Student Teaching)**

- TCs will be present at the school **5 full days/week (520 hours)** and assume greater responsibilities.

- TCs, with the support of the CT, **take over planning and instruction** for a significant portion of the Cooperating Teacher’s course load.

- By the end of the school year, successful candidates will have met the requirements for licensure as New Mexico Secondary Education Teachers and will be equipped to assume full responsibility for their own classrooms.

**Cooperating Teachers,** please know that we view collaboration with you as essential. We hope you see your role as that of teacher educator and valued colleague. We are interested in what you think can improve the field experience and university instruction of our students.

**Students,** you have chosen a complex, challenging, and rewarding profession. Learning to teach will require significant energy, time, and commitment. Each semester you will need to balance your university coursework and the time spent in your CT’s classroom. Although your academic course load should be reduced in the spring, you will likely find this to be the most demanding semester of your college career. All of us are here to support you in this important transition to the teaching profession. Your experience in a working classroom and the mentoring you receive from a team of teacher educators will prepare you to be
a competent, caring, and reflective practitioner.

Sincerely, **Secondary Education Program Faculty and Staff**

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**Contact Information**

**FIELD SERVICES**

<table>
<thead>
<tr>
<th>Field Services Center</th>
<th><a href="mailto:fsp@unm.edu">fsp@unm.edu</a></th>
<th>277-5479</th>
</tr>
</thead>
<tbody>
<tr>
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<td><a href="mailto:coetk20@unm.edu">coetk20@unm.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**COORDINATORS**

<table>
<thead>
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<th>Program</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
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<td>Undergraduate Licensure Coordinator</td>
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BAED & BSED Undergraduate Program
Professional Sequence of Courses

Semester 1—Fall

Note: Courses are recommended to be taken simultaneously, however; *438 and 450 can be taken before Semester 1

- EDUC 362: Teaching Experience I (Seminar & Field Work)
- EDUC *438: Teaching Reading and Writing in the Content Field
- EDUC 450: Issues in Secondary Education
- SPCD 489: Teaching Exceptional Students in General Education OR Equivalent

AND

- ONE METHODS COURSE for your Concentration:
  - MSET *429: Teaching of Secondary Mathematics
  - LLSS *480: Second Language Pedagogy
  - MSET 431: Teaching of Secondary Sciences
  - LLSS 432: Teaching of Social Studies
  - LLSS 436: Teaching of English

Semester 2

- EDUC 462: Student Teaching (Times/Dates TBA)
- EDUC 464: Student Teaching Seminar
  (Course sections address specific concentration areas)
MA + Licensure Graduate Program Coursework

Semester 1—Fall

Note: Courses are recommended to be taken simultaneously, however; *438 and 550 can be taken before Semester 1

- EDUC *438: Teaching Reading and Writing in the Content Field
- EDUC 550: Issues in Secondary Education
- SPCD 507: Collaboration for Inclusive Education OR Equivalent
- EDUC 362: Teaching Experience I + Seminar (Arranged)

Select One Methods Course:
- MSET *429: Teaching of Secondary Mathematics
- LLSS *480: Second Language Pedagogy
- MSET 431: Seminar in Science Teaching OR Graduate Equivalent
- LLSS 432: Teaching of Social Studies OR Graduate Equivalent
- LLSS 436: Teaching of English OR Graduate Equivalent

MA - Graduate Program Methods Coursework

Semester 2—Spring

EDUC 595: Advanced Field Experiences+ Seminar (6 credit hrs.) (Arranged)

Required Core Courses Necessary to Complete the MA Degree

- EDUC 502: Advanced Instructional Strategies
- EDUC 552: Social Justice in Education
- EDUC 542: Principles of Curriculum Development
- EDUC 500: Research Applications to Education
  OR
- EDUC 513: The Process of Reflection and Inquiry
  (513 is recommended—conducting Action Research within your own classroom)
- EDUC 590: Seminar
- + MA Examination

Note: MA students have 7 years to complete their degrees. The years are counted from the first course taken to the last course taken.
Cooperating Teacher Responsibilities

While University Supervisors (US) have primary responsibility for the evaluation of Teacher Candidate (TC) performance, Cooperating Teachers (CTs) are the ones who see the TCs on a regular basis. As such, the CT plays a crucial role in providing ongoing feedback and support to the TC.

In order to demonstrate their emerging competencies, Teacher Candidates need opportunities to:

- Observe the CT teaching and interacting with students and families.
- Assume increasing responsibility for on-going classroom routines and procedures.
- Implement a variety of the CT’s lesson plans and/or co-teach with the CT.
- Collaborate with the CT in planning and teaching.
- Receive regular, meaningful feedback.

Please assist your TC by providing these opportunities as you see fit.

In the Fall Semester, the CT is responsible for communicating information concerning the TC’s performance by submitting the following forms;

- Initial Checklist (Showing initiative, punctuality, engagement, etc.) – Post on Tk20
- Informally Observes and provide feedback whenever the TC is engaged in any teaching activities (no need to post om Tk20)
- 1 Formal Observation (Using NM Teach Rubric) – Post on Tk20
- 1 Dispositions Rubric – Post on Tk20

In the Spring Semester, the CT is responsible for submitting 3 Observations to Tk20. (Hybrid or Virtual)

During each semester, please keep the University Supervisor appraised of the TC’s progress and any and all concerns you have. There is no concern too small to discuss with the Supervising faculty member. Please do not just “hope things will get better.” Communicating about a concern sooner rather than later is preferred.
Suggestions for Working with the Teacher Candidate

We offer the following framework as a suggestion; the working relationship between the CT and the TC should be negotiated as needed. The CT should feel free to pace the TC's responsibilities based on the TC's individual readiness.

Early in the Fall semester the CT should:

✓ Introduce the Teacher Candidate (TC) to colleagues, administrative personnel, and other staff.
✓ Introduce the Teacher Candidate (TC) to the students as a student teacher (with emphasis on teacher). [Note: Students should address the TC as Ms, Mrs., or Mr. Last Name. No first names, please.]
✓ Help the TC obtain and interpret school and NMPED policies such as NM Reentry Guide, High Quality Instructional Materials (HQIM), Culturally and Linguistically Responsive Guidance Handbook (CLR).
✓ Explain classroom policies, rules, routines, procedures, and grading practices.
✓ Provide a workspace, a school schedule, textbooks, seating charts, emergency protocols such as your district's Covid-19 Daily Procedures, etc.
✓ Discuss expectations regarding professionalism.
✓ Discuss your philosophy of education and how it translates into your practice.
✓ Schedule a time to meet regularly with the TC outside of class meeting times.

Throughout both semesters the CT should:

✓ Periodically discuss the overall direction/goals that the CT is pursuing with students.
✓ Ask the TC to observe a specific aspect of the CT's teaching.
✓ The CT can help the TC see these crucial elements of instruction by asking the TC to observe how the CT calls on students, how the CT responds to student questions, or what the CT does as students are working independently or in small groups.
✓ **Review final drafts of the TC's lesson plans at least 48 hours prior to their implementation.** Help the TC write lesson plans. Lesson plans that will be formally observed should include all required components of NM TEACH as described in the College of Education & Human Studies (COEHS) Assessment system Tk20.
✓ **Observe the TC often.** Take notes that describe how the TC interacts with students and how students respond. Confer with the TC to identify both strengths and areas for improvement.
✓ **Discuss the NM TEACH framework.** Make sure the TC understands how the CT interprets the rubric and what he/she will be looking for in each of the categories.
✓ The CT's initial point-of-contact with the university is the University Supervisor, to whom concerns or questions regarding the program or the CT's responsibilities described in this Handbook should be directed.
Teacher Candidate Responsibilities

**Fall**

- Students take EDUC 362 “Teaching Experience I” (Seminar & Field Experience course).

- In the Fall, TCs are expected to coordinate with their CT to select 1-3 periods that they will attend regularly for a **minimum of 10 hours/week** (Hybrid or Virtual). Times must be logged into “Tk20 TIME LOG” daily. CT approves TC times once a week, for the duration of 16 weeks.

- TCs are also expected to set up **30 minutes/day** to discuss planning, grading, and to attend professional development meeting/sessions outside the regular class meeting times. Planning times must also be included in “Tk20 TIME LOG” as approved by CT.

  *NOTE:* Individual TC schedules in the field will vary, depending on the school site and Cooperating Teacher’s class schedules.

*Placement in either a hybrid or virtual classroom will be dependent on NMPED School COVID 19 Guidelines.*

**Practice Teaching**
All of the following activities will be completed in consultation with and under the direction of the CT. The TC will document all experiences in a Planning and Teaching Notebook for EDUC 362.

- **August and September**
  - Provide individual help to students (one-on-one tutoring).
  - Assist with small group instruction.
  - Give directions to students.
  - Conduct one mini-lesson in which the TC introduces him/herself.
  - Conduct one mini-lesson or part of a lesson, such as an introduction, bell-ringer, review activity, or closure.

- **October**
  - **Teach 4 partial or full lessons.** These may be lessons using the CT’s lesson plans or lessons using plans developed collaboratively with the CT, or any combination.

- **November and December**
  - **Solo Teaching - Plan and teach 5 full lessons.** The TC will write his/her own lesson plans and obtain the CT’s approval prior to teaching. Two of these Lessons/Observations must use the NM TEACH Rubric and must be uploaded to Tk20.

- **On-going**
  - Review available instructional materials, textbooks, supplementary materials, and activities for a specific lesson topic.
  - Engage in regular conversations with the CT to receive feedback and to discuss lesson planning, teaching, classroom management, and student assessment.
**Spring**

EDUC 462 “Student Teaching” begins the first school DISTRICT (Not UNM) day after winter break and ends with the last day of final exam week for UNM.

Expectations:
- The TC is to remain at the school site for the **entire day for a total of 520 hours/semester logged into Tk20.**
- The TC is to gradually **assume responsibility for at least 3 class periods or 2 blocks per day.**

In addition to their teaching responsibilities...
- TCs are to meet with CTs daily to plan and receive feedback.

**NOTE:** The TC must have a written lesson plan and all materials approved by the CT prior to any teaching.

- During the Spring semester, TCs are also required to participate in a **Stewardship Project** as part of their coursework in EDUC 464 and EDUC 564.

**All Year**

*Professionalism*

Professionalism is required of all Teacher Candidates as they are expected to arrange work, classes, and any other commitments around the student teaching schedule.

In addition, Teacher Candidates must do the following:
- **Adhere to professional ethics** set by NM Public Education Department, the school district, the school, and the Cooperating Teacher.
  - **Study the placement school’s policy handbook**, especially those sections that define rights and responsibilities of students and teachers.
  - **Be reliable and prompt.** In the Fall, negotiate arrival time with the CT. In the Spring, TCs are expected to adhere to the school’s policies regarding the duty day. Lateness is unprofessional and may count as an absence. If a TC is going to be absent or late, he or she must notify the CT as early as possible. If a University Supervisor is scheduled to visit, he or she must be notified as well. The CT will keep a record of absences and tardies and the reasons for those instances.
  - **More than 3 absences and/or tardies may result in removal from student teaching.**

Record all attendance days in Tk20 to be confirmed by the CT on a weekly basis within Tk20.
- **Maintain a positive attitude**, gladly accepting assignments, and readily volunteer assistance.
- **Use professional language** when interacting with any individual at the school site.
- **Respect the confidential nature of students’ and teachers’ records** and lives (FERPA).
- **Take initiative** to become familiar with the classroom, faculty, school, and community.
• Dress professionally.
• Silence cell phones and electronic devices, or follow the CT’s advice with regard to their use at the school site.

NOTE: The University Supervisor is the first point of contact for the Cooperating Teacher when a question or problem arises. For continued questions and issues regarding TC professionalism, please contact the Undergraduate Program Coordinator or the Graduate Program Coordinator as soon as any issue arises.

Interacting with the Cooperating Teacher

• Be aware that the CT is the legal authority in the classroom and must be available at all times. Because the TC is not licensed, the CT retains primary responsibility for the classroom.
• Obtain approval of the CT for all instructional plans and materials at least two days prior to the actual use of plans and materials.
• Develop professional rapport with students, school faculty, families, and community.
• Become familiar with the CT’s planning strategies for daily lessons, unit plans, and longer term planning.
• Use a variety of teaching strategies to meet needs of second language learners, special needs and gifted students, and other diverse learners.
• Be sure to integrate technology for meaningful learning.
• Provide the CT with UNM program documents and forms as needed.
• Discuss university course assignments with CT at least 2 weeks in advance of deadlines.

Interacting with Students

• Report any emergency immediately to authorities. The safety of students is the number one priority. 
  NOTE: School districts follow the letter of the law on suspected child abuse and neglect. If the TC suspects abuse and/or neglect, then the TC must report these suspicions to the CT and follow school policy regarding further action.
• As an adult in charge, the TC is responsible for stopping any type of harassment. Incidents of harassment should be reported to the CT or an administrator for action and to the district’s Office of Equal Opportunities.
• If a student confides in the TC about a personal matter, the TC should let the student know that he or she may not be able to keep this information confidential. It may become a legal issue and confidentiality cannot be guaranteed.
• Be aware of student family situations. If a parent or other person shows up to pick up a child/student without authorization, under no circumstances should you release a child to that person. Instead, alert the front office first and ask the parent to check in at the front office. There may be legal issues regarding child custody. Always follow up with the front office.
• Learn how to make appropriate student referrals and document all incidents.
• Never transport students in a personal vehicle.

Other Responsibilities

• Observe other classrooms when the TC’s schedule allows and the CT approves.
• Explore technology options that exist for students and teachers.
• Support the CT and the school in as many ways as possible and maintain a record of these activities.
• Avoid discussing your students on social media or in social settings.

University Supervisor Responsibilities

The University Supervisor is the first point of contact for the Cooperating Teacher when a question or problem arises.

Specific Responsibilities University Supervisor include:

• Visit CTs to establish working relationships.
• Work with CTs to develop shared expectations between the CT and the university.
• Collaborate with the CT in giving feedback, and model, when necessary, ways to give feedback that support learning.
• Consult with UNM faculty and review TCs’ academic work to inform their work with CTs.
• Support the CT in learning and using the assessment system of the program.
• Log each visit to or communication with the CT.
• Communicate regularly with UNM faculty in the Secondary Education Teacher Licensure Program and attend Secondary Education Faculty Meetings.
• Serve as a resource for the ST by answering questions, providing advice, or simply listening and empathizing;
• Consult with the CTs as needed, in fulfilling their responsibilities, such as collecting observation reports from the CTs, clarifying policies and procedures, communicating course assignments, etc.
• Observe the TC in the field and provide feedback, on a regular basis; and
• Participate in interventions when the ST is having trouble meeting responsibilities.
Appendices

A. USE OF UNM STUDENTS AS SUBSTITUTE TEACHERS

This policy statement covers students who are enrolled in EDUC 362 “Teaching Experience I” in the Fall, and EDUC 464: Student Teaching Seminar (undergraduate)/EDUC 595: Advanced Field Experiences in the Spring (for graduate students).

EDUC 362 Teaching Experience I (Fall Semester)

*Students are not allowed to substitute teach as part of their EDUC 362 field experience.* Teacher Candidates (TCs) are at the very beginning of their professional education program. Their primary role is to learn from experienced teachers at work with students in a classroom setting. Substitute teaching is not aligned with the objectives of the course and the program in which they are enrolled, and so is not allowed as part of Teaching Experience I.

*Exception:* TCs who have been employed as substitute teachers prior to taking EDUC 362 may continue to work as substitutes, but not during the hours designated for their field experience nor if substituting interferes in any way with their fulfilling course requirements and expectations.

EDUC 464 Student Teaching Seminar (undergraduate)/EDUC 595 Advanced Field Experiences (graduate program)

The Secondary Education Program has an agreement with the Albuquerque Public Schools to allow Student Teachers to do *limited* substitute teaching under the following conditions:

- A Teacher Candidate who wishes to be employed as substitute teacher *must apply and meet all employment requirements of the district* in which they are completing their student teaching.
- To work as a substitute teacher, a student must have received a passing grade in EDUC 362.
- A Teacher Candidate may substitute *only* for his or her Cooperating Teacher.
- Student Teachers *may not be hired as substitutes in the first 4 weeks* of their student teaching semester.
- A Teacher Candidate *may be employed as a substitute teacher for their CT for no more than 10 days during the UNM spring semester.*
- Approval for substitute teaching will be under continuous review and can be suspended if the Teacher Candidate is not meeting expectations for student teaching. Evaluation of Student Teachers will be based on UNM’s Student Teaching requirements and not what they do as substitute teachers.

- *The Student Teacher is responsible for meeting all UNM requirements during their Teaching Experience I and Student Teaching semesters.* Teacher Candidates and University Supervisors should confer with the Program Coordinator if there is a conflict between student teaching expectations and policies for substitute teaching.
B. Change of Placement Request

Change of placement requests are considered on a case-by-case basis. If approved, a student’s current match is ended, but there is no guarantee that another Cooperating Teacher will be available in the future. The Field Services Center and program faculty place students in the most appropriate settings. However, no guarantee is made that any aspect of a specific request (grade level, location) will be met.

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

If a Teacher Candidate has concerns about his or her placement, this should be discussed with their University Supervisor (US) immediately. The US will work with the CT, appropriate UNM faculty members, and the Undergraduate or Graduate Secondary Education Program Coordinator to determine next steps.

Number of Placements

A student will be provided one opportunity for a student teaching field experience. After this point, the need for any additional potential placement will be considered on a case-by-case basis. Students are not guaranteed multiple placements and failure to succeed in a field setting may impact a student’s ability to complete the program. A placement begins at the point of the tentative match made by the Field Services Center. The Teacher Candidate will be notified by email regarding this placement.

If it is determined by the Cooperating Teacher, school administrator, or program coordinator that a student teacher placement must be terminated, the student will be placed on probationary status and failure to succeed in the next placement setting may result in removal from program.
Dear Parent/Guardian:

This year your child’s teacher has a student teacher in the classroom from the University of New Mexico. The UNM student teacher will be asked to complete assignments to help prepare him or her to be an outstanding teacher who can meet the needs of all students. Some of the activities the student teacher may be asked to complete include:

- Observing the teacher and students in the classroom,
- Working one-on-one with individual students,
- Studying an individual student’s work,
- Learning to differentiate instruction for all learners,
- Visiting other classrooms to observe student learning in other content areas,
- Videotaping their teaching, and,
- Designing, teaching, and assessing standards-based lessons, with the Cooperating Teacher’s assistance.

We request your permission for the student teacher to talk to students, including your child, about his or her learning and to study the work completed in this class (in addition to the potential activities listed above). Please note that under no circumstances will any student’s name ever be used in any way.

Please complete, sign, and detach the Student Teaching Permission Slip and return it to your child’s teacher as soon as possible. Thank you in advance for helping us with the preparation of teachers for our schools. If you have any questions, please do not hesitate to contact the Undergraduate Secondary Education Program Coordinator, at teelp@unm.edu or Dr. Marjori Krebs, Graduate Secondary Education Program Coordinator at mkrebs@unm.edu.

Sincerely,

Classroom Teacher

Student Teacher
Student Teaching Permission Slip

Student Name: ____________________________________________________________

Teacher: ________________________________________________________________

School: ________________________________________________________________

I am the parent or legal guardian of the student named above. I have received and read your letter regarding the UNM student teacher. Please check one of the statements below.

_____ Yes, I give my permission for my child's class work to be part of the UNM student teacher’s additional learning and assignments.

_____ No, I do not give my permission for my child’s class work to be part of the UNM student teacher’s additional learning and assignments.

__________________________________________    ________________
Signature of Parent or Guardian           Date
Estimados Padres o Guardianes,

En este año escolar, el maestro o maestra de su hijo o hija tiene un Maestro en Formación de la Universidad de Nuevo México. Este maestro o maestra estudiante de UNM va a hacer diferentes actividades para ser un maestro excepcional que pueda cubrir las necesidades de todos los alumnos. Algunas de los actividades que se le puede pedir al maestro en formación son los siguientes:

- Observar el maestro o maestra del aula y los alumnos en el aula,
- Trabajar individualmente con los alumnos,
- Estudiar el trabajo de los alumnos,
- Aprender a diferenciar la enseñanza para todos los alumnos,
- Visitar otras clases para observar el aprendizaje y la enseñanza,
- Grabar su enseñanza por video para entender cómo mejorar su práctica,
- Diseñar, enseñar y evaluar (con la ayuda del maestro o de la maestra del aula) la lección basada en los estándares escolares.

Le estamos pidiendo su permiso para que practique el maestro o la maestra en formación y para que puedan hablar con su hijo o hija sobre su aprendizaje y puedan estudiar su trabajo completo. De ninguna manera se mencionará el nombre de su hijo o hija en papeles, reportes o tareas sobre la clase.

Por favor llene, firme, y separe la Porción del Permiso en esta carta y devuélvela al maestro de su hijo o hija lo más pronto posible. Les damos las gracias de antemano por ayudarnos con la preparación de nuestros maestros en formación en esta escuela.

Si tiene alguna pregunta, por favor no dude de contactar la Dra. Diana Torres-Velásquez, vlasquez@unm.edu o llame (505) 277-9098 o (505) 917-5070.

Sinceramente,

__________________________
Maestro o Maestra del aula

__________________________
Maestro or Maestra en Formación
Permiso para que mi hijo o hija participe con un Maestro en Formación

Nombre del estudiante: ________________________________

Maestro o Maestra del Aula: ___________________________

Escuela: ____________________________________________

Yo soy la madre, el padre o soy representante legal del estudiante que se ha mencionado. Yo he recibido y he leído una carta explicando el maestro o maestra estudiante de UNM. Aquí está mi decisión:

___Sí, yo doy permiso para que el trabajo de la clase de mi hijo o hija pueda ser utilizado por un maestro estudiante o una maestra estudiante de UNM para que su aprendizaje y sus tareas sean utilizados en su formación.

___No, yo no doy permiso para que el trabajo de la clase de mi hijo o hija pueda ser utilizado por un maestro estudiante o una maestra estudiante de UNM para que su aprendizaje y sus tareas sean utilizados en su formación.

_________________________________________________  __________________________
Nombre de madre/padre / representante legal         Fecha

_________________________________________________
Firma de madre/padre / representante legal
D. FAILURE TO MEET STUDENT TEACHING RESPONSIBILITIES

A Teacher Candidate who is identified by the Cooperating Teacher, the University Supervisor, a UNM faculty member, and/or the Program Coordinator as not meeting the expectations of the Secondary Teacher Education Program is considered to be at risk. A TC may be deemed at-risk because of:

- failure to adhere to the policies and guidelines of the Secondary Teacher Education Program, and/or
- failure to meet the responsibilities of a TC, and/or
- failure to show adequate progress toward meeting the NM Entry Level Teacher, and/or Competencies.
- attendance issues.

An at-risk TC will have one opportunity to improve performance and correct deficiencies by working with the Cooperating Teacher, the University Supervisor, and a UNM faculty member. To help the at-risk TC meet program expectations and successfully complete the field experience, the support team will take the following steps:

Step 1: CT confers with the TC and University Supervisor to share concerns and outline specific changes the TC must make to his or her practice. If, after further observations, the CT determines the TC has not made adequate progress toward the desired changes identified in Step 1, a second conference is held.

Step 2: CT contacts the University Supervisor. A meeting is scheduled at the school site or remotely between the TC, CT, and the University Supervisor to discuss specific solutions and establish a timeline for demonstrating improvement. At this time, a “UNM Continuation Policy Informal Review” will be signed by all members of the meeting. If the CT and the University Supervisor determine the TC still fails to show improvement, a third conference is held.

Step 3: A meeting is arranged between the TC, the University Supervisor, and UNM Program Coordinator to create a performance contract specifying required outcomes and setting a date for completion. During the meeting, a “UNM Continuation Policy Formal Review” will be signed by all. In addition, the student signs a Performance Contract for the classroom performance to address specific responsibilities and/or competencies within a specified amount of time. The support team members sign the contract committing to implement the program of support.

Step 4: Support team members observe the TC and document the TC’s performance. This information is shared with the at-risk TC through post-observation conferences. A follow-up meeting of the support team takes place to determine evidence of satisfactory growth. Noncompliance with the terms of the contract or lack of sufficient growth may result in the at-risk TC’s withdrawal from the program. This decision is left to the discretion of the Program Coordinator on the advice of the support team.

Special Circumstances

In rare cases, certain egregious offenses (e.g., illegal or unethical behavior, displays of a profound lack of professional or personal judgment, inability or blatant unwillingness to adhere to policies or fulfill responsibilities, etc.) can result in the immediate removal of the student from the field experience, as well as other academic and legal consequences.
E. PERFORMANCE CONTRACT

When a Teacher Candidate is deemed at-risk, it becomes the responsibility of the support team to identify specific competencies, goals and deadlines to help the student reach the level of performance required to succeed. This Performance Contract constitutes an agreement between the at-risk student and the support team, which, when fulfilled, removes the student from at-risk status and allows the student to continue the field experience. If this contract is not fulfilled, the at-risk student may be withdrawn from the field experience and dropped from any associated course(s).

Program of Support (Step 3)

Date of Support Team Conference: _____________
Names of Those in Attendance:

________________________________________________________________________

Specific competencies or responsibilities to be addressed:

1. 
2. 
3. 

(A detailed Plan of Improvement may be attached to this Performance Contract.)

Observations and Post-Observation Conference (Step 4)

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Date of Post-Observation Conference: _____________
Decision of Support Team: ____ Contract Fulfilled  ____ Contract Not Fulfilled

Signatures

Student________________________________________Date
Cooperating Teacher______________________________Date ___ UNM
Continuation Policy Informal Review Date ______
UNM Continuation Policy Formal Review Date_____
Faculty Member/Coordinator________________________Date ______