



New Mexico Highlands University School of Education

Field Experiences Student Manual

2014-2015



NEW MEXICO HIGHLANDS UNIVERSITY®



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NEW MEXICO HIGHLANDS UNIVERSITY®

Welcome to the New Mexico Highlands University School of Education. Highlands has a long tradition of teacher education. Founded as a normal school for teacher training in 1893, Highlands has a variety of undergraduate and graduate programs that lead to licensure in teacher education, special education, counseling, and educational leadership, as well as a large array of school-related and other programs.

In order for your program to be a rewarding one, it is important that you be aware of the expectations of the School of Education and the Office of Undergraduate Admissions and Field-Based Experiences. The purpose of this manual is to outline the philosophy and expectations of Field-Based Experiences. In addition to this manual, School of Education faculty and advisers are able to provide you with information.

Field-based Experiences

The School of Education requires three Field-Based Experiences.

Field-based I, requires 30 hours of observation in a variety of classrooms. It helps you to examine education in a variety of settings, schools, and grades to assist you in determining your preferred developmental level, location, etc. You may be asked to assist with small groups, grade papers, develop bulletin boards, create instructional materials, collect anecdotal data, etc.

Field-based II is an extension of Field-Based I and requires the pre-requisite passage of the NES (previously the NMTA) Basic Skills Exam and acceptance into the School of Education before being approved to register for the course. You will observe a total of 60 hours, focusing on curriculum, classroom management, and teaching strategies in your area. In addition to observation, you will do some preliminary teaching. It is strongly advised that the student take the NES (previously the NMTA) Content Exam in the specific major field prior to completing Field-Based II.

Field-based III, also known as student teaching, is a full-time 16 week commitment to a single classroom or, in the case of double majors, two classrooms in which you will gradually assume the duties of a teacher under the supervision of a master cooperating teacher (provided by public/private schools) and a university supervisor (provided by the university). This full time placement is designed to increase your participation in the classroom, while learning the everyday activities of the teaching environment.

SOE Mission

The mission of the School of Education is to prepare administrators, teachers and counselors for diverse and inclusive environments through excellence in teaching, research, and service.

The School of Education conceptual framework 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. This framework will support student learning in order to construct a knowledge base, practice the required skills and develop professional dispositions in authentic settings needed to excel in education, leadership, counseling or other self-determined endeavors.

The themes of the School of Education contained within the conceptual framework name (a) diversity, (b) reflective practitioner, (c) culturally inclusive, (d) authentic settings, (e) practice, (f) knowledge, (g) professionalism, and (h) leadership as the key components

The School of Education adheres to the NMPED NM Teach Educator Effectiveness System¹ framework for continuous improvement and professional growth, and to the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards²

1. <http://ped.state.nm.us/ped/NMTeachIndex.html>
2. <http://intascstandards.net>

NMPED: NM Teach Educator Effectiveness System

- 1A: The teacher demonstrates knowledge of content.
- 1B: The teacher designs coherent instruction.
- 1C: The teacher sets instructional outcomes.
- 1D: The teacher demonstrates knowledge of resources.
- 1E: The teacher demonstrates knowledge of students.
- 1F: The teacher designs student assessment.

Domain II: CREATING AN ENVIRONMENT FOR LEARNING

- 2A: The teacher creates an environment of respect and rapport.
- 2B: The teacher organizes physical space.
- 2C: The teacher establishes a culture for learning.
- 2D: The teacher manages classroom procedures.
- 2E: The teacher manages student behavior.

Domain III: TEACHING FOR LEARNING

- 3A: The teacher communicates with students.
- 3B: The teacher uses questioning and discussion techniques.
- 3C: The teacher engages students in learning.
- 3D: The teacher uses assessment in instruction.
- 3E: The teacher demonstrates flexibility and responsiveness.

Domain IV: PROFESSIONALISM

- 4A: The teacher communicates with families.
- 4B: The teacher participates in a professional community.
- 4C: The teacher reflects on teaching.
- 4D: The teacher demonstrates professionalism.
- 4E: The teacher grows and develops professionally.
- 4F: The teacher maintains accurate records.

INTASC Standards

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

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.

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

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.

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.

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.

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

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.

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.

School of Education Requirements

In order to graduate with a major or minor in the School of Education you must complete both the university core and the extended core to meet the requirements of the New Mexico Public Education Department. For requirements of the core, you should consult the university catalog for the year in which you entered the university, or consult an adviser.

For university specifics, refer to the Highlands University website: www.nmhu.edu/

For School of Education specifics, refer to the SOE website: www.nmhu.edu/education

For licensure specifics, refer to the NM PED website: www.ped.state.nm.us.

Field-based Experiences

The field-based program at New Mexico Highlands University recognizes the importance of school experiences in our Teacher Education program. For this reason, you will participate in a total of three interconnected field experiences.

The School of Education engages in close collaboration with the local schools in the preparation of teachers. The schools open their doors to our students and share their classrooms with our future teachers. We value this collaboration and have, therefore, established some basic expectations for all field-based students:

1. Highlands University field experience students are guests in the schools. If, for any reason, the school asks you to leave, please do so immediately and contact your field-based instructor or the director/coordinator of Field-Based Experiences. There are many reasons students are asked to leave the school, some of which are negative and some of which have nothing to do with the field-based student. Regardless of the reason, please be polite and professional in your behavior.
2. Field-based students in the schools must be professional in their demeanor. This includes all interactions with administration, faculty, staff and parents, and includes, but is not limited to, the following areas:
 - a. Written and oral communication should always be polite.
 - b. Attire should follow the school dress code for teachers.
 - c. All other expectations for teachers should be followed. This may include eating in the classroom, participation in teacher activities on the playground, on field trips, etc.
 - d. Confidentiality must always be maintained.
 - e. School expectations with regard to disciplining children must always be followed.
 - f. Field-based participants should be professional in all cases.

All field-experience students will be required to undergo fingerprinting and an FBI background check. Your field-based instructor will provide you with the registration information needed for this procedure. You may also get assistance at the Office of Field Experience Help Desk: 454.3382, Office 108. No appointment necessary.

Field-based I

Field-based I is a preliminary experience where students have the opportunity to participate in a variety of school activities. You will complete a total of 30 hours of observation and write one journal entry, not to exceed one page, for each observation made within the semester. Observations must include both general education and special education and address all levels of instruction including:

Early childhood education	Elementary school
Middle school	High school
Other types of observations that you may also find beneficial include:	
School board meetings	School athletic events
An after-school program	Club meetings, etc.
PTA/PTO meetings	Student concerts, plays

Field-Based I is designed to give students breadth of experience. Students should observe the greatest variety of classes and programs in order to understand the articulation from grade to grade, and subject to subject. This will help students focus on those areas in which they may ultimately work.

Your Field-Based I instructor will provide you with preliminary questions to guide your observations. These will likely include:

- What aspect of your observation made the greatest impression on you?
- How did the teacher prepare for the lesson?
- How was the physical environment arranged to promote learning?
- How was time used to promote learning?
- How did students behave? How did the teacher respond?
- How did the teacher use verbal and nonverbal signals to communicate with students?
- What types of instructional materials were available to the teacher? How were they used?
- What types of questions were asked by the teacher?
- What instructional strategies were used by the teacher?
- How did the teacher evaluate student progress during the lesson and after the lesson?
- How did the teacher structure the lesson?
- What strategies did the teacher use to motivate students?
- How did the teacher monitor student learning?
- When you participated in individualized or group instruction:
 1. What skills did you use to teach the concept?
 2. What knowledge/skills would have helped you to be more effective?
 3. If you assisted another student/group with a similar task, how would you change your behavior to be more effective?
 4. What advance planning would you do to be more effective?
 5. What did you learn from this activity?
- What instructional technology was used in the classroom?
- In what managerial tasks does the teacher engage? How did the teacher organize these tasks to be efficient?

Upon completion of Field-Based I, you should have a better understanding of the “what” and “when” questions which pertain to teaching:

- What are the roles of teachers?

- What are the expectations of teachers?
- What is the content that must be taught?
- When should that content be taught and in what sequence?
- What are some teaching methods and strategies?
- What are some issues in PreK-12 education?

If you have not previously done so, during this semester, you should also complete the *Application to School of Education (ASE)* for admission into the SOE Teacher Education program. This application form requires use of the Chalk and Wire program which is available at the Highlands University bookstore. Again, assistance is available at the Field Office Help Desk: 454.3382 or Office 108, Teacher Education Center. You may also contact your nearest branch campus.

Students are required to pass the *New Mexico Teacher Assessment Basic Skills Assessment* in order to formally apply to the SOE. Skills in order to complete the application for SOE. This test includes reading, writing and mathematics. For specifics, refer to the NMTA website.

Most field-based students are very successful in the school setting. If, for any reason, your instructor has indicated there are difficulties at this level, you should take their recommendations seriously. Teaching in the schools is important work and the SOE carefully considers all candidates for admission into Field-Based III (student teaching).

Throughout the program of study, students should see an SOE adviser in their field major. Students are advised to select one adviser and maintain that relationship. This will ensure that you are receiving consistent advisement and are taking the required coursework in a timely manner.

Advisers are available at (a) Las Vegas main campus (b) Rio Rancho, (c) Santa Fe/Española, (d) Raton, and (e) Farmington. Advisers are typically assigned by the department chair at the time of SOE acceptance. See your department chair if you are unaware of who your adviser is.

Dr. Carolyn Newman, Chair of the Teacher Education Department
(ECME, Elementary, Secondary)
505.454.3383 / newman_c@nmhu.edu

Dr. James Alarid, Chair of the Special Education Department & Dual Majors
505.454.3509 / alarid_james@nmhu.edu

Field-based II

Field-based II is an important step in your pre-teaching program. You will be required to complete 60 hours of observation, conduct classroom participation, and write reflective journal entries. For details, contact your Field-Based II instructor. Observations at this level should be limited to one or two teachers at the level/area in which you plan to teach.

Requirements in Field-based II include:

1. Sixty hours of observation and participation. Students will often work with small groups and individual students, participate in reading activities, morning opening activities, grading papers, etc.
2. Students will submit nine focused reflective journal entries, not to exceed two pages and aligned to the PED NM Teach Effectiveness Domains listed on pages four and five of this document. Note: This assignment is subject to change as the evaluation of field-experience students shifts from the 9 PED Competencies to the 4 NM Teach Evaluation System Domains.
3. Three lesson plans written in the format specified by the field-based instructor and written in collaboration with the cooperating teachers.
4. Implementation of the three lessons, with feedback from the cooperating teachers, to be submitted to the Field-Based II instructor.
5. Early Childhood Multicultural Education (ECME) majors are required nine credits of practicum hours prior to FBIII in lieu of FBI and FBII. Refer to the ECME Field Manual for details of this major field of study.

Questions that you will be asking yourself will include the “what” and “when” questions from Field-Based I, with some additional “how” and “why” questions:

1. Why do students learn the way they do?
2. How can teachers use what they know about the development of children to ensure academic success?
3. What methods and strategies can teachers use to best instruct children?
4. How can teachers meet the needs of all children in their classroom?
5. What is the relationship between classroom management and effective teaching?
6. How can a teacher best use textbooks and other required instructional materials, along with supplemental materials, to improve student achievement?
7. How can teachers help students be more successful on standardized tests?
8. How can teachers use reflection to improve instruction?
9. How do teachers develop a supportive classroom and strong teacher-student relationships?

As in Field-Based I, most students are successful in the Field-Based II setting. Your Field-Based II instructor is available to guide you through a successful experience and will communicate with the schools and with you about your field-based work. Please take all recommendations seriously and strive to be the teacher you know you can be.

Upon completion of Field-Based II, students should see their adviser in the School of Education and complete a *Degree Audit*. This will ensure that they are taking the required coursework and in the correct order. Please note that student teachers may only take one additional course from their program of study outside of the student teaching block (FB3, Classroom Management, Knowledge of the Profession, etc.) during the Field-Based III semester. This course may not be a methods course nor interfere with student teaching responsibilities. Please plan accordingly and follow the program of study.

Field-based **III**

Field-Based III is STUDENT TEACHING. It requires full day commitment in a chosen classroom for all 16 weeks of the final semester. It entails gradually assuming full responsibility for classroom instruction. In short, you will become the teacher. Approval for Field-Based III requires an approved application on Chalk and Wire (electronic submission) as well as a passing score on the Content Area Exams. The NES Reading Test is required of all elementary level majors. Other requirements for student teaching are a GPA of 2.75; 3 letters of recommendation, liability insurance, and a current background check. Field-Based III can only be taken at the end of your undergraduate degree program or, if you are a Certificate Leading to Licensure student, upon completion of the full certificate program of study. When you believe that you are ready for student teaching, you should:

1. Make an appointment with the Office of the Registrar for a graduation check. They will check to see if you have completed all coursework necessary for graduation.
2. Meet with your major adviser at the School of Education to confirm your readiness to enter student teaching; review and sign a degree audit.
3. Attend the Student Teaching Applicant Meeting, held early in the fall and spring semesters. These meetings will provide you with much-needed information on the process as well as preliminary information on student teaching. Contact the field-based director or coordinator with any questions or issues you may have. Contact persons for questions on student teaching are:

Las Vegas:	Ms. Marlane Alarid, Director of Field Experiences 505.454.3108 / 454.3382 malarid@nmhu.edu
Río Rancho:	Ms. Janis Taback-Keene, Coord. of Field Experiences 505.891.6927 / 891.6932 jkeene@nmhu.edu
Santa Fe: 505.426.2126	Dr. Carolyn Newman, Chair Teacher Education 505.428.1263 / 426.2126 newman_c@nmhu.edu
Farmington (SJC):	Dr. Gayle Talaga , Field Supervisor 505.566.3565 / 566.3655 gtalaga@nmhu.edu

4. Complete the Chalk and Wire electronic application.
5. Prepare for student teaching by:
 - a. Preparing financially. Student teaching is a full-time responsibility. Outside work is discouraged and only work that does not interfere with student teaching responsibilities will be permitted. You may want to include a trip to the Financial Aid Office to discuss financial aid including forgivable loans.
 - b. Clearing your schedule for student teaching. You will be required to be at school from approximately 7:45 a.m. until 3:30 p.m. or later.
 - c. Plan your schedule for co-requisite classes. Requirements for ECME, ELEM, and SECONDARY education majors include Knowledge of the Profession. Classroom Management is required of SECONDARY majors, and SPED students are required to take Classroom Management in Special Education. Knowledge of the Profession and Classroom Management are highly recommended for all education majors because these classes support portfolio development and provide much needed information.
 - e. Attending the student teaching orientation session(s).

The Office of Field Experiences will begin review of applications for student teaching immediately after the application due date in mid Fall and mid Spring semesters. Incomplete applications will delay your acceptance into student teaching. Please be sure your application is complete. A complete application must include:

1. A degree audit signed by your advisor, including notations of courses still unfulfilled and how those courses will be reconciled. Licensure students should have a Program of Study in place, showing that every course has been fulfilled. With the exception of the Field-Based III Block, there should be no unsatisfied coursework. Special permission must be obtained from the Director of Field Experiences for any classes outside the FBIII Block to be taken while in student teaching.
2. A copy of your major and minor forms, including those for students with content majors and secondary minors.
3. A copy of unofficial transcripts from all institutions attended, even if the coursework is reflected on the Highlands University transcript. This is required because grades from other institutions do not show up on the Highlands University transcript.
4. Three letters of recommendation which include two from School of Education faculty and the third from faculty outside the School of Education or from school district personnel. A form is provided and letters on letterhead will also be accepted.

Your application will be reviewed by:

1. Chalk and Wire application assessor for completion.
2. The Director of Field Experiences for approval.
3. The Dean of the School of Education and Department Chairs.

Upon review of your application, you will receive a letter indicating the status of your application. Please be sure that your correct street address and Highlands University e-mail (@live.nmhu.edu) address are reflected on the application. The Office of Field Experiences will use those addresses for all communication. If you are out of town during the break before student teaching, check your mail, e-mail and phone messages regularly.

Student Teaching Application Tips

1. Be proactive. A complete file will be accepted quickly.
2. Be neat. Treat this like a job application. All paperwork should be typed, clean and neat.
3. Communicate with the Office of Field Experiences. Good communication will improve your chances for quick acceptance and accurate placement. Please contact your campus or center coordinator at the numbers listed above.
4. Read all written communication carefully and follow-up on instructions for items that need to be submitted.
5. Stay in touch with the school at which you would like to student teach. Changes in personnel occur occasionally between semesters and frequently in the summer. This could affect your placement.

For additional information regarding student teaching, please consult the on-line document: *Student Teaching Field Manual*, which is specific to Field-Based III.

Note: An application for student teaching is not a guarantee of placement or that you have completed a course of study and therefore are eligible for graduation. To verify your status, submit a graduation program review form to the Highlands University Office of the Registrar. The registrar will perform a degree check that will affirm your status.

Note: The NM HED has prepared a Matrix of Transferable Courses Fulfilling the General Education Common Core which provides the transferrable listing of the five common content areas at: <http://www.hed.state.nm.us/Transfer.aspx>.

Teaching is much more than a job. It is a career; one you will likely hold over a period of 25 years or more. The rewards of teaching are numerous. You will see children grow: physically, intellectually, and emotionally. You will see their creativity blossom. They will see you as a teacher, a mentor, a role model, and sometimes even a surrogate parent. You will be important in your students' lives.

The School of Education urges you to continue to grow over your career and provides a variety of programs to support your growth. Whether you seek an endorsement in bilingual education or English as a second language, or a master's degree in programs such as counseling, curriculum and instruction, educational leadership and special education, we are a resource for your teaching career. Please feel free to contact the main campus, center coordinators, or the Office of Undergraduate Admissions and Field Experiences at any time.

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Office of Undergraduate Admissions and Field Experience



NEW MEXICO HIGHLANDS UNIVERSITY
School of Education
TEP GATEWAYS
Gateway ALPHA: Program Entry

Students interested in a major, minor, or a certificate leading to licensure in Elementary, Secondary, Special Education, Dual Major (Elem/Sped), or Early Childhood Multicultural Education must complete the following Gateway Alpha requirements. Students must purchase a license to use Chalk and Wire from the NMHU bookstore, and electronically submit the ***School of Education Admission application***, which includes the following:

- An NES Essential Academic Skills Test, minimum score of 220, Subtests I, II, and III or the NMTA Basic Skills Test, minimum score of 240.
- A “C” or better in:
 - GNED 201 : Introduction to Teaching
 - SPED 214 : Introduction to Special Education
 - ENG 112 : Composition
 - ECME 300 : Professionalism (ECME majors only)
- An “S” in
 - GNED 251, Field-based I (30 hours);
- All required components of the SOE application, i.e. minimum 2.5 GPA, all university transcripts, disclosure statement, declaration of a minor or show proof of an AA degree.

Upon successful uploading of all elements required in the application, students will receive a letter from the School of Education Office of Admissions granting **Full Admission**.

Gateway BETA: Clinical Practice

Following Admission to the School of Education, students are now fully immersed in Education coursework and preparation for Student Teaching.

- Complete all methods courses, including transfer hours, with an overall GPA of at least 2.75.
- Students are strongly advised to take the current NES Content Exam/s or have the former NMTA Content Exam/s required of their discipline before finishing Gateway Beta. ELSP majors must take **both** Elementary and Special Education Content Exams to finish their program as dual majors. Elementary majors attempt the NES Essential Components of Elementary Reading Instruction for placement in student teaching. Early Childhood Education has no content exam.
- Preparation for Student Teaching begins in the Beta Gateway Semester. Students should attend the Applicant Meeting when announced (each Spring and Fall), register and take the Teacher Assessments several months in advance, and complete the FBIII Chalk and Wire application process by the announced due date.
- Complete GNED 351 Field-based II (60 hours) with a grade of “S”.
- Receive a disposition rating from the instructor of Field-based II before exiting the class.
- SPECIAL NOTE re: Field-based II – Director’s permission is required before enrolling in FBII. Permission requires a minimum score on either the NES Essential or NMTA Basic Skills Test, an in-progress application to the School of Education, and a current Background Check. Verification of test scores and SOE application may be obtained from the Office of Field Experiences.

Gateway GAMMA: Program Completion

- Students must pass the NES / NMTA teacher assessment tests in specific content areas prior to placement in student teaching.
- Elementary majors (only) must attempt the NES Essential Components of Reading Instruction exam for placement.
- Complete the entire Field-based III application via Chalk and Wire and receive a ***Letter of Acceptance*** into student teaching from the Office of Field Experiences. Required components in the application will include a 2.75 GPA; disposition from FBII instructor; current liability insurance, background check no older than two years; degree audit signed by advisor showing completion of all coursework except for the FBIII Block; 3 letters of recommendation.
- With clearance from the Office of Field Experiences, student will register for the appropriate section of Field-based III Student Teaching (ELEM 451, SPED 451, ECME 452, ELSP 451, or GNED 451/452/453), and all its co-requisites, earning final grades of “P” or at least a “C” in the co-requisites.
- Student will complete 16 weeks of student teaching, submit all required field documentation, receive final observation and evaluation ratings no less than a 3.0, and compile an electronic portfolio (capstone assignment) via Chalk and Wire which will be reviewed by a committee of tenured faculty and the assigned field supervisors.
- Attend the Student Teacher Exit Meeting and complete an FBIII School of Education Report Card.
- Students must request a degree check and submit an application for degree from the Office of the Registrar.

Independent of the NMHU School of Education Programs of Study, student teachers must take the required NES Professional Knowledge / NMTA Competency Exam prior to application for licensure with New Mexico Public Education Department. Elementary majors must show a minimum score (220) on the NES Essential Components of Reading Instruction Test for licensure. Student teachers who request to be employed while student teaching will be held to a higher standard of qualification than traditionally placed student teachers as described in the Student Teaching FBIII Field Manual, page 11.