



New Mexico Highlands University School of Education

Student Teaching (FBIII) Field Manual



NEW MEXICO HIGHLANDS UNIVERSITY®

Contents

Contact Information	3
Preface	4
NMHU School of Education Field Experiences Staff Directory.....	5-6
New Mexico Highlands University Mission Statement.....	7
New Mexico Highlands University School of Education Mission Statement.....	7
NMHU School of Education Conceptual Framework and Education Themes.....	7
New Mexico Public Education Department Competencies and Domains.....	7
The Goal of Student Teaching.....	7
INTASC Principles.....	8
Disabilities.....	8
Preparation for Student Teaching.....	8
General Policies and Procedures.....	11
Observation Guide for Student Teachers.....	12
Glossary	12
Reverences.....	13
APPENDIX A.....	15-16
INITIAL CONFERENCE FORM	
APPENDIX B.....	17-18
TEACHER CODE OF ETHICS	
APPENDIX C.....	19
STUDENT TEACHING CONTRACT	
APPENDIX D.....	20
STUDENT TEACHER ASSIGNMENT SHEET	
APPENDIX E.....	21-22
STUDENT TEACHING ACTIVITIES TIMELINE	
APPENDIX F (Part 1 & 2).....	23-24
COOPERATING TEACHER OPTION FORM & SURVEY	
FIEDL BASED III DISPOSITION INVENTORY.....	25
COOPERATING TEACHER DISPOSITION INVENTORY FOR STUDENT TEACHERS	
APPENDIX G-1.....	26-27
MONTHLY STUDENT TEACHER EVALUATION - EARLY CHILDHOOD EDUCATION	
APPENDIX G-2.....	28-29
MONTHLY STUDENT TEACHER EVALUATION – ELEMENTARY EDUCATION	
APPENDIX G-3.....	30-31
MONTHLY STUDENT TEACHER EVALUATION – SECONDARY EDUCATION	
APPENDIX G-4.....	32-33
MONTHLY STUDENT TEACHER EVALUATION – SPECIAL EDUCATION	

Addendum added Feb 19, 2015 SOE Gateways- 2 pages added to the end of this document

Contact Information – Keep this page for your convenience

New Mexico Highlands University
School of Education

Office of Admissions and Field Experiences
Victoria D. de Sanchez Teacher Education Center
Box 9000, Las Vegas, NM 87701-9000

Phone: 505.425.7511 / 505.425.3536

Fax: 505.454.3384

Marlane Alarid, Director of Field Experiences: 505.454.3108

Administrative Assistant's Desk: 1.505.454.3382

Chalk and Wire Help Desk: 1.505.454.3299

.....
Placement School: _____

Cooperating Teacher: _____

Cooperating Principal: _____

School Address: _____

E-mails of importance: _____

School Phone: (_____) _____ School Fax: (_____) _____

.....
University Field Supervisor: _____

Address: _____

E-mail: _____

Phone: (_____) _____ Fax: (_____) _____

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 throughout coursework and early site-based experiences. It is the culminating opportunity for a student to demonstrate knowledge, disposition, and performance for teaching.

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 cooperating mentor teacher, university supervisor, university faculty, and the student teacher.

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. It is hoped that the student teaching experience will be beneficial to all of those involved and provide the finishing touch to prepare the student teacher for the initial step toward an 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. Each student has an 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.

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 as these reports form a significant portion of your student teaching file and are used in determining your progress as a student teacher.

Suggestions to improve this manual and the Student Teaching Program at New Mexico Highlands University are welcomed. Contact the Office of Undergraduate Admissions & Field Experiences.

The School of Education 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



NMHU School of Education Admissions & Field Experiences Faculty Directory

New Mexico Highlands University (Main Campus)
Box 9000
Las Vegas, NM 87701
505.454.3536 or Main Switchboard 505.425.7511

Dr. Belinda Laumbach	Dean School of Education	STEC 114B	505.454.3146	laumbach_b@nmhu.edu
Ms. Marlane Alarid	Director, Office of Field Experiences	STEC 109	505.454.3108	malarid@nmhu.edu
TBA	Administrative Assistant	STEC 108	505.454.3382	vm_soc@nmhu.edu
Dr. Carolyn Newman	Chair, Department of Teacher Education	STEC 103	505.454.3383	newman_c@nmhu.edu
Dr. James Alarid	Chair, Department of Special Education	STEC 123	505.454.3509	alarid_james@nmhu.edu
Chalk and Wire Help Desk	Undergraduate & Field Experiences	STEC 113	505.454.3299 505.454.3388	Call for an appointment or just drop in.
NMHU Center @ Rio Rancho 1700 Grand Court, S.E., Suite 100 Rio Rancho, NM 87124 505. 891.6933				
Dr. Virginia Padilla-Vigil	Center Director	RR 110	505. 891.6930	vpadillavigil@nmhu.edu
Ms. Janis Taback-Keene	Coordinator of Field Services & Instructor	RR 206	505.891.6927	jkeene@nmhu.edu
Ms. Ronnette Ortiz	SOE & Field Services Admin. Assistant	RR 208	505.891.6932	raortiz@nmhu.edu
Mr. Charley Ford	Center Registrar	RR 103	505.891.6910	clford@nmhu.edu
NMHU Center @ SFCC 6401 Richards Avenue Santa Fe, NM 87505 505.426.2127				
Ms. Thomasinia Ortiz-Gallegos	Center Director	SFCC 302	505.426.2130	togallegos@nmhu.edu
Dr. Carolyn Newman	Coordinator of Field Services & Professor of Early Childhood Educ.	SFCC 302	505.428.1445	newman_c@nmhu.edu
Ms. MaryAnne Sandoval	Administrative Assistant	SFCC 302	505.426.2126	masandoval@nmhu.edu

**NMHU Center @ SJCC
3539 E. 30th Street #203
Farmington, NM 87402
505.566.3655**

Mr. Gilbert "Buddy" Rivera	Center Director	SJCC 203	505.566.3669	gdrivera@nmhu.edu
Ms. Sharon Doom	Center Student Specialist	SJCC 205	505.566.3655	sharondoom@nmhu.edu

**NMHU Site@ Raton
130 Park Avenue
Raton, NM 87740
575.445.0445**

Mr. Vince C. Garcia	Site Coordinator	NMHU Raton	575. 445.0445	vcgarcia@nmhu.edu
Ms. Roberta Sandoval	Center Student Specialist	NMHU Raton	575. 445.0445	rlsandoval@nmhu.edu

NEW MEXICO HIGHLANDS UNIVERSITY MISSION STATEMENT

The vision of New Mexico Highlands University is to provide an inspiring multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding.

The mission of New Mexico Highlands University is: Education through teaching, research, and service.

The core values are: advancement of knowledge, student success, diversity of ideas, accessible education, community involvement, individual well-being, sustainable practices, and multiculturalism.

New Mexico Highlands University's primary mission is to advance student knowledge and promote student success. In order to achieve this, all members of the university community will endeavor to promote a respectful and stimulating living and learning environment. To succeed in meeting and, more importantly, maintaining these goals, we will develop effective and efficient academic and administrative processes, systems, and structures that support continuous improvement.

We realize that our responsibility as an institution of higher learning extends beyond the confines of the campus. To meet this responsibility, we will promote the educational, social, cultural, and economic advancement as well as the environmental sustainability of the region. Through these outreach activities, we seek to enhance the University's reputation and external support. Finally, if all of the goals and objectives are successfully met, student enrollment at Highlands will increase.

NEW MEXICO HIGHLANDS UNIVERSITY SCHOOL OF EDUCATION 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 licensure 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, tolerating, and valuing all people.

NMHU SCHOOL OF EDUCATION 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.

School of Education Themes

Diversity, Reflective Practitioner, Culturally Inclusive, Authentic Settings, Practice, Knowledge, Professionalism, Leadership

NEW MEXICO PUBLIC EDUCATION DEPARTMENT COMPETENCIES

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum;
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught;
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding;
4. The teacher comprehends the principles of student growth, development and learning and applies them appropriately
5. The teacher effectively utilizes student assessment techniques and procedures;
6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment;
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept;
8. The teacher demonstrates a willingness to examine and implement change, as appropriate, and
9. The teacher works productively with colleagues, parents, and community members..

NEW MEXICO PUBLIC EDUCATION DEPARTMENT NM TEACH EDUCATOR EFFECTIVENESS SYSTEM (4 DOMAINS):

Domain I: Planning and Preparation

- A. Knowledge of content and pedagogy
- B. Knowledge of students

Domain II: Creating an Environment for Learning

- A. Creating an environment of respect and rapport
- B. Establishing a culture of learning
- C. Managing classroom procedures
- D. Managing student behaviors

Domain III: Teaching for Learning

- A. Communicates clearly and accurately
- B. Uses questioning and discussion techniques
- C. Engaging student learning

Domain IV: Professionalism

- A. Provides feedback to parents
- B. Professional collaboration
- C. Professional growth

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. The student teaching experience is carefully planned and supervised. Students are supported in their professional development process. Student teachers are expected to exhibit dispositions of a

competent, independent, and effective practitioner.

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 New Mexico Public Education Department Teacher Competencies, NM Teach Educator Effectiveness System, and NCATE/CAEP national accreditation standards. Assessment of the Student Teacher is based on the core principles of the Interstate New Teacher Assessment and Support Consortium (INTASC).

INTASC Principles

Knowledge of Subject: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Learning and Human Development: The teacher understands how pupils learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Adapting Instruction to Diversity in Learning: The teacher understands how pupils differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Variety of Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage pupils' development of critical thinking, problem solving, and performance skills.

Motivation and Classroom Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Communication Skills: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Instruction Planning Skills: The teacher plans instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Commitment (Reflection and Responsibility): The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (pupils, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Relationships and Partnerships: The teacher fosters relationships with

school colleagues, parents, and agencies in the larger community to support pupils' learning and well-being.

http://cte.jhu.edu/PDS/Resources/INTASC_Principles.htm

DISABILITIES

The official statement from New Mexico Highlands follows:

“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 telephone at (505) 454-3188 or (505) 454-3252, via e-mail at desquibel@nmhu.edu, or visit Suite 111 of the Felix Martinez Building on the NMHU Las Vegas Main Campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Accessibility Services.” (Mr. David Esquibel, Student Advisor/ Coordinator of 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.

PREPARATION FOR STUDENT TEACHING

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, 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 meeting school officials, visiting the classroom to which he or she will be assigned, and planning the student teaching experience. 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.

Clarifying Role Expectations

During the first few weeks of student teaching, the student and the cooperating teacher need to develop a comfortable working relationship. Part of this process is establishing a clear understanding

of expectations each holds for the other. 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 some specific activities in which student teachers may be engaged before assuming responsibility for the total classroom for an extended period of time:

- Check students' papers and help them understand their errors and how to make corrections;
- Read to the class or a small group;
- Put lesson information on the chalkboard;
- Distribute and collect material from students;
- Monitor tests;
- Read instructions and clarify directions;
- Accompany students to the playground, assembly, and other group activities;
- Aid individual students or small groups in understanding difficult problems and concepts;
- Assist pupils in laboratory activity settings;
- Help a group of pupils prepare a demonstration to be presented to the class;
- Assist the cooperating teacher in working with small groups, and
- 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.)

In addition to classroom instruction, the list that follows indicates some of the many additional demands that are placed on teachers. Student teachers should expect to undertake these and other responsibilities as part of student teaching.

Activity Sponsorship;

- Cafeteria and/or bus duty ;
- Hallway monitoring;
- School grounds supervision;
- Games and activities;
- Dance chaperone;
- Test monitoring;
- Record keeping;
- Assembly supervision;

- Meetings (general staff, grade level, department, IEP, curriculum, parent/teacher conferences, in-service training, etc.)

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 to include as many of these activities as possible.

Suggestions for 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 your teacher preparation training. Now is the time to put into practice what you have learned in class and continue your learning experience in an authentic setting.

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

- 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, and
- Continued improvement in demonstrating your competency as a teacher.

Concerns regarding the student teaching experience should be handled professionally. 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 cannot be resolved during this discussion contact the Office of Field Experiences or the Dean of the School of Education.

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](http://\nmaft.org).

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.

Information to Discuss with Your 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 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 Student Teacher

- The opportunity to learn by observing the cooperating teacher's instructional methods;
- Assistance in learning to plan for instruction;
- Provision of specific suggestions for improvement;
- Recognition of demonstrated improvement and strengths;
- A gradual induction into full teaching responsibilities;
- Awareness that he or she is a beginning teacher and should be evaluated at the preprofessional level;
- Prompt communication regarding areas for improvement, and
- A willingness of the cooperating teacher to listen to student's concerns

Expectations of the University Supervisor

- 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;

- Early alert about any problems or concerns;
- Mutual confidence and open communication regarding the student teacher's progress, and
- Support from the Field Office in ensuring the student teacher's timely completion of responsibilities.

The university supervisor is also responsible for coordinating the program of those student teachers under his or her supervision. 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. This section of the manual describes 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;
- Complete a minimum of three (3) classroom observations; four (4) observations for Dual Majors (Elementary Education/ Special Education);
- 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 Office of Student Teaching.
- 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, and
- Submit evaluative references for student teachers who request them.

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 Office of Student Teaching at 505.454.3108.

Student Teachers Expect

- Timely and periodic observation, feedback, and specific suggestions for improvement;
- Unbiased assessment of student teaching performance;
- Support during times of personal and professional concern;

- Recognition of success; and
- Provision of final evaluation ratings and an assessment of the electronic portfolio

Cooperating Teachers expect

Timely response to professional concerns, including inadequate performance and inappropriate behavior by student teachers, and

- Professional courtesies in working together.

During the Student Teaching Experience

To ensure that the necessary elements of due process are provided each student teacher, the university supervisor is expected to monitor the student teaching experience in the following ways:

1. The university supervisor must 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.
2. University supervisors should observe and counsel student teachers early enough in the semester to allow them time to improve their teaching performance.
3. 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.
4. 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.

GENERAL POLICIES AND PROCEDURES

Absences - Students in Field-Based III are expected to be in attendance every day. However, in case of legitimate and/or excessive absences, the Director of Field Experiences will come to a mutual agreement with the cooperating teacher on the amount of make-up time required.

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.

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.

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.

Duration of Student Teaching – A full semester of student teaching is equivalent to 16 weeks of full day field placement.

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 effected 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

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.

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.

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.

Substituting

1. Students placed in Field Based III student teaching may substitute intermittently (and earn school district wages) for their cooperating teacher if:

- a. The student teacher holds a valid and current State of New Mexico Substitute Teacher's License, Type 503.
- b. The school district administration endorses that the student teacher is responsible and experienced enough to independently supervise the class for an entire day (s).
- c. The student teacher's name appears on the school district's approved substitute teacher list.
- d. The student teacher may not substitute in any classroom except that of the cooperating teacher.

2. In the event that a school district approaches either a student teacher or the Office of Field Experiences in hopes of recruiting a student teacher to fill a vacancy as a Long Term Substitute Teacher, the

following procedure will be implemented:

- a. The interested school district must notify New Mexico Highlands University with a letter of request to the Office of Field Experiences on behalf of the student teacher, stating the grade level, school location, required field of study, and the name and licensure level of the Mentor Teacher that will be assigned to support the student teacher.
- b. The student teacher must also submit a letter of request to the Office of Field Experiences requesting approval to be placed in a lead (substitute) teacher's position while completing his/her 16 weeks of student teaching. The letter should include a statement as to why they believe to be uniquely qualified for this type of minimally supervised placement.
- c. In addition to the application requirements already met by an approved student teacher, a Long Term Substitute/Student Teacher must fulfill the following additional items:
 1. Student may have NO incomplete coursework in progress except for the Field Based Block final semester consisting of FBIII and its co-requisites.
 2. Student must show proof of passing scores on all required NM Teacher Assessments, including the NM Teacher Competency Test and the NES Reading Test for Elementary majors.
 3. Student must show proof of a NM Substitute Teacher's License, Type 503.
 4. The maximum number of days of substitute teaching allowed by state law is 45 days for the year (See State Law 6.29.1.9-C). If the substitute assignment exceeds this number, the school district must follow the procedure with Public Education Department for requesting an extension to this statute.
- d. NMHU will expect the participating school district to provide exceptional support and supervision of a Long Term Substitute/Student Teacher. The designated Mentor Teacher must reside within close proximity to the student teacher's classroom and conduct the 4 required evaluations of the student teacher. The participating school must continue to allow field visits from the university field supervisor for the student's program completion.
- e. At any time, if the student teacher chooses to decline the offer as a substitute teacher employee of the school district, or shows signs of academic failure in any of the co-requisite classes of the Field Based III Block, the student will be removed from the substitute position.

A two week notice will be given to the school district. Arrangements will then be made for the student teacher to resume the traditional role of student teacher under the guidance of a cooperating teacher.

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 or 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.
 1. Was this the kind of situation in which teacher-pupil evaluation was possible?
 2. If there was teacher-pupil evaluation, what was its nature?
 3. Was evaluation in terms of skills, knowledge or attitudes developed?
 4. Was there evaluation of ways of working?

B. Evaluation by the teacher in conference with the student teacher who was observing?

1. What aspects of teaching-learning situation are considered good in terms of:

a. Skills, Knowledge, and attitudes developed?

b. Ways of Working?

2. What aspects of the teaching-learning situation might be changed or improved if you could repeat it?

a. Skills, knowledge, and attitudes developed?

b. Ways of working?

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

- 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
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..... <http://www.chalkandwire.com/nmhu>
3M Background Check Registration..... <http://www.cogentid.com>
New Mexico Teacher Assessments..... <http://www.nmta.nesinc.com>
National Evaluation Series..... <http://www.nestest.com/newmexico>
National Education Association..... <http://www.nea.org>
American Federation of Teachers..... <http://www.aft.org/>
The Academy of Co-Teaching and Collaboration, St. Cloud State University..... <http://www.stcloudstate.edu/soe/coteaching/contact.asp>

APPENDICES



NEW MEXICO HIGHLANDS UNIVERSITY^o

School of Education
Office Of Field Experiences

APPENDIX A: INITIAL CONFERENCE FORM

This form is due by or before the second week of the university semester.
Check the Timeline for exact date.

INITIAL CONFERENCE for (student teacher's name): _____

the role expectations of both the cooperating teacher and the student teacher. For example, in discussing classroom management procedures, will the student teacher need to follow present management procedures, or will he/she develop and implement his/her own, i.e., taking roll, instructional procedures, disciplinary action, etc.?

NOTE: Are there any developed guidelines the school/district already uses?

Yes No Copy Provided? Yes No

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

1. Duties outside the classroom (i.e. supervision, attendance at faculty, IEP, and 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. Student teacher'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. daily / weekly tests, rubrics, self, peer, or group, alternate, short cycle, SBA.

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 student teacher to implement new ideas?

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

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

10. Notification of student teacher absences. ST should follow the exact same procedure for reporting absent or late as established by the school site, to include notifying the CT (cooperating teacher). If ST absences become excessive or unexplained, 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.

IMPORTANT: Field Based III students 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.

NOTES:

Student Teacher Signature/Date

Cooperating Teacher Signature/Date



NEW MEXICO HIGHLANDS UNIVERSITY[®]

School of Education Office of Field Experiences

APPENDIX B: TEACHER CODE OF ETHICS

Taken from New Mexico Public Education Department

This form is due the second week of your student teaching. Check the Timeline for exact 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 or 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 of 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]

Student Teacher Printed Name

Student Teacher’s Signature

Date



NEW MEXICO HIGHLANDS UNIVERSITY^o

School of Education Office of Field Experiences

APPENDIX C: STUDENT TEACHING CONTRACT

This form is due the third week of your student teaching.
Check the Timeline for exact date.

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 may be made to make up the time I missed if it is excessive.
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 code(s) on conduct, dress, professional relationships, and other rules and regulations.
5. I will confer on a regularly scheduled basis with my cooperating teacher regarding planning or work, performance, progress, or other matters pertaining to students' needs and my student teaching.
6. I will follow the STUDENT TEACHER CODE OF ETHICS as outlined in Appendix B.
7. I will attend all student teacher seminars / events and maintain all documentation as required by the director / coordinator of education field experiences, university supervisors, and cooperating teachers.
8. LEGAL POSITION OF STUDENT TEACHERS. It is important for all involved in student teaching to recognize that the student teacher 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 the 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 student teacher another chance. The student will be required to reapply for student teaching and complete all recommendations

In addition, 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 teacher to the student teacher, 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.

Student Teacher (Print Name)

Cooperating Teacher
Signature Date

Student Teacher
Signature Date



NEW MEXICO HIGHLANDS UNIVERSITY[®]

SCHOOL OF EDUCATION
Office of Field Experiences

APPENDIX D: STUDENT TEACHER ASSIGNMENT SHEET

This form is due the third week of the university semester. Check the timeline for exact dates.

Student Teacher's Name: _____

Cooperating Teacher's Name: _____

Anticipated Start Date : _____ Anticipated End Date: _____

Name of School & Principal: _____

Cooperating Teacher 1: Do you require lesson plans submitted in advance for all lessons taught by the student teacher? Yes No

Cooperating Teacher 2: Dual Majors: Do you require lesson plans submitted in advance by the student teacher? Yes No

STUDENT TEACHING DAILY ASSIGNMENT					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 st Period Time: Room: Activity:					
2 nd Period Time: Room: Activity:					
3 rd Period Time: Room: Activity:					
4 th Period Time: Room: Activity:					
5 th Period Time: Room: Activity:					
6 th Period Time: Room: Activity:					

Note: Please indicate the nature of the subject taught; if it an observation, teaching, or preparation period, etc. A different format or more specific version of the daily assignments may be attached & submitted with this sheet.

Student Teacher's Signature, Date

Cooperating Teacher's Signature, Date



NEW MEXICO HIGHLANDS UNIVERSITY[®]

School of Education Office of Field Experiences

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 Student Teacher. Please contact the Office of Student Teaching with any questions you may have.

Before Student Teaching	
<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 to student teach, and clearance to register for Field Based III and its co-requisite. 	<ul style="list-style-type: none"> • Attend orientation. • Provide any missing documentation to the Office of Student Teaching. Refer to your status letter for this information. Failure to provide documentation might result in delay in approval for student teaching. • Student teacher should visit the cooperating school, school principal, and cooperating teacher before the field experience actually begins. • Student teachers should obtain course outlines, class schedules, school regulations, textbooks, and any other necessary materials when visiting their schools. • University supervisors and cooperating teachers are welcome to attend Orientation. Print and carry with you (or receive at the meeting) the Student Teaching Field Manual which will be available from the On-Line Documents at www.nmhu.edu.
WEEK ONE	
<ol style="list-style-type: none"> 1. Student Teaching begins on the first day of your assigned school, or very shortly after. 2. Registration for the FBIII Block of classes should be final. 3. Obtain graduation clearance. 	<ul style="list-style-type: none"> • Student teacher and cooperating teacher discuss teaching goals, role expectations, timeline, and lesson plan development. Appendix A of the Student Teacher Handbook will assist with this task. • Complete Appendices A – D, and F. Submit to the Field Office. • Student teacher observes cooperating teacher and develops lesson plans with the assistance of the cooperating teacher. • Students should apply for degree and contact the Registrar’s Office for a final degree check.
WEEK TWO	
<ol style="list-style-type: none"> 1. Submit your School Calendar 2. Appendix A – Initial Conference is due in the Field Office. 	<ul style="list-style-type: none"> • Observation of cooperating teacher continues. • Student teacher and cooperating teacher develop long-range lesson and unit objectives for the student teacher. • Student teacher reviews pupil information (folders, previous work, etc.). • Student teacher works with individuals or small groups. • Student teacher begins to partake in routine activities such as; taking roll, preparing attendance reports, collecting lunch money, grading some homework.
WEEKS THREE-FOUR	
<p>Field Documents Are Due:</p> <p>Appendix B – Code of Ethics, Signed</p> <p>Appendix C – Student Teaching Contract, Signed</p> <p>Appendix D – Assignment Sheet</p> <p>Appendix F – Cooperating Teacher’s Option Form</p>	<ul style="list-style-type: none"> • Observation of cooperating teacher continues. • Student teacher continues to work with individual students and small groups. • Student teacher begins to teach one or two subjects (elementary level) or one or two classes (secondary level). • Student teacher attends faculty meetings. • Student teacher confers daily with the cooperating teacher for feedback and evaluation purposes. • Student teacher assumes some classroom management responsibilities. • Cooperating teacher and student teacher complete and submit Evaluation #1.

WEEKS FIVE - SIX	
Evaluation #1 Is Due:	<ul style="list-style-type: none"> • Observation of the cooperating teacher continues. • Student teacher continues to work with individual students and small groups. • Student teacher gradually assumes more teaching responsibilities. Student teacher teaches three to five subjects (elementary level) or three to five classes (secondary level). • Student teacher begins to communicate with parents (i.e. writing positive notes about students, making a phone call to a parent regarding positive behavior). • Student teacher assumes more classroom management responsibilities. • Student teacher and cooperating teacher continue developing long-range lesson and unit objectives for student teacher. • University field supervisor should have completed initial visit.
WEEKS SEVEN-EIGHT	
	<ul style="list-style-type: none"> • Student teacher and cooperating teacher discuss teaching strengths and areas that need improvement (in regards to planning, management, and teaching techniques). • Student teacher reviews suggestions made by the cooperating teacher and implements new teaching strategies if needed. • Student teacher assumes full teaching responsibilities for specific classes each day. • Cooperating teacher and student teacher complete and submit Evaluation #2.
WEEKS NINE – TWELVE	
Evaluation #2 Is Due:	<ul style="list-style-type: none"> • Student teacher confers daily with the cooperating teacher for feedback and evaluation purposes. • Student teacher begins to develop lesson plans independently and reviews completed lesson plans with cooperating teacher. • Student teacher assumes full classroom management responsibilities when teaching. • Cooperating teacher and student teacher complete and submit Evaluation #3.
WEEKS THIRTEEN - FOURTEEN	
Evaluation #3 Is Due:	<ul style="list-style-type: none"> • Student teacher assumes all responsibilities of the cooperating teacher (including cafeteria duty, attending meetings, parent-teacher conferences, etc.). • Student teacher assumes full time teaching responsibilities, including day-long instruction and classroom management. • Student teacher confers daily with the cooperating teacher for feedback and evaluation purposes.
WEEK FIFTEEN	
Documentation Due: 1. Disposition Inventories from CT and US.	<ul style="list-style-type: none"> • Student teacher gradually decreases teaching responsibilities by teaching only specific classes each day. • Student teacher observes other teachers when possible. • Student teacher continues to work with individual students and small groups.
WEEK SIXTEEN	
Last week of Student Teaching. Documentation Due: Field Based III Report Card	<ul style="list-style-type: none"> • Cooperating teacher and student teacher complete and submit Evaluation #4. • Student teacher and cooperating teacher evaluate the student teacher's performance throughout the semester. • Student teacher resumes working with individual students and small groups. • Observation of the cooperating teacher and other teaching professionals continues. • Student teacher and cooperating teacher complete FBIII Report Card and Exit Survey.
<p>NOTE: All throughout the sixteen weeks of Student Teaching, students are collecting artifacts, writing reflections, taking photos, recording dates and the nature of all professional development and training, writing resumes, and gathering letters of recommendation. This documentation will serve to complete the very important capstone assignment: Chalk and Wire Electronic Portfolio.</p> <p>All field documents must be submitted. Failure to provide documentation may result in an unsatisfactory grade for Field-based III.</p> <p>This document does not require any signature. It is a reference tool for FBIII.</p>	



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 your Student Teaching.

It is to be completed by the Cooperating Teacher(s) only.

Please note that Mentors assigned to Interns are not compensated by NMHU.

TO: New Mexico Highlands University, Office of Field Experiences

FROM: _____ NMHU ID or SS#: _____
Cooperating Teacher (Please Print) (Needed for compensation)

E-Mail Address (Please Print Clearly): _____

Mailing Address: _____

Phone Numbers:

Home: _____ Work: _____ Cell: _____

Cooperating Teacher's Signature

Date

Dear Cooperating Teacher/Mentor:

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

A Cooperating Teacher is a full-time teacher with a student teacher in the classroom, with at least 3 years of experience in his or her own classroom, and who carries a Level II Teaching License. A Cooperating Teacher will be compensated by NMHU School of Education in various ways. (See below).

A Mentor is someone assigned by the school district to support a paid student teacher who we refer to as an Intern or Long Term Substitute. While Mentors are appreciated for their service, they will not be compensated by NMHU.

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 two cooperating teachers). Please make an extra copy of Appendix F, Parts one and two. Use one complete form per cooperating teacher.
- Option #2: Three (3) credit hours for GNED 635-Student Teacher Supervision (NOTE: Registration for this course is not automatic. You must register for this course.)
- Option #3: 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 this course.)

Cooperating teachers will receive an award letter by USPS to take with you to the Registrar's Office when you register for Options 2 or 3. The course waiver must be used within one calendar year, or be invalidated.

Student Teacher: _____ Branch Campus: _____

Cooperating School: _____ School District: _____

Public Private Charter Other _____

Please return to: New Mexico Highlands University School of Education OR NMHU Center at Rio Rancho
Office of Field Experiences 1700 Grande Court, Suite 100
Box 9000, Rio Rancho, NM 87124
Las Vegas, NM 87701



NEW MEXICO HIGHLANDS UNIVERSITY®

SCHOOL OF EDUCATION
Office of Field Experiences

APPENDIX F (PART 2): COOPERATING TEACHER SURVEY

Dear Cooperating Teacher:

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

Date: _____

Cooperating Teacher Name: _____

School and District: _____

Student Teacher Name: _____

E-Mail Address: _____

Degrees Held: _____

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

Number Years of Licensed Teaching Experience: _____

Please Check: Tier 1 Tier 2 Tier 3

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



NEW MEXICO HIGHLANDS UNIVERSITY[®]

School of Education
Office of Field Experiences

Cooperating Teacher Disposition Inventory for Student Teachers

- Name of NMHU Student (Pre-Service) Teacher: _____
- Name of Cooperating Teacher _____
- Date _____
- Field-base Section (II or III) _____
- Licensure Area: Early Childhood Ed. Elementary Ed. Secondary Ed. Special Ed. Dual Major
- NMHU Site: Farmington Las Vegas Raton Rio Rancho Santa Fe & Espanola other _____

Scale: 4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective¹

School Policies and Activities	4	3	2	1	N/A
1. The NMHU Pre-service (student) teacher observed the school policy on dress and professional demeanor.					
2. The NMHU Pre-service teacher observed the school policy on attendance and punctuality.					
3. The NMHU Pre-service teacher observed the school policy on personal leave and illness.					
4. The NMHU Pre-service teacher observed the school policy on the use of equipment, computers, and other electronic devices.					
5. The NMHU Pre-service teacher observed the school policy on student/ teacher interactions.					
Comments:					
Relationship with Cooperating Teacher	4	3	2	1	N/A
1. The NMHU Pre-service teacher accepted suggestions and constructive criticism from the Cooperating Teacher.					
2. The NMHU Pre-service teacher utilized the class procedures created by the Cooperating Teacher.					
3. The NMHU Pre-service teacher assumed classroom responsibilities assigned by the Cooperating Teacher.					
Comments:					
Relationship with Students	4	3	2	1	N/A
1. The NMHU Pre-service teacher was pleasant, firm, and fair in dealing with students within the classroom.					
2. The NMHU Pre-service teacher respected the individual differences and special needs of students within the classroom.					
3. The NMHU Pre-service teacher respected the cultural differences of students within the classroom.					
4. The NMHU Pre-service teacher demonstrates behaviors that are consistent with the ideal of fairness and the belief that all students can learn..					
Comments:					

Pre-Service (Student) Teacher, Signature and Date _____

Cooperating Teacher (Signature and Date) _____

¹Ratings descriptors are aligned to NM Teach Observation Protocol, New Mexico Public Education Department, Summer 2014



NEW MEXICO HIGHLANDS UNIVERSITY®

SCHOOL OF EDUCATION

Monthly Student Teacher Evaluation – Due Weeks 4, 8, 12, 16
 APPENDIX G-1: EARLY CHILDHOOD MULTICULTURAL EDUCATION

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

Scale: 4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective 0 = Unable to observe

Note: Comments are important in our assessment of the student teacher. Please add comments.

I. Child, Growth, Development and Learning	4	3	2	1	0
A. Incorporates understanding of developmental stages, processes, theories of growth, development, and learning into developmentally appropriate practice.					
B. Demonstrates knowledge of the similarities between children who are developing typically and those with special needs.					
C. Demonstrates knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.					
Comments:					
II. Health, Safety and Nutrition	4	3	2	1	0
A. Recognizes and responds to each child's physical health, intellectual and emotional well-being and nutritional and safety needs.					
B. Recognizes signs of emotional distress, child abuse, and neglect in young children and uses procedures appropriate to the situation.					
C. Implements health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.					
Comments:					
III. Family and Community Collaboration	4	3	2	1	0
A. Seeks and maintains a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child.					
B. Demonstrates knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practice.					
C. Demonstrates understanding of the complexity of dynamics in family systems and involves family members in contributing to the learning environment.					
Comments:					

IV. Curriculum Implementation of Developmentally Appropriate Content	4	3	2	1	0
A. Develops, implements, and evaluates an integrated curriculum that focuses on children's development and interests, using their language, home experiences and cultural values.					
B. Demonstrates knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with special needs.					
C. Creates environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy.					
IV. Comments:					
V. Assessment of Children and Evaluation of Programs	4	3	2	1	0
A. Demonstrates knowledge of assessment and evaluation practices that are valid and appropriate.					
B. Demonstrates knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.					
C. Demonstrates the knowledge of the educator's role as a practicing member of the assessment process as described and mandated by state regulations for Individual Family Service Plans (IFSP) and Individual Education Plans (IEP).					
D. Involves the family and when appropriate, other team members in assessing the child's development.					
Comments:					
VI. Professionalism	4	3	2	1	0
A. Consistently adheres to New Mexico Teacher's Code of Ethics.					
B. Demonstrates appropriate classroom management techniques.					
C. Effectively uses teaching techniques that engage students.					
D. Demonstrates consistent punctuality.					
E. Supports inclusion and cultural and linguistic diversity through actions and attitudes.					
F. Demonstrates a commitment to advocacy for excellence in programs and services for young children and their families.					
Comments:					



NEW MEXICO HIGHLANDS UNIVERSITY[®]

SCHOOL OF EDUCATION
Monthly Student Teacher Evaluation – Due Weeks 4, 8, 12, 16
APPENDIX G-2: Elementary Education

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

Scale: 4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective 0 = Unable to observe

Note: Comments are important in our assessment of the student teacher. Please add comments

I. Instructional Planning and Implementation	4	3	2	1	0
A. Understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.					
B. Takes into account the physical, social, emotional, cognitive and linguistic development of students when planning instruction.					
C. Integrates a variety of technologies into planned activities including software, applications, and other learning tools.					
D. Plans lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties and physical or mental challenges.					

Comments:

II. Assessment	4	3	2	1	0
A. Develops valid evaluation tools to measure student outcomes.					
B. Demonstrates familiarity with a variety of assessment tools, including but not limited to portfolio, performance-based assessment, and student writing.					
C. Maintains useful and meaningful records of students' work and communicates results to students, parents and other educators effectively.					
D. Uses assessment of student learning to improve his or her own teaching and to revise curriculum.					
E. Understands the development and use of individualized education plans (IEP's) and individualized transition plans (504 plans).					

Comments:

III. Classroom Management	4	3	2	1	0
A. Arranges the physical environment for optimal learning and safety.					
B. Demonstrates effective use of preventive management techniques and conflict resolution skills.					
C. Models and expects positive social interaction with students that encourages a productive learning environment.					

Comments:

IV. Family and Community	4	3	2	1	0
A. Understands the importance of including parents and community members in classroom and school curriculum development and the decision making process.					
B. Demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.					
C. Uses appropriate public relations skills, particularly in relation to parent and community members.					
Comments:					
V. Professionalism	4	3	2	1	0
A. Adheres to the New Mexico Code of Ethics for educators.					
B. Identifies and develops appropriate responses that build upon the strengths of diverse students and addresses diverse needs and differences.					
C. Engages in thoughtful and responsive listening and encourages this quality in students.					
D. Demonstrates consistent punctuality.					
Comments:					
VI. Knowledge of Content	4	3	2	1	0
A. Comprehends and effectively teaches mathematical concepts appropriate to developmental levels.					
B. Understands and effectively teaches the foundations of reading and language arts appropriate to developmental levels.					
C. Understands and uses the fundamental concepts in the subject matter of science including physical, life, earth and space science as well as concepts in science and technology.					
D. Understands the fundamental concepts in the subject matter of social studies and can translate these into meaningful learning activities.					
E. Understands and implements art activities appropriate to developmental levels with applications to all subject areas.					
Comments:					



NEW MEXICO HIGHLANDS UNIVERSITY[®]

SCHOOL OF EDUCATION

Monthly Student Teacher Evaluation – Due Weeks 4, 8, 12, 16

APPENDIX G-3: Secondary Education

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

Scale: 4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective 0 = Unable to observe
 Comments are important in our assessment of the student teacher. Please add comments.

I. Instructional Planning and Implementation	4	3	2	1	0
A. Understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals.					
B. Takes into account the physical, social, emotional, cognitive and linguistic development of students when planning instruction.					
C. Integrates a variety of technologies into planned activities.					
D. Plans activities to promote creativity and independent thinking.					
E. Adjusts lessons and strategies as specified by the modifications for students with exceptionalities with regard to academic levels, physical environment, emotional and transition needs.					

Comments:

II. Assessment	4	3	2	1	0
A. Develops valid evaluation tools to measure student outcomes.					
B. Demonstrates familiarity with a variety of assessment tools, including but not limited to portfolio, performance-based assessment, and student writing.					
C. Maintains useful and meaningful records of students' work and communicates results to students, parents and other educators effectively.					
D. Uses assessment of student learning to improve his or her own teaching and to revise curriculum.					
E. Understands the development and use of individualized education plans (IEP's) and individualized transition plans (504 plans).					

Comments:

III. Classroom Management	4	3	2	1	0
A. Arranges the physical environment for optimal learning and safety.					
B. Demonstrates effective use of preventive management techniques and conflict resolution skills.					
C. Models and expects positive social interaction with students that encourages a productive learning environment.					
D. Manages time and materials effectively to minimize distraction and disruptions for optimal student involvement.					

Comments:

IV. Family and Community	4	3	2	1	0
A. Understands the importance of including parents and community members in classroom and school curriculum development and the decision making process.					
B. Demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.					
C. Uses appropriate public relations skills, particularly in relation to parent and community members.					
D. Demonstrates an awareness of the diverse cultures, histories and values of the community.					
Comments:					
V. Professionalism	4	3	2	1	0
A. Adheres to the New Mexico Code of Ethics for educators.					
B. Identifies and develops appropriate responses that build upon the strengths of diverse students and addresses diverse needs and differences.					
C. Engages in thoughtful and responsive listening and encourages this quality in students.					
D. Recognizes the importance of technology as a tool for learning and communication.					
E. Comprehends and applies special education regulations.					
F. Demonstrates consistent punctuality.					
Comments:					



NEW MEXICO HIGHLANDS UNIVERSITY[®]

SCHOOL OF EDUCATION
 Monthly Student Teacher Evaluation – Due Weeks 4, 8, 12, 16
 APPENDIX G-4: Special Education

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

Scale: 4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective 0 = Unable to observe
 Note: Comments are important in our assessment of the student teacher. Please add comments.

I. Professional Knowledge	4	3	2	1	0
A. Explains and discusses models, theories, philosophies, and history that provide the basis for special education practice.					
B. Provides information about community and state resources available to parents and staff.					
C. Identifies the cognitive, physical, cultural, social, emotional, and sensory needs of each student's exceptionality.					
D. Demonstrates skills needed for effective advocacy on behalf of students and their parents.					
E. Demonstrates knowledge of common service delivery options related to least restrictive environments.					

Comments:

II. Human Growth and Development	4	3	2	1	0
A. Understands and describes the developmental stages/milestones of normal motor, language, social-emotional, sensory and cognitive development.					
B. Understands the impact of socio-economic, cultural and physiological aspects on human development.					
C. Describes medical and health needs commonly found among special populations and their impacts on learning.					
D. Identifies and describes programs and assistive technologies that could enhance functioning.					

Comments:

III. Assessment	4	3	2	1	0
A. Demonstrates knowledge of typical screening, referral and evaluation procedures for exceptional students.					
B. Interprets and uses educational diagnostic evaluations, observations, vocational assessments, and assessments from related services and information from necessary parties to develop the individualized education plans.					
C. Identifies the procedural steps for the development and implementation of the individualized educational plan (IEP) and collaborates with educators, administrators, related services personnel and parents in the development and implementation of the IEP.					

Comments:

IV. Curriculum Development	4	3	2	1	0
A. Develops and implements individualized modifications and/or accommodations.					
B. Describes and demonstrates various methods for individualizing instruction that ensures the child's access to the general curriculum.					
C. Collaborates with regular education teachers and related service personnel for support of students with special needs in inclusive environments.					
D. Adapts commercial materials and technological products for use with specific populations.					
E. Describes models for enabling exceptional learners to make transitions from special education to regular education, early intervention to school, level to level, and post-secondary options.					
F. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.					
Comments:					
V. Classroom Management	4	3	2	1	0
A. Collaborates, develops, implements, and subsequently evaluates implemented behavior management programs.					
B. Demonstrates appropriate group and individual interventions.					
C. Demonstrates skill in establishing a safe and appropriate environment.					
D. Implements adaptations that are appropriate for students with special needs.					
Comments:					
VI. Professionalism	4	3	2	1	0
A. Adheres to the New Mexico Code of Ethics for educators.					
B. Demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity..					
C. Demonstrates consistent punctuality.					
Comments:					



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.