



**New Mexico Highlands University
School of Education**

**Student Teaching Field Manual
Field-Based III**



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Keep this page for your convenience.

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Preface

The consensus among educators is that student teaching is of prime importance in the preparation of teachers. The student teaching experience affords the New Mexico Highlands student teacher an opportunity to continue to practice the skills, methods, strategies, techniques, and ideas that have been acquired in the Teacher Education Program (TEP) throughout coursework and early site-based experiences. It is the culminating opportunity for a student to demonstrate knowledge, disposition, and performance for teaching.

The School of Education (SOE) is indebted to the public and private schools in our area that accommodate NMHU students and provide the laboratory for this most important phase of our program.

The value of student teaching lies in the idea that it is both a teaching and learning experience. The importance of this phase of the teacher training process is exemplified by the fact that the student teacher becomes a vital force in the school system under the direction of an expert or master teacher as well as a university supervisor who has expertise in instructional techniques. It is a carefully mentored experience with emphasis on close collaboration among the student teacher, cooperating/mentor teacher, university supervisor, university faculty, and the SOE Field Experiences Office (SOE FEO).

A crucial key to the success of the Student Teaching Program lies in the combined abilities of the student, the cooperating teacher, and the university supervisor to make the experience a cooperative endeavor to ensure the optimum growth of the student teacher as an individual and a professional. The Field Based III experience is designed to create significant benefit for all stakeholders, and to provide the final step in the NMHU student's preparation for a highly satisfying and successful educational career.

The New Mexico Highlands University Student Teaching Program offers a variety of experiences that will assist in the development of the necessary competencies of a professional teacher. Students have the opportunity for student teaching experiences in a variety of public and private settings. These environments address both content and developmental levels, assuring a well-rounded, competent teacher education graduate.

The Student Teaching Program anticipates that upon completion of Field Based III, NMHU teacher education graduates will refine their teaching, research, and service to New Mexico educational communities in a process of continuous improvement and professional growth. As they pursue best practices in instructional quality and in creating students' equitable opportunities to learn, they will transform the lives of the next generation of students.

This Student Teaching Field Manual is a guide for those involved in the Student Teaching Program. Please review the appendices with your cooperating teacher. *Pay particular attention to the due dates* because these reports form a significant portion of your student teaching file and are used in determining your progress and completion as a student teacher.

We will revise some details of this manual in Dec 2017 and May 2018. Suggestions to improve this manual and the Student Teaching Program at New Mexico Highlands University are welcomed. Contact Julia Andrada at the Office of Undergraduate Admissions & Field Experiences: jaandrada@nmhu.edu / 505-454-3382



Letter from the Field Director

Congratulations! and welcome to Field Based III, the culminating experience in your NMHU School of Education study and practice. After years of study, you are now in your final semester, approaching graduation and your career in teaching. This is a semester in which you build a praxis that integrates knowledge of your chosen subject areas, mastery of essential theories and best practices, your learning from previous field based experiences, and the full realization of your aptitudes. This praxis creates equitable access to learning and achievement for all of your students, and it is my distinct honor to work with you in this enterprise.

I am at your service, and I welcome any inquiry at any time about any aspect of your Field Based III experience. As the new Director of the SOE Field Experiences Office (SOE FEO), my primary objective is to ensure your happiness and success in your chosen classroom teaching practice, and I will go to great lengths to ensure your successful completion of student teaching so that you go on to a long and fulfilling career in education. Please note, though, that I have responsibilities to all stakeholders involved: your mentoring and cooperating teachers, the administration in our partner schools, your university supervisor, Highlands SOE, and all the students, parents, and members of the public with whom you interact. My overarching purpose is to support you in your service to students' learning and development, as they are the intellectual, social, cultural, and economic future of New Mexico.

The Field Office anticipates your growing mastery with preparation and planning, creating an environment for learning, teaching for learning, and professionalism. We expect you to achieve effectiveness with these teaching domains, and hope you are seeking exemplary practice as you transition from your college studies to the PK-12 system. We do not expect this to be an easy or a linear process, but we are here to help you exceed the expectations of NMTech and master the application of the NMHU School of Education's themes: Diversity, Reflective Practice, Cultural Inclusion, Setting Authenticity, Praxis, Knowledge, Professionalism, Leadership.

Being Director of the SOE FEO is a high point in my career. I began my winding journey through America's educational landscape in 1995, in Chinle, Arizona, as a substitute teacher – working mostly in kindergarten and first grade. I continued as a substitute for several years in Tuba City, AZ, including almost one full year in a self-contained Special Ed classroom at the Junior High. I then worked as a certified high school Language Arts teacher at Monument Valley, Tuba City and Red Mesa. All of my early teaching practice operated within the Diné DEP framework of *Sa'ah Naaghái Bik'eb Hozhóó*, and this philosophy continues to inform my pedagogy. I also taught at Diné College, and at NAU as I worked towards completion of my master's in Creative Writing in 2005. I have worked in the English Department here at Highlands for ten years, and in 2016 earned a master's in Educational Leadership. I bring these twenty-two years of experience in service to your success as you, in turn, facilitate the success of all your students in their educational endeavors. I will practice quality in directing the Field Office so that you can produce excellence in New Mexico's schools.

Julia Andrada and I in the SOE FEO seek to make your student teaching as enjoyable, effective, and productive as possible, as you work towards continuous improvement in your teaching practices for the benefit of all your students. Please contact me with any issue at: sjweatherburn@nmhu.edu or at: 505-454-3108.

Thank you,

Stephen Weatherburn.

**NMHU SCHOOL OF EDUCATION
FIELD EXPERIENCES & SOE ADMISSIONS
FACULTY & STAFF DIRECTORY**

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NEW MEXICO HIGHLANDS UNIVERSITY

VISION STATEMENT

Our vision is to be a premier university transforming lives and communities now and for generations to come.

MISSION STATEMENT

New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking, and research in the liberal arts, sciences and professions within a diverse community.

CORE VALUES

NMHU Core Values are: Excellence; Diversity; Accessibility; Responsiveness.

NMHU Core Values' Relationship to the School of Education's Field Office:

Excellence: Aristotle conceived of excellence as a moral virtue, in which our actions conform to the “Golden Mean” of moderation and balance, creating a natural and integrated sense of excellence in our being. Hence his famous quote: “Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those [virtues] because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Diversity: The NEA defines diversity as: “the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.” Compliance with the value of diversity suggests we tolerate each person's differences and idiosyncrasies. True embrace of diversity suggests an authentic realization of these differences as a positive strength in the community of the classroom.

Accessibility: Access to equitable learning opportunities for all students realizes the benefits of diversity. As an Open Enrollment university, NMHU believes in equitable access to education. Actively creating access to the learning in the classroom for all students is a commitment to social justice.

Responsiveness: The ability to authentically respond both to one's essential identity and integrity, and to external contingencies, leads to excellence, the embrace of diversity, and the commitment to accessibility. It is not a reactive stance but a proactive awareness of ourselves and our environment.

SCHOOL OF EDUCATION

VISION STATEMENT

The School of Education's vision is to be a premier provider of content knowledge, pedagogy, and professionalism to undergraduate and graduate students, so they may create transformative learning experiences for PK-12 students now and for generations to come.

MISSION STATEMENT

The NMHU School of Education prepares teachers, counselors, and administrators for diverse and inclusive environments through excellence in teaching, research, and service.

The School of Education at Highlands carries forward a long standing tradition of teacher education dating back to 1893. The School of Education is committed to providing experiences and knowledge to students seeking a degree or certificate in education. The School of Education also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. The School of Education subscribes to the philosophy that views optimal living as a function of the personal ability to pursue a meaningful life in work, leisure, and home, while respecting and valuing all people.

CONCEPTUAL FRAMEWORK

The NMHU School of Education believes in democratic access to an education, both theoretical and authentic, that allows the reflective learner to continue to develop cultural schemas and diverse cognitive processing skills to construct a knowledge base, practice the skills and develop professional dispositions in authentic settings needed to excel in education, leadership, counseling, and other self-determined endeavors.

THEMES

Diversity, Reflective Practice, Cultural Inclusion, Setting Authenticity, Praxis, Knowledge, Professionalism, Leadership.

School Of Education Themes' Relationship to Clinical Practices:

- ❖ Diversity
 - SOE welcomes all students. We accept individual identities and make no discrimination based on race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.
 - In planning and preparation, student teachers embrace the many different types of intelligence students bring to the classroom, and design the learning environment and lessons accordingly, seeing this academic and intellectual diversity as a positive benefit to the learning of all students. Hence, they differentiate the curriculum, delivery of content, formative assessment, and use of technology so all students have equitable access to learning.
- ❖ Reflective Practice
 - Reflection is fundamental to effective practice, and is integral to the inner and outer journeys of teaching. We reflect on what happens as we teach, and we reflect on our being and doing as we observe ourselves teaching.
 - Part of the student teacher's task, as he or she builds professional dispositions, is to objectively consider the successes and failures of any given event in the classroom, and to subjectively deliberate upon one's own responses to them. Journaling in our reflective log (for 445) for 15 minutes at the end of each day will improve our performance.
- ❖ Cultural Inclusion
 - Inclusivity creates an embrace of diverse cultures, languages and beliefs, and generates openness to the multiple perspectives and experiences that students, parents and communities bring to the classroom.
 - Student teachers should design a learning environment that affirms the multiplicity of student views, and construct curriculum with an awareness of multiple and multi-cultural perspectives which go beyond our default assumptions about the world.
- ❖ Setting Authenticity
 - In the NMHU classroom, the learning environment invites a symbiosis of teaching and learning.

- In clinical practice classrooms, the NMHU teacher candidate integrates academic theory and practical pedagogical application, and s/he makes connections between the classroom’s learning activities and broader community norms and values.
- ❖ Praxis
 - Classroom practice is a constructed product of academic study, and relates to practitioners’ philosophy of education.
 - Student teachers should integrate their own personal research, their philosophies, their values, and their authentic selves into curriculum design. And classroom experiences should inform and shape research, philosophies, values, and authentic self.
- ❖ Knowledge
 - Mastery of content knowledge is constantly evolving, as greater knowledge leads to the awareness of how much more there is to know. The concept of content mastery is thus a relative one, and evolves with our professional growth. Commitment to life-long learning and continuous improvement is of more value than discreet knowledge.
 - We do not know that we know until we teach others, so effective teaching relies on a strong grasp of content well before it transfers from curriculum and syllabus to lesson plans. Last minute planning is almost always ineffective. And, we should expect to learn from our students.
- ❖ Professionalism
 - To be considered a professional, we adhere to the skill expectations and competencies of a profession. To live a professional life, we practice these expectations and competencies each day, always seeking greater mastery.
 - Teaching is a highly demanding profession. Begin your quest for high professional competence by embracing the professional ethics and code of conduct in Appendices B-1 and B-2.
- ❖ Leadership
 - In hierarchical organizations, the leader is considered to be the person at the top. Education usually has a more democratic character, and all personnel take on leadership roles at some point. We should see leadership in terms of effective teamwork rather than the responsibility of one person or office.
 - As a teacher, you are a social leader, mentor, and role model. As a teacher, you are a professional leader, with knowledge and skills to offer even the most seasoned and experienced colleague. And as a teacher, you might like to aim for becoming a public intellectual and public policy leader.

SOE OFFICE OF UNDERGRADUATE ADMISSIONS AND FIELD EXPERIENCES

VISION

The vision of the Office of Undergraduate Admissions and Field Experiences in NMHU’s School of Education is to create New Mexico’s premier undergraduate field-work and student teaching experiences so, upon graduation, new teachers can produce excellent learning environments and exemplary learning opportunities for all New Mexico’s PK-12 students now and for generations to come.

MISSION

The Office of Undergraduate Admissions and Field Experiences in NMHU's School of Education builds effective and symbiotic partnerships with all stakeholders, enlists highly qualified clinical educators, and designs candidate-centered clinical practice, to create positive long-term impacts for all PK-12 students.

THE GOAL OF STUDENT TEACHING

Student teaching at New Mexico Highlands University prepares teachers who are competent in content knowledge and confident in their skills to teach all children. Highlands' School of Education anticipates that each student teacher will embrace NMHU Core Values: Excellence, Diversity, Responsiveness, Accessibility. And the SOE FEO plans and supervises field experiences with the expectation all student teachers focus on national standards of professional conduct, knowledge and pedagogy:

1. Learning Development
2. Learning Differences
3. Learning Environment
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for instruction
8. Instructional strategies
9. Professional learning and ethical practice
10. Leadership and collaboration

The student teaching experience is carefully planned and supervised. Students are supported in their professional development process by the School of Education and the Field Experience Office. Student teachers are expected to exhibit dispositions of a competent, independent, and effective educational practitioner:

1. Critical thinking/inquisitiveness
 - a. Professional development, research, lifetime learning, innovation
2. Professionalism and ethical practice
 - a. Attendance, punctuality, preparation, self-presentation, respect for others
3. Communication/responsiveness
 - a. Oral and written, effective attention to exigencies
4. Reflective practice
 - a. Reflection on learning, student performance, data, and formative feedback
5. Collaboration
 - a. Active participation in teamwork and cooperative endeavors
6. Equitable practice/cultural responsiveness/equity/inclusion
 - a. Appreciation of diversity in students, belief that all students can learn, fairness, flexibility, adaption
7. Leadership/learning environment
 - a. Confidence, honesty, fairness, construction of an environment in which all students learn

Student teachers' close attention to these expectations will lead to their effective levels of performance in relation to the NMTeach Domains:

1. Domain 1 = planning and preparation
 - a. This is rated by evaluators during pre-observation conferencing
2. Domain 2 = creating an environment for learning

- a. This is rated during formal observation
- 3. Domain 3 = teaching for learning
 - a. This is rated during formal observation
- 4. Domain 4 = professionalism
 - a. This is rated from artifacts the teacher includes in his/her portfolio

As NMHU student teachers build self-awareness of their professional competency through engaging in reflective practice on their research, teaching and service, they will prepare for “effective” and “highly effective” levels of mastery with these Domains. Their University Supervisors and Mentoring / Cooperating Teachers will provide accurate formative feedback that is specific, actionable, and supportive, as part of student teachers’ processes of continuous improvement and professional growth.

NMHU SOE considers it evident that student teachers’ mastery of professional expectations leads to mastery of the NMHU 4Traits:

- 1. Content Knowledge
- 2. Communication Skills
- 3. Critical And Reflective Thinking
- 4. Technology Skills

The student teaching experience provides the teacher education candidate with the optimum opportunity for growth and development as a beginning teacher. This is the time for the student teacher to develop his or her own style through collaboration with the cooperating teacher, school personnel, and NMHU personnel. The schedule for the student teacher to increase teaching responsibilities in this setting is individualized. It is expected that each student teacher plans, teaches, and assesses student learning during a substantial portion of the student-teaching experience.

The preparation programs and student teaching experiences are performance based and aligned to the core standards of the Interstate New Teacher Assessment and Support Consortium (InTASC), NM TEACH Educator Effectiveness System, and CAEP national accreditation standards.

InTASC STANDARDS

The Learner and Learning

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. The teacher 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.

Content Knowledge

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher 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.

Instructional Practice

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 that apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice

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

Standard 10: Leadership and Collaboration

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

NM TEACH EDUCATOR EFFECTIVENESS SYSTEM

1. Domain 1 = Planning and Preparation

- a. Demonstrating knowledge of content
- b. Designing coherent instruction
- c. Setting instructional outcomes

- d. Demonstrating knowledge of resources
- e. Demonstrating knowledge of students
- f. Designing student assessment

2. Domain 2 = Creating an Environment for Learning

- a. Creating an environment of respect and rapport
- b. Organizing physical space
- c. Establishing a culture of learning
- d. Managing classroom procedures
- e. Managing student behavior

3. Domain 3 = Teaching for Learning

- a. Communicating with students in a manner that is appropriate to their culture and level of development
- b. Using questioning and discussion techniques to support classroom discourse
- c. Engaging students in learning
- d. Assessment in instruction
- e. Demonstrating flexibility and responsiveness

4. Domain 4 = Professionalism

- a. Communicating with families
- b. Participating in a professional community
- c. Reflecting on teaching
- d. Demonstrating professionalism
- e. Growing and developing professionally
- f. Maintaining accurate records

CAEP STANDARDS

The CAEP standards are one way NMHU's SOE assures quality performance in service to Education majors and student teachers. NMHU's SOE ensures commitment to CAEP standards by embracing two core principles:

1. NMHU gathers and analyzes empirical evidence (data) on the competence of student teachers
2. NMHU gathers and analyzes empirical evidence (data) to indicate that SOE faculty has an institutional ethos of gathering, analyzing, and using empirical evidence to enhance the quality of our professional programs.

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment and admission, through the progression of courses and clinical experiences, to decisions about completers' preparedness to teach effectively and readiness for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The Office of Undergraduate Admissions and Field Experiences in NMHU's School of Education (SOE FEO) addresses Standard 1 with focus on students' construction of effective and authentic connections between theory and practice during their student teaching experiences. Candidates build their individual and culturally relevant praxis in relation to community identities. This is evidenced in student portfolios. SOE FEO places particular focus on Standard 2: Clinical Partnerships and Practice. We operate each day by our mission, which is to build effective and mutually beneficial relationships with all stakeholders in the student teaching experience, to enlist highly qualified clinical educators at partner schools and at Highlands, and to design high-quality and candidate-centered clinical practice. Our attention to Standard 3 includes how we seek candidates' continual development and improvement, from Field Based 1, through Field Based 2, to student teaching. This is evidenced by candidates meeting the rigors of Gateway expectations and requirements, and by artifacts in their portfolios. The end-goals of these areas of focus is candidates' success with Standards 4 and 5: completers' positive impacts for all PK-12 students in this generation. We seek to achieve this through our own commitment to continuous development and improvement, and measure this achievement through longitudinal studies of our graduates.

Course Objectives for Field Based III

1. The teacher candidate demonstrates knowledge of content, curriculum, and available resources.
2. The teacher candidate designs coherent instruction and lesson plans for meeting standards based outcomes.

3. The teacher candidate demonstrates knowledge of child growth and development, and plans instruction appropriately.
4. The teacher candidate creates a physical space that is organized, efficient, and promotes a safe, healthy, and positive environment.
5. The teacher candidate governs the educational setting by developing plans to manage student behaviors and classroom procedures.
6. The teacher candidate recognizes student diversity, establishing a culture for learning and respect for all within a multicultural setting.
7. The teacher candidate communicates clearly and accurately with students, recognizing the specific needs of English Language Learners while using varied question and discussion techniques.
8. The teacher candidate designs and utilizes a variety of assessment tools, techniques, and procedures to gain feedback and measure progress.
9. The teacher candidate utilizes a variety of instructional strategies to include traditional texts, hands-on manipulatives, internet based, and service learning approaches, as well as critical thinking and problem solving, in order to respond to the learning style of all students.
10. The teacher candidate demonstrates a high level of professionalism in the school environment, clear evidence of professional growth, and participation in the professional community.
11. The teacher candidate reflects on daily practices and demonstrates a willingness to implement change to meet the needs of the learner.
12. The teacher candidate maintains accurate records and respects confidentiality in communication with all stake holders, particularly families.



PREPARATION FOR STUDENT TEACHING

NMHU Education majors should carefully read the “NMHU SOE Gateways” document and ensure they meet all criteria for successful entry into and completion of Field Based III. Please contact Office of Undergraduate Admissions & Field Experiences to update us of your progress: Julia Andrada, jaandrada@nmhu.edu / 505-454-3382.

Final placement of the student teacher in a classroom is decided upon by the NMHU School of Education and the Office of Field Experiences in conjunction with faculty representatives and local education agency representatives. In accordance with University policy, student teachers are placed only with those teachers who hold a Level 2 license issued by the New Mexico Public Education Department, who have been identified by their principals as having a minimum of three (3) years of successful licensed classroom experience, who are NMTEACH trained and certified, and who are willing to accept this responsibility.

The student teacher should contact the cooperating teacher before student teaching officially begins for the purposes of planning the student teaching experience, visiting the classroom to which he or she will be assigned, and meeting school officials. It is important for the cooperating teacher to share class schedules, school policies and regulations, instructional materials, information about student demographics, and content to be taught. This is best accomplished through an initial conference. Please use Appendix A (Initial Conference Form) for this meeting. Appendix A must be signed by both student teacher and cooperating teacher, and then submitted the Office of Field Experiences prior to the start of the school semester.

Clarifying Role Expectations

During the first few weeks of student teaching, the student and the cooperating teacher need to develop a comfortable working relationship. Although you are a group of only two people, be cognizant of Tuckerman’s group development processes: forming, norming, storming, performing. Part of this process is establishing a clear understanding of expectations each holds for the other, and for clarifying the team’s purpose. This is especially important since the cooperating teacher has a major role and responsibility in evaluating the performance level of the student teacher.

Participation

From the first day of student teaching, the student teacher should consider himself or herself one half of the teaching team; not a spectator or visitor. Even during the first few days, there will be opportunities to participate in the life of the classroom and the school. The cooperating teacher will place responsibilities upon the student as readiness and acceptance is shown. Such assistance with classroom activities will create a favorable background for teaching.

Genuine interest, willingness to assist, and initiative in the classroom will demonstrate to the cooperating teacher qualities that will lead naturally to increased responsibility with students. Following are just a few of the specific activities in which student teachers may participate before assuming responsibility for the total classroom for an extended period of time.

1. Planning and Preparation:
 - a. Assist your mentoring teacher with
 - i. Research on the content area
 1. Using existing resources
 2. Seeking out resources beyond the school district
 - b. Inquire into your mentoring teacher’s choices with
 - i. Instructional objectives and lesson activities

- ii. Appropriate pedagogies to engage all students
 - iii. Appropriate integration of technology into lesson activities
 - iv. Appropriate assessment protocols
- 2. Creating an Environment for Learning
 - a. Assist your mentoring teacher with
 - i. Maintaining high levels of student enthusiasm
 - 1. Read to the class or a small group
 - 2. Work with peer review groups on revisions to their work
 - 3. Assist pupils in laboratory activity settings
 - 4. Aid individual students or small groups in understanding difficult problems and concepts
 - ii. Managing classroom procedures
 - 1. Post and share lesson objectives with students
 - 2. Distribute and collect material from students
 - 3. Accompany students to the playground, assembly, and other group activities
 - iii. And
 - 1. Cafeteria and/or bus duty
 - 2. Hallway monitoring
 - 3. School grounds supervision
 - 4. Assembly supervision
 - b. Inquire into your mentoring teacher's choices with
 - i. How the classroom's physical space is organized
 - ii. How all students have equitable access to learning
 - iii. How he or she approaches classroom management
- 3. Teaching for Learning
 - a. Assist your mentoring teacher with
 - i. Posting and sharing lesson information on the chalkboard
 - ii. Reading instructions and clarifying directions
 - iii. Facilitating student discussions in the classroom
 - iv. Working with small groups
 - v. Checking students' understanding
 - vi. Monitoring tests
 - b. And assist in a larger role for short periods
 - i. Assume responsibility for carrying out activities with the total class for short periods of time. (This is done with the cooperating teacher present or when he or she has been called from the room for short periods of time.)
 - c. Inquire into your mentoring teacher's ideas about
 - i. Which activities will be most effective when you are taking on a larger role in the classroom
 - ii. How best to use formative assessment when you are taking on a larger role in the classroom

- iii. How to maintain flexibility and responsiveness to students' levels of learning when you are taking on a larger role in the classroom
4. Professionalism
 - a. Assist your mentoring teacher with
 - i. Parent conferences
 - ii. Working collaboratively with other teachers
 - iii. Maintaining accurate data on student performance
 - b. Participate in
 - i. Meetings (general staff, grade level, department, IEP, curriculum, in-service training, etc.)
 - ii. District events, like school board meetings
 - c. Inquire into which areas of your practice your mentoring teacher feels are most beneficial for reflection.

The role of a student teacher entails more than teaching an occasional lesson. It involves total growth in all aspects of a teacher's responsibilities. Consequently, the student teacher should develop rapport with the cooperating teacher, school faculty and staff, and the pupils and families to include as many of these activities as possible.

Expectations of the Student Teacher

Student teachers consistently rank their student-teaching experiences among the most valuable components of their education. Student teaching is the culmination of teacher preparation training. Now is the time to shape your praxis by putting into practice all of the academic knowledge learned in coursework. This praxis will evolve and deepen as you relate it to the authentic setting of your student teaching classroom.

Your cooperating teacher and university supervisor will expect you to demonstrate:

- The ability to follow the schedule of cooperating teacher, and be prepared to come in before school and/or stay after school ends
- Understand that you are a guest in the cooperating teacher's classroom
- Knowledge in your major teaching discipline(s)
- Professionalism in dress, attendance, language, and interaction with students, parents and colleagues
- Confidentiality in dealing with student information
- Enthusiasm, initiative, and a willing attitude for continued learning
- Ability to accept and use constructive criticism
- Adherence to state, district and school policies & procedures
- Loyalty to your school, students, and cooperating teacher
- Attention to all administrative and instructional responsibilities
- Timely completion of all program requirements
- Timely communication of any problems or concerns
- Continued improvement in demonstrating your competency as a teacher.

The national educational landscape is in a constant state of change, and school environments are professionally, academically and socially dynamic. Student teachers should expect their roles and responsibilities to evolve during Field Based III. Concerns regarding the student teaching experience should be handled professionally. (Please refer to the NMHU SOE "Dispositions" material.) As situations evolve, please use your strategies for

reflection before responding, but do respond to situations in a timely manner. Experience has shown that most student concerns can be resolved during discussion with the person involved (cooperating teacher, university supervisor, or professor). If the concerns are not resolved with consensus during this discussion, contact the Field Experiences Office, your Department Chair, or the Dean of the School of Education.

See Appendix C 2 for information about dealing with exigencies that might arise during the course of your semester student teaching.

Information Regarding Your Cooperating Teacher

Selection as a cooperating teacher is tacit endorsement of a teacher's competence, commitment to students, and skill in human relations. Student teachers consistently rank the student teaching experience among the most valuable components of their teacher education programs. In large part this is a tribute to the dedication and quality of their cooperating teacher.

Expectations of the Cooperating Teacher

The student teacher is accorded the same status as fully certified teachers. The initial days of student teaching are crucial for the student teacher. Each cooperating teacher should ensure that the student teacher feels welcome. Introductions to school faculty and staff as well as other personnel employed in the school, are important. The student teacher should be familiarized with the building and grounds, routine school matters, and appropriate working relationships with other members of the school staff. The student teacher should be introduced to the students in a way that encourages them to respond to the student teacher as a classroom teacher.

The cooperating teacher is expected to provide the student teacher:

- The opportunity to learn by observing the cooperating teacher's instructional methods
- Assistance in learning to plan for instruction
- Four (4) documented observations of the student teacher's performance during the semester.
- Coordinated scheduling with the University Supervisor on the first observation, and collaboration on scoring and feedback – so the Cooperating Teacher, University Supervisor, and Student Teacher are a collaborative team in observation, evaluation, and formative feedback.
- A gradual induction into full teaching responsibilities
- A structured and incremental withdrawal of support as the student teacher transitions into full teaching responsibilities
- Accurate evaluations according to the NMTeach 4 Domains rubrics, with formative feedback that is specific, actionable, and supportive, so the student teacher is prepared for full-time contract teaching. (SOE FEO anticipates that the early evaluations will produce a mixture of scores at the 1, 2, and 3 levels. By the end of the semester, scores should be in the 2, 3, and 4 [assessed as 3+] range.)
- (Student teachers and cooperating teachers are welcome to also use other frameworks for evaluations, if they wish to do so in addition to the 4 formal evaluations based on NM Teach rubrics)
- Prompt communication regarding areas for improvement
- Provision of specific suggestions for improvement (Observation and evaluation feedback should be specific, actionable, and supportive)
- Recognition of demonstrated improvement and strengths
- A willingness to listen to the student teacher's concerns

The cooperating teacher should assemble materials and equipment to assist the student teacher. Helpful items include:

- Desk or table for individual use; secure place for personal items
- Instructional materials including textbooks, manuals, and curriculum guides
- Name of student teacher on classroom door and chalkboard along with that of the teacher
- Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information
- Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status and individual problems
- Parking permit and lunch pass if required.

It is also helpful for the cooperating teacher and or/student teacher to communicate with parents, families, and guardians regarding the addition of the student teacher to the classroom.

Expectations of the University Supervisor

The university Supervisor is a crucial element in the mutually beneficial relationships NMHU's SOE constructs with student teachers, partner schools and other stakeholders. Our expectations are:

- A positive attitude in working for the benefit of the student teacher
- A commitment to follow university and departmental guidelines in structuring the student teacher's experience
- Regular reporting of the student teacher's progress
- Accurate evaluations of the student teacher according to NMTeach 4 domains rubrics
- Early alert about any problems or concerns
- Mutual confidence and open communication regarding the student teacher's progress
- Mutually beneficial collaboration with the cooperating teacher and the Field Office
 - Delineation of responsibilities within the classroom
 - Accuracy in evaluations (interpretation of the rubrics)
 - Ensuring the student teacher's timely completion of responsibilities.

In some geographical regions of the state, the functions of the university supervisor may be either supplemented or assumed by the area coordinator. The university supervisor serves both the student teacher and cooperating teacher and must be a readily accessible confidant, trouble shooter, resource person, and teacher. The major responsibilities and expectations of the university supervisor:

- Meet the principal of the school in which you are observing a student teacher; always sign-in and wear NMHU I.D.
- Provide student teachers as well as cooperating teachers with an orientation to the student teaching program and its requirements
- Provide documented observations of the student teacher's performance during the semester. No less than three (3) observations or four (4) observations for dual majors are required. If a student teacher is experiencing difficulty, increased contact is expected. The observations must be documented in Chalk & Wire
- Produce accurate evaluations according to the NMTeach 4 Domains rubrics, with formative feedback that is specific, actionable, and supportive, so the student teacher is prepared for full-time contract teaching. (SOE FEO anticipates that the early evaluations will produce a mixture of scores at the 1, 2, and 3 levels. By the end of the semester, scores should be in the 2, 3, and 4 [assessed as 3+] range.)
- (Student teachers and University Supervisors are welcome to also use other frameworks for evaluations, if they wish to do so in addition to the three (or four) formal evaluations based on NM Teach rubrics)

- Coordinated scheduling with the Cooperating Teacher on the first observation, and collaboration on scoring and feedback – so the University Supervisor, Cooperating Teacher, and Student Teacher are a collaborative team in observation, evaluation, and formative feedback.
- Observe and counsel student teachers early enough in the semester to allow them time to improve their teaching performance
- The university supervisor should immediately address less than satisfactory teaching performance with the student teacher. In such cases, guidelines and expectations for the remainder of the program must be clearly identified by both the university supervisor and the cooperating teacher
- Review the student teacher’s electronic portfolio once at midterms, and assess it entirely at semester end, using the Chalk and Wire evaluation rubric
- Review the periodic performance evaluations submitted by cooperating teachers. Early identification of weaknesses should be addressed immediately with the student, the cooperating teacher and the SOE FEO
- Comprehensive, systematic evaluation of student teachers should occur during the field experience. The university supervisor should document and discuss with student teachers and cooperating teachers the results and recommendations of each observation
- Invite cooperating teachers to observe with you to provide a common base for discussing performance. It is good practice to have personal conferences with student teachers and with cooperating teachers
- Submit evaluative references for student teachers who request them
- Unbiased assessment of student teaching performance
- Support during times of personal and professional concern
- Recognition of success
- Provision of final evaluation ratings and an assessment of the electronic portfolio
- Timely response to professional concerns, including inadequate performance and inappropriate behavior by student teachers
- Professional courtesy in working together.

SOE FEO includes a matrix, outlining relationships between Traits, Themes, Disposition, and Domains. These might be of value to you in assessment. The purpose of a matrix like this is that one assessment can be easily transferred across areas. I.e: One measure (or even one score) on one student assignment will produce assessment and evaluation in Traits, Themes, Disposition, and Domains. This matrix can also be used by students to build a broader understanding of how objectives and outcomes relate across different conceptual areas of a program.

4 Traits	SOE Themes	Dispositions	4 Domains
CONTENT KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge • Praxis • Cultural Inclusivity • Diversity 	1. Critical thinking (professional development) 4. Reflective practice (use of data [eg: student outcomes]) 6. Equitable practice / inclusion 7. Leadership / Learning environment	1. Planning and Preparation 2. Creating an Environment for Learning 3. Teaching for Learning
COMMUNICATION SKILLS	<ul style="list-style-type: none"> • Professionalism • Leadership 	2. Professionalism 3. Communication / responsiveness 5. Collaboration	1. Planning and Preparation 2. Creating an Environment for Learning 3. Teaching for Learning

CRITICAL AND REFLECTIVE THINKING	<ul style="list-style-type: none"> • Setting Authenticity • Reflective practice • Praxis 	<ol style="list-style-type: none"> 1. Critical thinking 2. Professionalism 4. Reflective practice 	<ol style="list-style-type: none"> 1. Planning and Preparation 3. Teaching for Learning 4. Professionalism
TECHNOLOGY SKILLS	<ul style="list-style-type: none"> • Knowledge • Setting Authenticity • Professionalism 	<ol style="list-style-type: none"> 2. Critical thinking / inquisitiveness (research into content areas and best practices) 3. Communication / responsiveness 4. Reflective practice (use of data [eg: student outcomes] as foundation for statistical analysis of performance) 	<ol style="list-style-type: none"> 1. Planning and Preparation 4. Professionalism

NOTE: The ten InTASK standards apply to Content knowledge. Standards 5, 8 and 9 can also be considered to apply to Communication Skills. Standards 1, 2, 3, and 9 can also be considered to apply to Critical and Reflective thinking. Standards 1, 3, 7, and 8 also include application of technology skills.

- ❖ Standard 1: Learner development
- ❖ Standard 2: Lerner differences
- ❖ Standard 3: Learning Environment
- ❖ Standard 4: Content Knowledge
- ❖ Standard 5: Application of Content
- ❖ Standard 6: Assessment
- ❖ Standard 7: Plan for instruction
- ❖ Standard 8: Instruction strategies
- ❖ Standard 9: Prof & ethics
- ❖ Standard 10: Leadership and Collaboration

Professional Recognition of Cooperating Teachers

Cooperating teachers will be afforded the opportunity to choose one of the three following options in appreciation of their field support: 1.) A \$100 honorarium (or \$50 if the student teacher is a dual major working with two cooperating teachers); 2.) A tuition waiver for three (3) credit hours in GNED 635 Student Teacher Supervision, or 3.) A tuition waiver for any three (3) credit course taken at NMHU (you must register for the course in the year following the student teacher’s completion).

Please Note: All Cooperating Teacher Option Forms MUST be turned in no later than the due date specified in the “Student Teaching Timeline” in order to assure receipt of compensation in a timely manner. Should you or your Cooperating Teacher have any questions, call the SOE FEO at (505) 454-3108.

GENERAL POLICIES AND PROCEDURES

Absences

Students in Field-Based III are expected to be in attendance every day. If a student teacher is absent, they must:

- notify their cooperating teacher, supervisor, and school office personnel by phone
- provide sub plans
- contact the SOE FEO by email

Student teachers are allowed three (3) absences. In case of legitimate and/or excessive absences, the Director of Field Experiences will come to a mutual agreement with the cooperating teacher on making up the missing hours.

Attendance

Student teachers are expected to arrive on time during the student teaching experience. Students should expect to mirror the cooperating teacher's schedule and work similar hours. This may mean arriving early and staying in the afternoon past the normal school hours.

Professionalism

Upon placement, NMHU expects students to manage the rigors of teaching, counseling or school administration professions. All students in field experiences will be oriented on the importance of professional discretion, behavior, language, appearance, disposition, and relationships.

Professional Ethics

Please refer to Appendix B-1.

Professional Code of Conduct

Please refer to Appendix B-2.

Duration of Student Teaching

A full semester of student teaching is equivalent to 16 weeks of full day field placement. All 16 weeks must be with students in a classroom.

Developmental Progress

Student teaching is to be designed so that candidates gradually increase their responsibilities during the semester. Student teaching is to culminate with a full-time responsibility followed by appropriate reflection time. All student teachers are encouraged to have at least eight (8) weeks of full-time responsibility.

Employment

Students currently enrolled in student teaching are discouraged from having outside work (including work at a school site as an aide, secretary, counselor, librarian, lunch room worker, coach etc.) All student teaching activities, including after-hour meetings, are to have priority. The student teacher is not excused from school responsibilities due to outside employment. Rather, advance planning for finances and family care is encouraged. The School of Education faculty expects that students prearrange financial and family support so that 100 percent of his or her best effort can be given to the student teaching semester.

Extracurricular Responsibility

Students who desire to either participate in or assist with extracurricular activity must inform their respective cooperating teachers, field supervisors, and the Director of Field Experiences prior to the affected semester. All student teaching activities, including after-hours responsibilities, are a priority. The student teacher is not excused from these responsibilities due to extracurricular responsibility.

Confidentiality

All students are to keep personal information about children and schools completely confidential. If the need arises for consultation with university personnel, it should be done in the presence of the cooperating teacher or in private. A breach of confidentiality may result in disciplinary action.

It is essential, from the perspective of public relations, that you maintain a professional disposition when out in public and away from your school. Avoid discussing any specific classroom situation or student when members of the public might overhear and misinterpret your conversations.

Conflicts of Interest/Nepotism

Student teachers are not allowed to complete student teaching with any immediate family member employed in the same school building. A student teacher may not teach in a classroom or school where his or her child is in attendance except in situations where there is only one school in the community.

Placement

Placement of a prospective teacher candidate in a school is a cooperative decision between the prospective teacher candidate, field experiences personnel, and school district officials. Students must keep in mind that they are GUESTS in the schools and that school officials may terminate their field experience at any time.

NOTE: A school official or cooperating teacher does not have to demonstrate a cause nor provide a justification for termination of the field experience.

Additionally, NMHU has no obligation to provide another placement for the student in the event of termination. The University Supervisor and the Director / Coordinator of Field Experiences will decide on appropriate action for that semester. In the case of a withdrawal, the university has no further obligation to provide the student teacher with a chance to complete the field experience sequence. The student would have to reapply and, if approved, accept the conditions determined necessary by the School of Education.

Any Practicum or Field-based I, II, or III student / intern may be terminated or removed from their field experiences for any violation of the Teacher Code of Ethics of the Education Profession (NM State Board of Education Regulation No. 93-16).

Substituting

Students placed in Field Based III student teaching may substitute for their cooperating teachers if:

- The school administrator endorses that the candidate is qualified for the responsibility.
- The student teacher holds a State of New Mexico Substitute License.
- The student teacher's name appears on the school district's approved substitute teacher list.

In the event of an immediate teacher vacancy in a classroom, a Field Based III student teacher may fill that position as a "Long Term Substitute Teacher" as long as the same criteria mentioned above is met. Special arrangements would be made by the school district to create a contract of employment and assign a Mentor Teacher to support and evaluate the student teacher. There would be no cooperating teacher available on a daily basis, but the Mentor Teacher must be available when needed and would be expected to evaluate the performance of the student teacher 4 times throughout the semester as would a cooperating teacher. All other procedures required of a student teaching semester would be followed (i.e. appendices, field observations, co-requisite classes, electronic portfolio). It should be noted that a long term substitute contract is particularly challenging for the student teacher because of lack of experience and the absence of daily support and modeling derived from have a cooperating teacher.

Internships

Students who are hired by school districts on Internship Licenses during the student teaching semester should enroll in the Field-Based III section designated on their degree audit. Student teaching interns are specifically those “seeking a certificate leading to licensure or those completing a Master’s Degree.” Anyone wishing to be paid during student teaching must enter into a contract with the school district and apply for an internship license with the New Mexico Public Education Department. Students awarded an internship position must notify the Office of Student Teaching of their status.

Graduation Preparation

During the early weeks of the student teaching semester students should apply for a degree and make contact with the Registrar’s Office for a final degree check to ensure graduation will occur immediately following the semester.

Log of Hours

Student teachers will keep a log of hours, to be signed by the cooperating teacher and submitted to Chalk and Wire at the end of the semester. This log will correspond with the Reflective Log we complete in “Knowledge of the Profession.”

ADA / Accessibility

NOTE: In accordance with federal law, it is university policy to comply with the Americans with Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Accessibility Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit the Felix Martinez Building, Room 110 on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Accessibility Service.” David Esquibel, Student Advisor/Coordinator of Testing and Accessibility Services.

The School of Education takes its responsibilities with regard to disabilities seriously. Since expectations during student teaching will be different from those of the traditional NMHU classroom, the School of Education suggests that, if the prospective student teacher would like to request any accommodations in the school setting, he or she should contact Mr. David Esquibel, coordinator of accessibility and testing. Please note that only the instructor of record for student teaching will be apprised of the need for accommodations. If the prospective student teacher would like the director of field experience to be aware of the need for accommodations, he or she would need to request that the information be sent to that individual, unless the student teacher requests that others (such as the coordinator, field supervisor, or course instructor) be notified.

Harassment

From the NMHU Student Handbook:

“Members of the NMHU community, guests and visitors have the right to be free from all forms of violence, including sex offenses, domestic violence, dating violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not interfere with the rights of others. NMHU believes that sex offenses, domestic violence, dating violence and stalking prevent their victims from being able to have full access to their education, and as a result, prevent victims from benefiting from the full range of opportunities that come with higher education. Therefore, NMHU has no tolerance for sex/gender-based violence or misconduct. When an allegation of violence or misconduct is brought to the attention of NMHU faculty or staff, an administrator will be notified immediately and measures will be taken to ensure that an investigation is conducted and discipline issued to the perpetrator when appropriate. Discipline includes sanctions, up to and including expulsion, when a respondent is found to have violated this policy.”

In addition, it is the Student Teacher's responsibility to know the school district's sexual harassment policy, know the procedures for reporting harassment, and stop it when he or she sees it. You have the responsibility to establish and also the right to experience a safe, non-threatening, and non-intimidating educational environment. All school employees' responsibility in this matter is to the law.

Please note that sexual harassment is not based upon the *intent* of the agent but upon the *perception* of the victim – whether he or she feels uncomfortable, intimidated, or believes he or she is in a hostile environment. Harassment can include verbal, non-verbal, visual, or physical actions.

Title IX

Title IX is a portion of the United States Education Amendments of 1972. It states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Mandatory Reporting of Child Abuse and Neglect

From NMSA 32A-4-3:

“Every person, including a licensed physician; a resident or an intern examining, attending or treating a child; a law enforcement officer; a judge presiding during a proceeding; a registered nurse; a visiting nurse; a schoolteacher; a school official; a social worker acting in an official capacity; or a member of the clergy who has information that is not privileged as a matter of law, who knows or has a reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately.”

Suspected child abuse or neglect can be reported to Children, Youth and Families (CYFD) statewide: #SAFE (7233) or 1-855-333-SAFE (7233)

Student Liability

All pre-professional and certified teachers are held responsible for the health, safety, and learning environment for each child under their supervision. The district personnel are primarily responsible for the students' welfare. Legal action could be taken against you if you behave in a manner not consistent with your level of knowledge and sense of responsibility.

Protect yourself from any legal vulnerability by familiarizing yourself with district policies concerning students, certified personnel, and liability coverage.

In addition, protect yourself by purchasing a professional liability policy from a local insurance agency or through the National Education Association (505) 982-1916, www.nea-nm.org and/or the New Mexico or American Federation of Teachers (505) 266- 6638, <http://\nmaft.org>.

OBSERVATION GUIDE FOR STUDENT TEACHERS

Observation requires critical analysis. The student teacher should remember, however, that his or her objective is to learn from observing rather than to assume the role of a critic. No two teachers will follow identical procedures. It follows, then, that there will be times when the procedures observed will contrast, or perhaps even conflict, with those favored in Methods courses. In such situations, the ethical response is to assess the techniques employed within the context of their use and user, to observe their strengths and limitations, and to examine adaptations that might make them more personally effective.

- I. Purposes of unit, lesson, or activity. Why is this lesson taught?
 - a. How do these purposes synchronize with goals for the semester of year?
 - b. Is the purpose to develop skills, pass along information, or help the pupil develop attitudes, ideals, or appreciations?

- II. Content of subject matter. What is being taught?
 - a. What fields of knowledge are utilized in attempting to achieve the purposes listed in item I?
 - b. How does this content synchronize with that of the semester, current year, preceding years, and with the projections for future years?
 - c. What is the source for subject matter textbooks, other books, films, television, other?

- III. Teaching procedures. What does the teacher do during delivery of the lesson?
 - a. What teaching techniques are used? Does the teacher lecture, lead a class discussion, ask questions, use audio-visual aids, give a test, use other techniques? Is one technique used exclusively or is there a combination of techniques?
 - b. How are pupils motivated?
 - c. How does the teacher contribute to a stimulating, intellectual climate in the classroom?
 - d. What steps are taken by the teacher to foster a wholesome emotional climate?

- IV. Pupil Activities. What do pupils do?
 - a. Are pupils interested, involved, and active?
 - b. Do pupils listen, discuss, give reports, and write? In what other activities do pupils engage?
 - c. What kinds of behavior are displayed by pupils?

- V. Physical factors. How do physical factors contribute to learning?
 - a. What provision is made for proper lighting, temperatures, and ventilation?
 - b. How does the seating arrangement of pupils contribute to a good classroom situation?
 - c. What use is made of whiteboards, bulletin boards, displays, instructional equipment, and technology applications?

- VI. Evaluation of teaching-learning situations (evaluation by teacher and/or pupils).
 - a. Evaluation by teacher and pupils.
 - i. Was this the kind of situation in which teacher-pupil evaluation was possible?
 - ii. If there was teacher-pupil evaluation, what was its nature?
 - iii. Was evaluation in terms of skills, knowledge or attitudes developed?
 - iv. Was there an evaluation of ways of working?
 - b. Evaluation by the teacher in conference with the student teacher.
 - i. What aspects of teaching-learning situation are considered good in terms of:

1. Skills, Knowledge, and attitudes developed?
2. Ways of Working?
- ii. What aspects of the teaching-learning situation might be changed or improved if you could repeat it?
 1. Skills, knowledge, and attitudes developed?
 2. Ways of working?

As student teaching progresses, the student teacher should transition to making observations through the NMTech 4 Domains rubrics, to build his/her own metacognitive awareness of how he/she will be evaluated. See page 11 of this Manual for details, and see appendix H For further details.

MANUAL GLOSSARY

Conceptual Framework

An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Cooperating Teacher

The classroom teacher who directly supervises a student teacher in the classroom setting.

Dispositions

Professional attitudes, behaviors, and public appearance displayed by the pre-service teacher. These are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (See Teacher Disposition Inventory)

Full-Time Teaching

The period in which a pre-service teacher takes on the full responsibility of a classroom for the entire day.

INTASC Principles

Interstate New Teacher Assessment and Support Consortium. The set of ten core principles and indicators that a competent beginning teacher is expected to demonstrate (found in the body of this manual).

Intern

Students who are “certificate seeking licensure or master degree seeking” may apply for an internship through NMPED, and become employed with a local education agency. An internship is a contract between student teacher and school district, and is completely separate from NMHU’s program of study. An internship requires application through NMPED.

Licensure

The official professional recognition by a state. (New Mexico: <http://www.ped.state.nm.us>)

Performance-Based Assessment

Measurement of competencies demonstrated in the field or observed in an educational setting.

Portfolio

A cohesive presentation that includes artifacts, samples, explanations, reflections, and professional information to portray an accurate picture of the teacher's competencies, background, and style.

Student Teacher

New Mexico Highlands University students who have met all of the standards of the Teacher Education Program, including the core and extended core requirements, the School of Education Programs of Study, and successful completion of all required New Mexico Teacher Assessments (NMTA/NES).

Student Teaching (Field Base III)

The culminating 16 week site-based experience that includes participation at a public or private school approved by the New Mexico Highlands University School of Education.

University Supervisor

Employee of New Mexico Highlands University (faculty and/or adjunct faculty) who shares responsibility with the cooperating teacher for the professional growth of the student teacher through regularly scheduled field observations.

REFERENCES

New Mexico Department of Education

<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>

New Mexico Highlands University

<http://www.nmhu.edu/about/mission.htm>

<http://www.nmhu.edu/Departments/SchEducation/Default.htm>

http://www.nmhu.edu/nca/ch_5.htm

Chalk and Wire

www.chalkandwire.com/nmhu

3M Background Check Registration

www.cogentid.com

New Mexico Teacher Assessments

www.nmta.nesinc.com

National Evaluation Series

www.nestest.com/newmexico

National Education Association

www.nea.org

American Federation of Teachers

www.aft.org/

The Academy of Co-Teaching and Collaboration, St. Cloud State University

<http://www.stcloudstate.edu/soe/coteaching/contact.asp>

American University

<http://www.american.edu/cas/soe/students.html>

Bowling Green State University

<http://www.bgsu.edu/colleges/edhd/advising/sthdbk/>

Butler University

<http://www.butler.edu/educ/resources/Student%20Teaching%20Handbook.pdf>

Florida State University

http://www.coe.fsu.edu/student_teaching/STHb2002.pdf

Diversity Toolkit Introduction

<http://www.nea.org/tools/diversity-toolkit-introduction.html>

This page is for reference only, please download and complete the form on D2L

NEW MEXICO HIGHLANDS UNIVERSITY
School of Education
Field-based III Student Teaching

APPENDIX A – 1: INITIAL CONFERENCE FORM

This form is due no later than the second week of the university semester.
Check the Timeline sheet for dates.

INITIAL CONFERENCE FOR (teacher candidate): _____

In the initial conference, the following topics are suggested for discussion. The objective of this discussion is to determine the role expectations of both the cooperating teacher and the teacher candidate. For example, in discussing classroom management procedures, will the teacher candidate need to follow present management procedures, or will he/she develop and implement his/her own procedures, for example taking roll, instructional procedures, classroom rules, consequences, and disciplinary action, etc.?

NOTE: Has the school shared a copy of the standardized guidelines such as reporting times, dress, lesson plan format? Yes No

Please indicate in the space provided the discussed duties and responsibilities expected of the teacher candidate.

1. Duties outside the classroom (i.e. supervision, attendance at faculty, IEP, PTC meetings):

2. Lesson Planning (daily, weekly, and full-unit lesson plans are required by NMHU). Please specify format if a specific one is required by the school. When are lesson plans due?

3. Teacher candidate's assumption of classroom responsibility. NMHU requires 4-6 weeks of lead instruction. Describe what tasks will be handed over to student teacher during this time.

4. Record keeping and grading. Please specify any computer programs, grade books, or devices for data collection.

5. Student assessments used, i.e. traditional daily / weekly / unit tests; rubrics; self, peer, or group; alternative, alternate; short cycle (MAP); PARCC.

6. Degree of flexibility in determining classroom structure, program development, and shared responsibility.

7. Classroom management procedures. Will the cooperating teacher choose to follow the current procedures or allow the teacher candidate to implement new ideas?

8. Responsibility for communicating with parents concerning students' problems/successes. Who will communicate, and how (i.e. by phone, letter, email, or at PTC)?

9. Teacher candidate dress code. Is there a standard of dress for faculty? Is the culture of the school formal or casual?

10. Notification of teacher candidate's absences. Teacher candidate should follow the exact same procedure for reporting absent or late as established by the school site, to include notifying the CT

(cooperating teacher) and the US (university supervisor). If teacher candidate absences become excessive, the cooperating teacher is asked to notify the Office of Field Experiences at 505-454-3108.

11. Reporting times and other standard procedures followed at school site (i.e. duty, assemblies, events, faculty meetings, field trips, Parent Teacher Conferences, etc.)

IMPORTANT: Field Based III teacher candidates are expected to provide advanced notice (telephone, text, or email message) of any absences to the school administrator and cooperating teacher, as well as the NMHU university supervisor.

SPECIAL NOTES:

Teacher Candidate Signature/Date

Cooperating Teacher Signature/Date

This page is for reference only, please complete the form in D2L

**NEW MEXICO HIGHLANDS UNIVERSITY
School of Education: Office of Field Experiences
Field-based III Student Teaching**

APPENDIX A – 2: Student Teacher Exit Conference Form

As you complete your Student Teaching semester, we will send out a Survey Monkey questionnaire that will provide SOE FEO with objective data that is anonymously collected. Please be sure to complete this survey, which benefits the SOE FEO program's commitment to continuous improvement.

Also, please complete and send this form (Appendix A-2) to SOE FEO: jaandrada@nmhu.edu. (*Copy and paste the questions into a WORD document, and send as attachment.*)

In addition, we will hold brief in-person exit interviews. If you are conveniently located to the Las Vegas or Rio Rancho campuses, please book up a suitable time with Stephen Weatherburn sjweatherburn@nmhu.edu or Janis Tabacke-Keene jkeene@nmhu.edu. If it is difficult to visit in-person, let us know and we will conduct the exit interview via phone or Skype.

1. Did you enjoy your student teaching experience? (Why / why not?)
2. What were the most fulfilling aspects of your student teaching experience?
3. What were the most challenging aspects of your student teaching experience?
4. Do you now feel adequately prepared to take responsibility for your own classroom?
5. Are you satisfied with your level of content knowledge?
6. Are you satisfied with your level of pedagogy knowledge?
7. Are you confident in your professional dispositions?
8. How can SOE improve its delivery of content knowledge, pedagogy, and professional dispositions?
9. How can the SOE FEO improve its support of student teachers?
10. Have you already been offered a full-time teaching position? If so, where? And if not, where do you have applications submitted? Or, what are your plans for applications?
11. Do you anticipate teaching being a long-term career for you, or are your intentions only to teach for a few years?
12. May we contact you over the next couple of years, to see how you are doing, and if you have further advice (with the wisdom of hindsight) for our on-going improvement to the SOE FEO programs?

This page is for reference only, please download and complete the form on D2L

NEW MEXICO HIGHLANDS UNIVERSITY
School of Education
Field-based III Student Teaching

APPENDIX B – 1: TEACHER CODE OF ETHICS

Taken from Public Education Department of New Mexico

This form is due the second week of your student teaching. Check the Timeline Sheet for date.

Preamble

We, professional educators of New Mexico, affirm our belief in the worth and dignity of humanity. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach with the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards. We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

Principle I: Commitment to the Student

We measure success by the progress of each student toward achievement of his/her maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home. In fulfilling our obligation to the student, we:

1. Deal justly and considerately with each student;
2. Encourage the student to study and express varying points of view and respect his/her right to form his/her own judgment;
3. Conduct conferences with concerning students in an appropriate place and manner;
4. Seek constantly to improve learning facilities and opportunities.

Principle II: Commitment to the Community

We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public. In fulfilling our obligations to the community, we:

1. Share the responsibility for improving the educational opportunities for all;
2. Recognize that each educational institution has a person authorized to interpret its official policies;
3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy;

4. Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies, and take action deemed necessary and proper;
5. Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities, and
6. Protect the educational program against undesirable infringement, and promote academic freedom.

Principle III: Commitment to the Profession

We believe that the quality of the services of the education profession directly influence the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, to demonstrate integrity in all work-related activities and interactions in the school setting, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations. In fulfilling our obligations to the profession, we:

1. Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative of our profession;
2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education;
3. Cooperate in the selective recruitment of prospective teachers *and in the orientation of student teachers, interns, and those colleagues new to their positions;*
4. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
5. Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student;
6. Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues;
7. Keep the trust under which confidential information is exchanged;
8. Make appropriate use of the time granted for professional purposes;
9. Interpret and use the writings of others and the findings of educational research with intellectual honesty;
10. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts;
11. Respond accurately to requests for evaluation of colleagues seeking professional positions, and
12. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work and related matters.

Principle IV – Commitment to Professional Employment Practices

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon integrity, dignity, and mutual respect between employees, administrators, and local school boards. In fulfilling our obligations to professional employment practices, we:

1. Apply for or offer a position on the basis of professional and legal qualifications.
2. Apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates;
3. Fill no vacancy except where the terms, conditions, and policies are known.
4. Adhere to and respect the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent;
5. Give prompt notice of any change in availability of service, in status of applications, or in change in position, and
6. Conduct professional business through recognized educational and professional channels.

[6.60.9.8 NMAC – N, 04-30-01]

Teacher Candidate's Printed Name

Teacher Candidate's Signature

Date

This page is for reference only, please download and complete the form on D2L

**NEW MEXICO HIGHLANDS UNIVERSITY
School of Education
Field-based III Student Teaching**

APPENDIX B – 2: Standards for Professional Conduct

NMHU Student Teachers will develop their identity and integrity as they strive for professional growth in service to PK-12 learners' pursuit of truth, devotion to excellence, acquisition of knowledge, and development of democratic citizenship. In doing so, NMHU Student Teachers will:

Commitment to Students

- ❖ Commit to thorough lesson planning and preparation
- ❖ Commit to creating an environment for learning
- ❖ Commit to teaching practices that focus on all students' learning
- ❖ Commit to professional development and collegiality with colleagues

Commitment to the Community

- ❖ Maintain a sense of decorum and professionalism, respecting all student and teacher confidentiality, at all times: at work or not at work.
- ❖ Maintain a positive disposition when in public

Commitment to the Profession

- ❖ Be respectful of all students at all times
- ❖ Be an exemplary model of classroom behavior
- ❖ Remain positive and enthusiastic even when things are not going as well as one would hope or expectations
- ❖ Teach to each student with the intention of meeting that student's needs, strengths, weaknesses and preferences for particular learning styles
- ❖ Demonstrate profound commitment to all NMHU SOE policies: ADA, Harassment, TitleIX, Mandatory Reporting.

Commitment to Professional Employment Practices

- ❖ Punctually attend school each day
- ❖ Remain in the classroom (or in student activities) throughout the day
- ❖ Dress appropriately in keeping with the institution's ethos and expectations
- ❖ Listen carefully and respond positively to advice from the Cooperating Teacher
- ❖ Promptly follow directives from school administration
- ❖ Respectfully respond to suggestions from other teachers
- ❖ Be highly respectful of parents and any member of the public who is on school grounds
- ❖ Follow all school rules

Specifics we all need to follow

- ❖ Turn your cell phone off when you enter the classroom

- ❖ If you are to leave it on vibrate due to exceptional circumstances, inform your cooperating teacher
- ❖ Only check texts and calls at lunchtime when you are on break
- ❖ If you are monitoring students for lunch duty, you are at work and responsible for students' health and safety, so you do not want use your phone
- ❖ Avoid any personal contact with any students
- ❖ Do not text any students unless this is part of the cooperating teacher's protocols for communication

- ❖ Learn the names of all students in your class in the first couple days of the semester
- ❖ Learn the names of all teachers in your department on day one
- ❖ Learn the names of all teachers in the building in the first week
- ❖ Learn the names of the counselling staff in the first week
- ❖ Learn the names of the custodial staff in the first week
- ❖ Greet people by name in the hallways

- ❖ Dress professionally every day
- ❖ Do not wear jeans or T-shirts
- ❖ Do not dress like you are going out in the evening with friends
- ❖ Do dress like you are a bank manager
- ❖ Check your school district's policies for attire

- ❖ Use professional language at all times
- ❖ Use the discourse of the profession
- ❖ Do not refer to any student challenges in casual language or with slang terms
- ❖ Strictly avoid any profanity
- ❖ When under stress, take a breath and think before speaking or acting

- ❖ At faculty meetings, remain 100% focused and pay attention
- ❖ Do not chat with colleagues while someone is presenting (even if others are)
- ❖ Always bring paper and pens with you, and take notes
- ❖ If group work is part of the meeting, stay on task

- ❖ Follow the school district protocols for emails
- ❖ Check emails at least daily
- ❖ Respond to all emails
- ❖ Always use the subject line
- ❖ Always greet your addressee and sign your name (ie, treat an email like a letter, not like a text)

- ❖ Do not drink alcohol on school property
- ❖ Do not use any kind of prescription drugs on school property
- ❖ Sleep regular hours on all school nights (including Sunday night)
- ❖ Arrive at school at least ten minutes before you need to
- ❖ Stay ten minutes after you need to
- ❖ Turn your car radio off before entering the parking lot
- ❖ Drive with extreme caution on school property

NEW MEXICO HIGHLANDS UNIVERSITY
School of Education
Field-based III Student Teaching

APPENDIX C – 1: TEACHER CANDIDATE CONTRACT

This form is due approximately the third week of your student teaching semester.
Check the Timeline sheet for dates.

1. If any regular obligations could interfere with my student teaching, I will notify the Office of Field Experiences, in writing, of the nature of that obligation and receive verification from the cooperating teacher and principal of the acceptability and the means of compensating for the time missed.
2. I will follow the same schedule of reporting to school and remaining after school, as does my cooperating teacher, including district-in-service days.
3. I will be present every day of student teaching unless an emergency or illness should occur. If I must miss a day(s) of student teaching, I will notify my cooperating teacher, the building principal and my university supervisor as soon as possible. Special arrangements will be made to make up the time I missed if it exceeds the three (3) allowed absences.
4. As a representative of New Mexico Highlands University, the school and community to which I am assigned, and the teaching profession, I will present myself in a professional manner both in and out of the classroom and will observe my assigned school's codes on conduct, dress, professional relationships, and other rules, regulations, and expectations.
5. I will confer on a regularly scheduled basis with my cooperating teacher regarding planning, instruction, performance, progress, or other matters pertaining to our students' needs and my student teaching.
6. I will follow the TEACHER CODE OF ETHICS as outlined in Appendix B.
7. I will attend all teacher candidate seminars/events and maintain all documentation as required by the director/coordinator of the School of Education Field Experiences Office, university supervisors, and cooperating teachers.
8. **LEGAL POSITION OF TEACHER CANDIDATES:** It is important for all involved in student teaching to recognize that the teacher candidate is a GUEST in the school and, as such, has few legal rights. Any administrator or teacher who has responsibility for the classroom may terminate an assignment in that classroom at any time and for any reason. They need not show cause or review.

New Mexico Highlands University has no obligation to provide another student teaching placement. If, in the opinion of the university supervisor and the director/coordinator of the Office of Student Teaching, another assignment would be appropriate, the director/coordinator may attempt to secure an alternative placement. At this time a decision will be made whether an (F), an incomplete (I) or a withdrawal (W) should be given for that semester. New Mexico Highlands University has no further obligation to provide the teacher candidate another chance. The student will be required to reapply for student teaching and complete all recommendations.

Additionally, the classroom teacher's decision about what may or may not be done in the classroom is final. The cooperating teacher delegates the various responsibilities of the lead teacher to the teacher candidate, but the first legal responsibility rests with the cooperating teacher and not the student teacher.

I have read, understood, and agree to the above contract. I understand that a violation of any term of this contract could result in the termination of my student teaching.

Teacher Candidate (Printed Name)

**Teacher Candidate
Signature & Date**

**Cooperating Teacher
Signature & Date**

NEW MEXICO HIGHLANDS UNIVERSITY
School of Education Field-based III Student Teaching

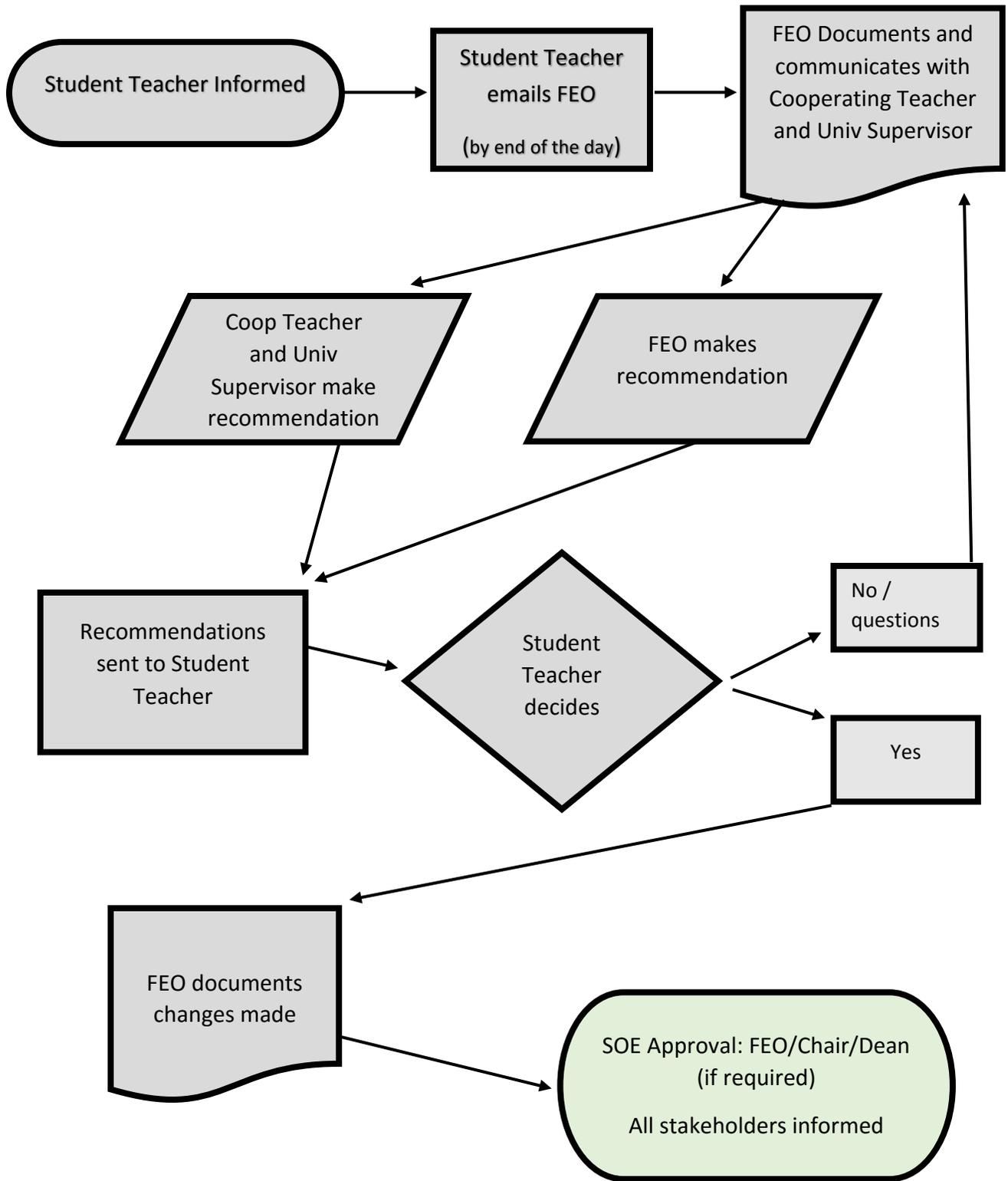
**APPENDIX C – 2: TEACHER CANDIDATE
PLACEMENT RE-ASSIGNMENT**

There is always the possibility that a teacher candidate's placement will change. This might be due to one of a wide variety of circumstances. Schools have to constantly adjust to changing situations, and student teachers always want to remain flexible and responsive to contingencies.

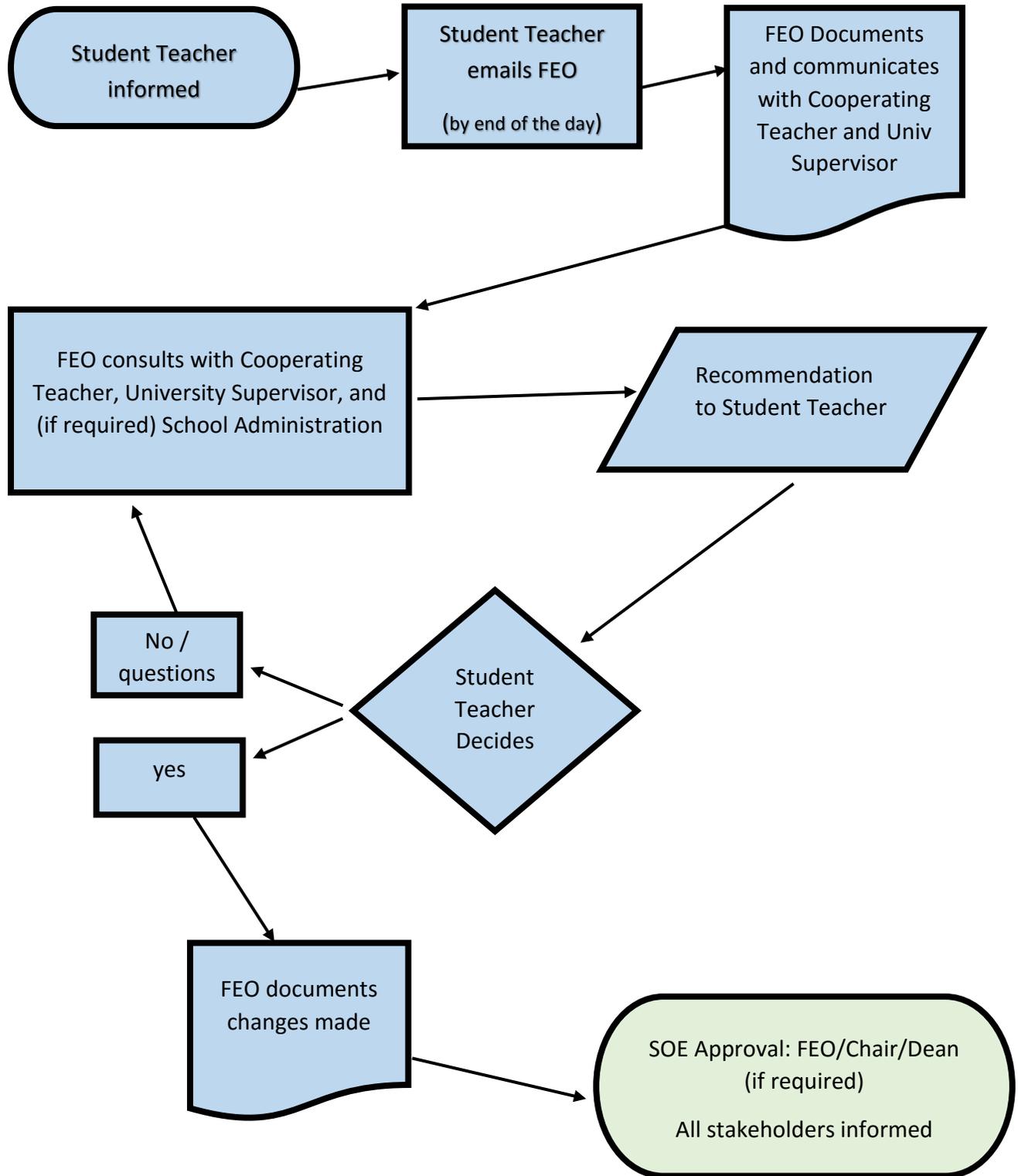
Please see the flowcharts on the following pages, and follow recommended procedures.

If one of these situations occurs, for whatever reason, it is essential that the student teacher contact SOE FEO in a timely manner, so the Field Office can offer support, so all stakeholders can be part of the conversation regarding any changes, and so NMHU SOE can document any changes, keeping the candidate experience within Field Based III policy requirements.

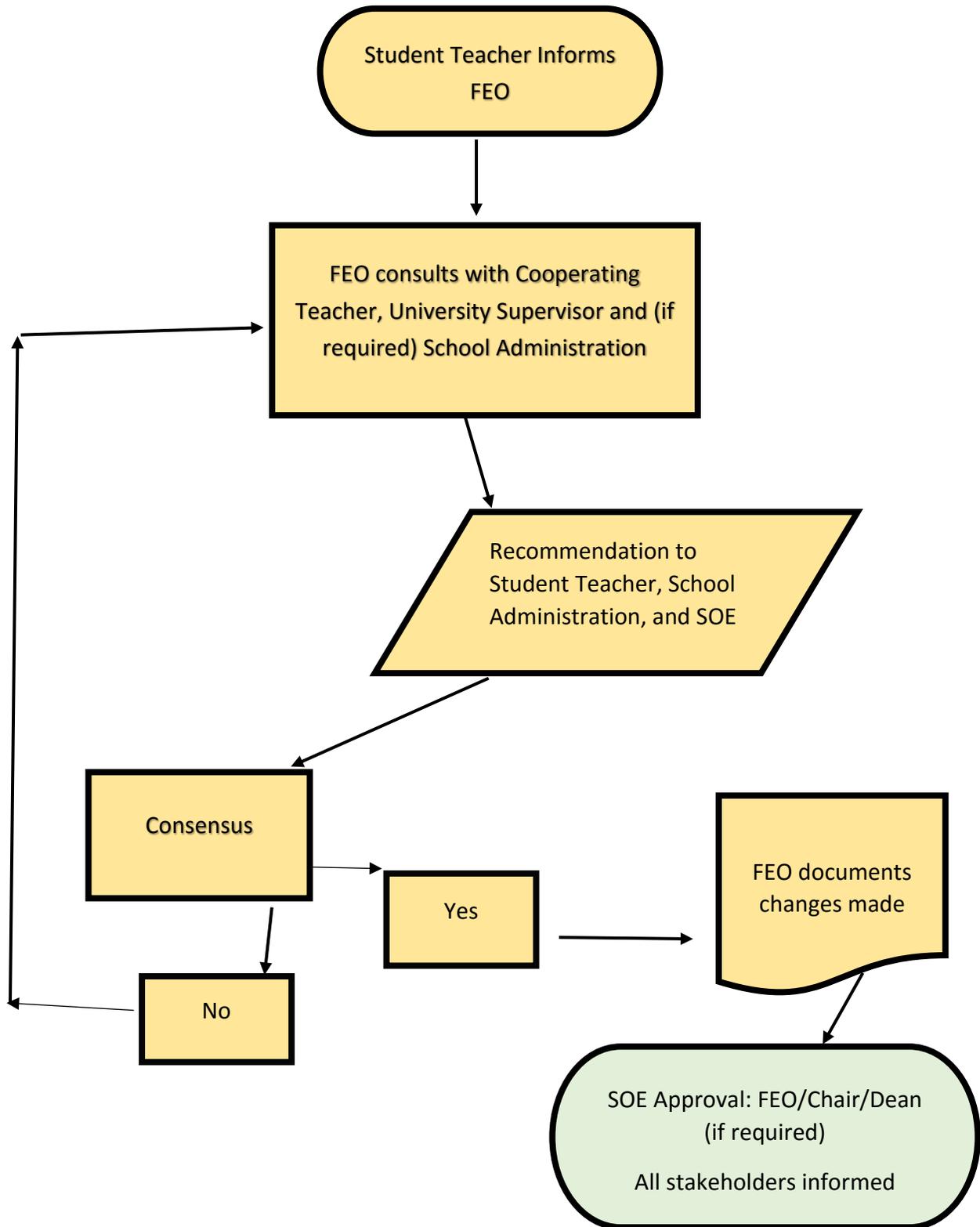
School Initiated Change



Cooperating Teacher Initiated Change

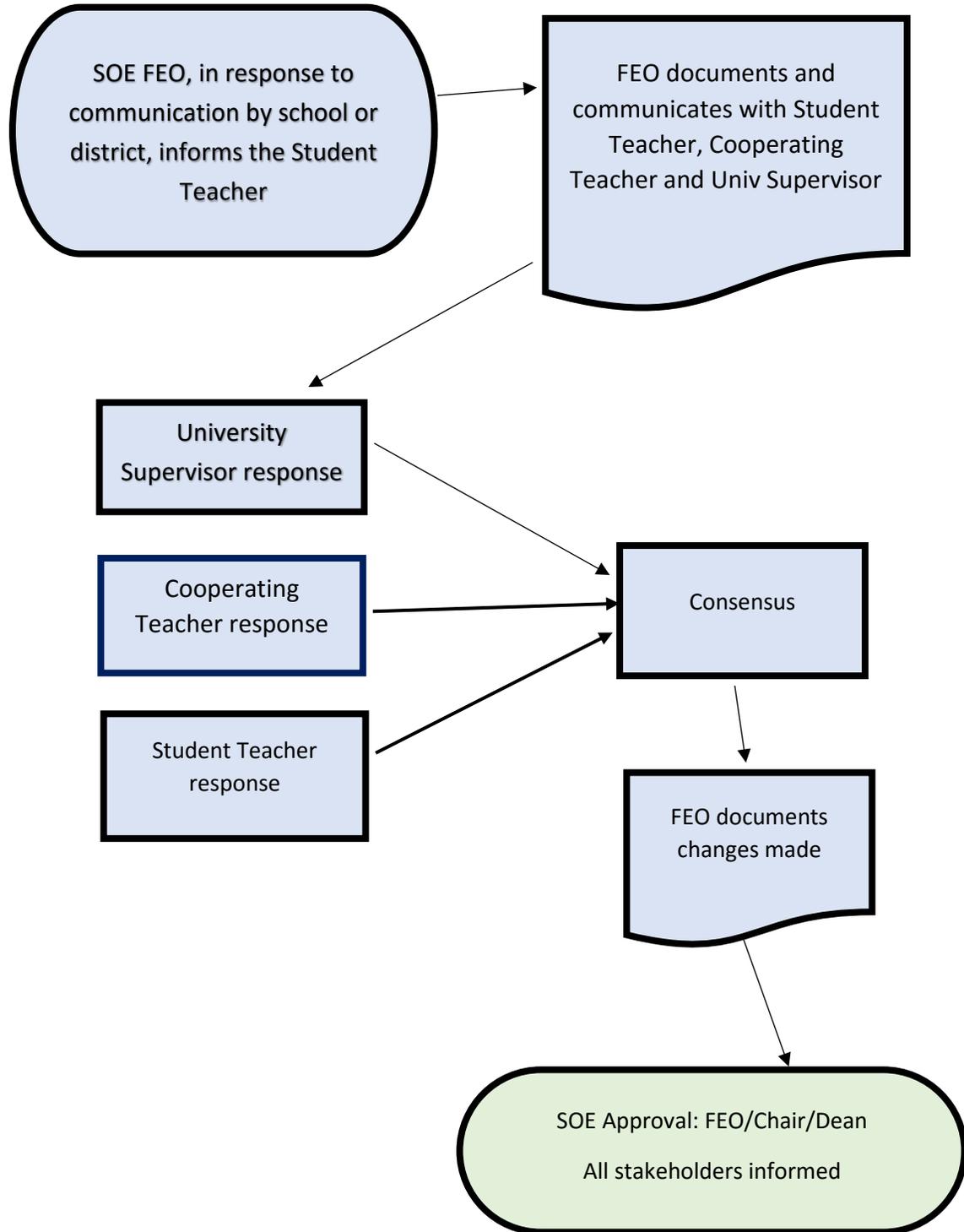


Student Teacher Initiated Change



There might also be, in unusual circumstances, a placement change initiated by SOE FEO.

NMHU SOE FEO Initiated Change



NEW MEXICO HIGHLANDS UNIVERSITY
School of Education Field-based III Student Teaching
APPENDIX E: STUDENT TEACHING ACTIVITIES TIMELINE

This document is a reference guide for the student teaching experience. It does not require a signature or submission to the Field Office. Due to varying start dates and locations, it may be necessary to modify the time line to meet the needs of each Teacher Candidate. Please contact the Office of Student Teaching with any questions you may have.

BEFORE STUDENT TEACHING BEGINS	
<ol style="list-style-type: none"> 1. Student teaching applicant meeting 2. Submission of student teaching application 3. Review of procedures and general student teaching orientation 4. Receive formal approval letter to student teach, and clearance to register for FB III and its co-requisite classes from the program director. 	<ul style="list-style-type: none"> • Attend orientation. • Provide any missing documentation to the Office of Field Experiences. Refer to your Chalk and Wire response letter for this information. Failure to provide documentation will result in delay or denial of student teaching. • Teacher candidate should visit the cooperating school, school principal, and cooperating/mentor teacher before the field experience actually begins. • Teacher candidates should obtain course outlines, curriculum guides, class schedules, school regulations, textbooks, and any other necessary materials when visiting their schools. • University supervisors and cooperating teachers are encouraged to attend FBIII Orientation. Print and carry with you (or receive at the meeting) the Student Teaching Field Manual which will be available from the School of Education web page at www.nmhu.edu, and on D2L
WEEK ONE	
<ol style="list-style-type: none"> 1. Student teaching begins on the 1st and 2nd day of staff development at your assigned school just prior to when students arrive. 2. Do not report to your field assignment until registration for the FBIII Block of classes has been done. 3. Obtain graduation clearance from the Registrar's Office. 	<ul style="list-style-type: none"> • Teacher candidate and cooperating teacher discuss teaching goals, role expectations, timeline, and lesson plan development. Appendix A (Initial Conference) of the Student Teaching Field Manual will assist with this discussion. • Begin completion of Appendices A – D, and F. These documents can be found on D2L, and Appendix A, B, D, and F-2 will be completed digitally on D2L. • Teacher candidate observes cooperating teacher and begins developing lesson plans with the assistance of the cooperating teacher. • Students should apply for degree early in the semester to avoid a delay in your graduation due to missing credits/classes.
WEEK TWO	
<ol style="list-style-type: none"> 1. Submit your school district calendar to your field supervisor. 2. Appendix A – Initial Conference Form is due in D2L. 	<ul style="list-style-type: none"> • Observation of cooperating teacher continues. • Teacher candidate and cooperating teacher develop long-range lessons and unit objectives. • Teacher candidate reviews pupil information (folders, previous work, accommodations, IEPs, etc.). • Teacher candidate works with individuals or small groups. • Teacher candidate begins to assume routine activities such as: taking roll, reporting attendance, grading some homework, monitoring students, doing duty, reviewing rules and procedures.

WEEK THREE & FOUR	
<p>1. Field Documents Are Due:</p> <ul style="list-style-type: none"> • Appendix B – Code of Ethics due to D2L • Appendix C – Stud. Teaching Contract to the Field Office, with a copy submitted to D2L • Appendix D – Assignment Sheet due to D2L • Appendix F – Coop. Tchr. Option Form due to Field Office <p>Appendix E is for reference. Do not return this form.</p>	<ul style="list-style-type: none"> • Observation of/integration with cooperating teacher continues. • Teacher candidate continues to work with individual students and small groups. • Teacher candidate begins to teach one or two subjects (elementary level) or one or two classes (secondary level), daily. • Teacher candidate attends all faculty meetings and in-services. • Teacher candidate confers daily with the cooperating teacher for feedback and evaluation purposes. • Teacher candidate assumes some classroom management responsibilities. • Cooperating teacher and teacher candidate complete and submit CT Observation #1.
WEEK FIVE & SIX	
<p>1. Cooperating Teacher Observation #1 Is Due: Cooperating teacher submits in D2L.</p> <p>2. First formal observation should be expected by your university field supervisor at any time. Send a courtesy email to maintain contact and get an expected date. University supervisor will submit observation to D2L.</p>	<ul style="list-style-type: none"> • Observation of the cooperating teacher continues. • Teacher candidate continues to work with individual students and small groups. • Teacher candidate gradually assumes more teaching responsibilities. Teacher candidate teaches three or four subjects (elementary level), or three or four classes (secondary level) daily. • Teacher candidate begins to communicate with parents (i.e. writing positive notes about students, making a phone call to a parent regarding positive/negative behavior). • Teacher candidate assumes more classroom management responsibilities. • Teacher candidate and cooperating teacher continue developing long-range lesson and unit objectives for instruction. • University field supervisor should have completed initial visit and first formal observation.
WEEK SEVEN & EIGHT	
	<ul style="list-style-type: none"> • Teacher candidate and cooperating teacher discuss teaching strengths and areas that need improvement (in regards to planning, classroom management, and teaching techniques). • Teacher candidate reviews suggestions made by the cooperating teacher and implements new teaching strategies as needed. • Teacher candidate assumes full teaching responsibilities for specific classes each day. • Cooperating teacher and teacher candidate discuss upcoming CT Observation #2.

WEEKS NINE THROUGH ELEVEN	
<ol style="list-style-type: none"> 1. Cooperating Teacher Observation #2 is due: Cooperating teacher submits in D2L. 2. Second formal observation should be expected by university field supervisor during this time period. Send an email to get an E.T.A. University Supervisor will submit observation to D2L. 	<ul style="list-style-type: none"> • Teacher candidate confers daily with the cooperating teacher for feedback and evaluation purposes. • Teacher candidate begins to develop lesson plans independently and reviews completed lesson plans with cooperating teacher. • Teacher candidate assumes full classroom management responsibilities when teaching. • Cooperating teacher and teacher candidate discuss upcoming CT Observation #3.
WEEKS TWELVE THROUGH FOURTEEN	
<ol style="list-style-type: none"> 1. Cooperating Teacher Observation #2 is due: Cooperating teacher submits in D2L. 	<ul style="list-style-type: none"> • Teacher candidate now assumes all responsibilities of the cooperating teacher (including cafeteria duty, attending meetings, parent-teacher conferences, etc.). • Teacher candidate assumes full time teaching responsibilities, including day-long instruction and all classroom management. • Teacher candidate confers daily with the cooperating teacher for feedback and evaluation purposes. • Teacher candidate and cooperating teacher may create any number of co-teaching configurations for delivery of content.
WEEK FIFTEEN	
<ol style="list-style-type: none"> 1. Third formal observation should be expected by the university field supervisor. (A fourth observation will be performed for Dual Majors only.) University Supervisor will submit observation to D2L. 2. Disposition Inventory from both cooperating teacher and field supervisor should be submitted in D2L. 	<ul style="list-style-type: none"> • Teacher candidate gradually disengages from teaching responsibilities by teaching only specific (few) classes each day. • Teacher candidate continues to work with individual students and small groups.
WEEK SIXTEEN	
<ol style="list-style-type: none"> 1. Cooperating Teacher Observation #2 is due: Cooperating teacher submits in D2L 2. An Exit Survey will be sent out through Survey Monkey. 	<ul style="list-style-type: none"> • Cooperating teacher and teacher candidate complete and submit CT Observation #4. • Teacher candidate and cooperating teacher evaluate the student teacher's semester long performance. • Teacher candidate resumes a minimally active role with students, and observes in much the same way as in the early weeks of student teaching. • Observation of the cooperating teacher (and other teaching professionals in the school) continues.

NOTE: All throughout the sixteen weeks of Student Teaching, teacher candidates are collecting artifacts, writing reflections, and taking photos of the daily activity in student teaching. They are also writing resumes, gathering letters of recommendation, and archiving evidence of professional training. This documentation will serve to complete the very important capstone assignment: Chalk and Wire Electronic Portfolio for Field-based III.

All field documents must be submitted for completion. Failure to provide required documentation will result in a grade of "U" (unsatisfactory) for Field-based III. Minimum grade on the final evaluation and field observation is a "3".

Note: This Appendix E does not require any signature. It is a reference tool for FBIII Student Teaching.
Form updated October, 2017. Office of Field Experiences

NEW MEXICO HIGHLANDS UNIVERSITY
School of Education: Office of Field Experiences

APPENDIX F (Part 1): COOPERATING TEACHER OPTION FORM

This form is due the third/fourth week of Student Teaching.
It is to be completed by the Cooperating Teacher(s) or Mentor only.
Please note that Mentors assigned to Interns or LTS are not compensated by NMHU.

TO: New Mexico Highlands University, Office of Field Experiences

FROM: _____ **NMHU Banner I.D. or S.S. #** _____
(Cooperating/Mentor Teacher, Please Print) (Needed for compensation. You may wait until the end of semester.)

E-Mail Address (Please Print Clearly): _____

Mailing Address: _____

Phone Numbers:

Home: _____ **Work:** _____ **Cell:** _____

Cooperating/Mentor Teacher's Signature **Date**

Dear Cooperating/Mentor Teacher:

The School of Education at New Mexico Highlands University appreciates your support of our teacher candidates. We are pleased to be able to compensate Cooperating Teachers, as described below.

A Cooperating Teacher (CT) is a full-time teacher who offers to support a teacher candidate in the classroom. The CT must have at least 3 years of experience in his or her own classroom, and must carry a Level II or higher teaching license. A Cooperating Teacher will be compensated by NMHU School of Education in one of two ways (see below):

(Please keep in mind that a Mentor Teacher is an experienced teacher who is assigned by the school district to support an employed teacher candidate referred to as an Intern or Long Term Substitute. While Mentor Teachers are appreciated for their service, they will not be compensated by NMHU because their service is an expectation of the school district.)

As a Cooperating Teacher, I select the following compensation option:

Option #1: \$100.00 Honorarium (In the case of a Dual Major, \$50.00 each for the two cooperating teachers. Each teacher must complete a separate form. Dual majors, please have an extra copy available for CT 2.

Option #2: Three (3) credit hour waiver for ANY 3-credit course taken at NMHU.

NOTE: Registration for this course is not automatic. You must register for the course you choose. The waiver has a one year time limit. You will receive an award letter by USPS to take/send to the Registrar's Office when you register. The course waiver must be used within one calendar year, or be invalidated.

Teacher Candidate: _____ **NMHU Campus:** _____

Cooperating School: _____ **School District:** _____

Public **Private** **Charter** **Other**

Please return to: **NMHU School of Education**
 Office of Field Experiences
 P.O. Box 9000
 Las Vegas, NM 87701

This page is for reference only, you will be sent a survey to complete
NEW MEXICO HIGHLANDS UNIVERSITY
School of Education: Office of Field Experiences

APPENDIX F (Part 2): COOPERATING / MENTOR TEACHER SURVEY

Dear Cooperating / Mentor Teacher:

In order to provide information on the qualifications of our cooperating and mentoring teachers to our accrediting agencies, you are asked to complete this brief survey. This data is used by NMHU in accreditation endeavors. Your assistance is appreciated.

Date: _____

Cooperating Teacher Name: _____

School and District: _____

Teacher Candidate Name: _____

E-Mail Address: _____

Degrees You Hold: _____

License(s) and Endorsement(s) Awarded: _____

New Mexico Teacher Licensure Number or Last 4 digits of Social Security Number:

Number of Years of Licensed Teaching Experience: _____

Please Check: Level 1 Level 2 Level 3 National Board Certified

List any expertise or specialized training you have received. Include special preparation such as classes, workshops, leadership institutes, special assignments, awards, etc. **THANK YOU!**

This page is for reference only, observations will be submitted in D2L
NEW MEXICO HIGHLANDS UNIVERSITY
SCHOOL OF EDUCATION: FIELD-BASED III STUDENT TEACHING

Monthly Teacher Candidate Evaluation Form: Due at Weeks 4, 8, 12, and 16

APPENDIX G-2: Student Teacher Observation and Evaluation

Teacher Candidate:	Evaluation: 1st 2nd 3rd 4th Date, please! _____
Cooperating Teacher:	School: _____

Teacher Candidates will be evaluated using NMTEACH Domains 2 and 3. The rubrics can be found [here](#).

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School of Education: Office of Field Experiences

APPENDIX G – 4: Student Teacher Observation Feedback

Strengths	Growth Areas

Target Growth Areas:	Support:
1.	
2.	