New Mexico Highlands University

School of Education

Educator Preparation Handbook

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Welcome

NMHU Vision, Mission, Core Values

Vision

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

Mission

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

Core Values

Excellence   Diversity   Accessibility   Responsiveness

School of Education Vision, Mission, Core Values

Vision

To be a premier school of education that prepares educators, leaders and counselors as agents of social change who transform the lives of individuals and communities they serve.

Mission

We immerse our students in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

Core Values

Authentic learning

We believe that learning is authentic when the learner is immersed in real-world, meaningful experiences that elicit reflection to inform action and that provide rich opportunities to bridge theory and practice.

Reflective Practice

We embrace critical reflection on self and practice as a way to develop both a deep sense of identity and beliefs that ground and continually improve our practices.

Diversity

We embrace diversity in order to enrich our teaching, research and advocacy, utilizing a culturally responsive, inclusive, and strengths-based approach that recognizes and builds upon the myriad characteristics of students, faculty and community.

Social Justice

We commit to critical reflection on systemic inequities and to action leading to shifts in policies, practices, and structures that create opportunities for all.

Excellence/Quality

We commit to a culture of continuous improvement of quality and excellence in teaching, research and service through reflective inquiry and innovation.

Transformation

We embrace our roles as leaders, advocates, and change agents working to transform systems to be more equitable and responsive to the diverse needs of individuals and communities

Dispositions

Because truly effective teaching requires instructional behaviors to emerge from an authentic identity, dispositions are an important aspect of quality educators. Teacher candidates are evaluated on the nine (9) dispositions below that the School of Education has determined to be important. Dispositional assessments are completed by the faculty, cooperating teachers, supervisors, and the teacher candidates throughout the program to identify areas for improvement, which ensures completers have the dispositions to be successful educators. Major dispositional concerns are addressed in the Continuation Policy. The rubric used to assess dispositions can be found in Appendix D.

SOE Dispositions

Social Justice and Cultural Responsiveness	Authenticity and Emotional Intelligence
Preparation and Commitment	Communication
Critical Thinking	Collaboration
Reflective Practice	Professional Development
	Ethical Practice

Faculty and staff in NMHU's school of Education passionately believe in the role that quality education plays in the development of a socially just and a democratic society. We commit ourselves wholeheartedly to providing each of our undergraduate and graduate students with meaningful, real-world experiences in which they can bridge theory and practice. And, our privileging of reflective practice leads teacher candidates to a deep sense of identity that brings authenticity to their praxis, and consequently provides all P-12 students an excellent educational experience each day they are in school.

Everyone in the School of Education collaborates in this enterprise because we believe in the value of a quality education that creates opportunities for each student and that leads to the transformation of social systems – so they can be more equitable and responsive to the diverse needs of individuals and communities. We hope very much that you embrace this vision and find great personal value for many years in your chosen profession.

Contacts

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SOE Community and Via by Watermark Help and Questions

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Programs Offered

Bachelor of Arts

Early Childhood Multicultural Education

Elementary Education

Special Education

Elementary Education and Special Education – Dual major

Minor

Secondary Education

English as a Second Language

Bilingual Education

TESOL

Gifted and Talented Education

Certificate/Licensure

Elementary Education

Secondary Education

Special Education

Alternative Licensure

(See Alternative Licensure Handbook for more information)

Elementary Education

Secondary Education

Special Education

Advisement

All Students

Students should plan to have their first meeting with their academic advisor as soon as they enroll at NMHU. In this initial advising appointment, they will:

- Go over the Gateways, and the process of progressing through a teaching program leading to licensure
- Go over the non-course requirements including licensure tests and background checks
- Plan out a personal program of study to follow and estimate when each Gateway will be reached

After this initial advisement meeting, it is recommended that students meet with their advisor every semester to make sure they are on track.

Students who do not meet with their advisor regularly are at risk of delays in progressing in their program.

Students must meet with their advisor before they can apply to the School of Education, and before they can apply to Field Based III (student teaching).

It is recommended that students also check in regularly with the Field Experience Office. The FEO will be able to help confirm students are on track and provide more information on the various requirements of the programs.

Transfer Students

It is very important for transfer students to meet with an advisor as soon as they have transferred to NMHU. The advisor will be able to confirm which courses will transfer, as well as plan out the program of study for completing the program. <u>Transfer students have a one semester grace period to apply to the School of Education and be accepted</u>, so this initial meeting will be important for making sure the student is on track for that application.

Via by Watermark – the School of Education Assessment System

Via is designed around engaging end user experiences. Via also collects program and course-based assessment data, track student performance against specific standards, and gathers student artifacts.

Students in the School of Education will be using Via for:

- Submitting applications to the School of Education and to Field Based III
- Submitting key assignments in every 300 and 400 level SOE course
- Creating digital student portfolios that can be shared

Via licenses can be purchased for $133 online. See the SOE Community on Brightspace for more information on purchasing Via.

Gateways: Program Progression

Gateways for Traditional Initial Licensure Programs

The School of Education offers programs that prepare candidates to apply for a New Mexico teaching license upon completion of the program.

Three gateways are used to assess and guide students through their program:

- Gateway Alpha– Admission to the School of Education
- Gateway Beta– Admission to Field Base III (Student Teaching)
- Gateway Gamma– Program Completion

When?	PROGRESSING THROUGH THE SOE GATEWAYS AT NMHU	
1st Year	**Pre-Admission to SOE**	
	Complete Core Curriculum, Extended Core in Education, and Field Base I Minimum GPA: 2.75	Take and pass the NES Essential Academic Skills Subtests I, II, III
Junior	**Gateway Alpha** **Admission to SOE** **Unlocks: Field Base II, All SOE Content Courses**	
	Complete Field Base II and all Major and Minor Content Courses Content GPA: 3.0	Take and pass Content Exams Elementary majors attempt Reading Exam
Senior	**Gateway Beta** **Admission to Field Base III (Student Teaching)** **Unlocks: Field Base III**	
	Complete Field Base III	Develop Student Teaching Portfolio
Graduate	**Gateway Gamma** **Program Complete!**	

Gateway Alpha: Program Entry into the School of Education

Requirements

- Complete the university core and school of education extended core curriculum
    - 9 hours in communication
    - 8 hours in science
    - 9 hours in humanities and fine arts
    - 9 hours in social and behavioral science
    - 6 hours in mathematics
    - 2 hours in PE
    - 8 hours in modern language
    - 3 hours in computer science

- A passing score on each subtest of National Evaluation Series (NES) Essential Academic Skills (Subtests I, II, III)

- Overall GPA of at least 2.75, based on a minimum of 24 credit hours

- A "C" grade or better in:
  Elementary, Secondary, and Special Education:
    - GNED 201 – Introduction to Teaching
    - GNED 251 – Field Base I
    - SPED 214 – Introduction to Special Education
    - ENGL 112 – Composition

  Early Childhood:

    - ECME 300 – Professionalism
    - ENGL 112 – Composition

- Declare major/minor in education

Application to the School of Education

- Current transcripts from all post-secondary institutions you have attended, including Highlands
    - Must show AA degree if applicable

- Include NMHU as a recipient of your NES Essential Academic Skills scores

- Philosophy of Education from writing prompt

- Copy of Background Check report

- Contact information for three professional references, who will be sent a dispositional survey through SurveyMonkey

- Meet with your advisor and let them know you are applying to the SOE. They must note your eligibility to apply in the notes on Degree Audit

Gateway Beta: Admission to Student Teaching (Field Based III)

Requirements

- Admitted to SOE (Gateway Alpha)

- *Passing* Score on NES Content Knowledge exam(s) for your program

- Elementary Education majors: *Passing* Score on NES Essential Components of Reading

- B or better in each Methods course

- Complete all major course requirements

- Acceptable dispositions scores

Application to Field Based III

- Include NMHU as a recipient of NES Scores when taking the exams

- Meet with your advisor and let them know you are applying to Field Based III. They must note your eligibility to apply in the notes on Degree Audit.

- If you completed Field Based II before Spring 2018: A copy of dispositions rating from Field Based II (at least 3.0 of 4.0)

- A copy of your liability insurance

- Philosophy of Education from prompt

- A copy of current background check (done within last two years) for licensure

Gateway Gamma: Program Completion

Requirements:

- Successful development of a student teaching portfolio with an overall rating of 3 on a 4 point scale, rated by University Supervisor and at least one other faculty

- Observation rating of at least 3 on a 4 point scale from both the university supervisor and cooperating teacher by the final classroom observation

- Dispositions rating of at least 3 on a 4 point scale from both university supervisor and cooperating teacher

- Grade of "B" or better in Knowledge of the Profession, and grade of "S" in Field Based III

Application Deadlines

Applications for each semester have a set deadline. You must complete and submit your complete application by the deadline below. Plan ahead! Some application components will take time to put together.

Deadlines for Application to SOE

Semester	Application Deadline
~~Fall 2018~~	~~July 25, 2018~~
Spring 2019	December 10, 2018
Summer 2019	May 13, 2019
Fall 2019	July 24, 2019
Spring 2020	December 9, 2019
Summer 2020	May 12, 2020

Deadlines for Application to Field Base III
Note: You must have been accepted into the School of Education for the previous semester to be allowed to apply to Field Base III

Semester	Application Deadline
Spring 2019	November 1, 2018
Fall 2019	April 15, 2019
Spring 2020	November 1, 2019
Fall 2020	April 15, 2020

Background Check

Background checks need to be done through Gemalto:

https://www.aps.gemalto.com/nm/index_NM.htm

When registering for your background check, be sure to use ORI# **NM920140Z** and Reason Code: **Teacher Licensure**.

You will be charged $44 when you register for your background check.

More information can be found at the NMPED website (link here), and on this Background Check Process Information Sheet

To request a copy of your background check, complete the Authorization to Release Copy of FBI Background Check Report, which can be found at on the NMPED website and on the SOE Community on Brightspace.

FAQ
How long does it take to get a background check?

It typically takes 72 hours for the Applicant Processing Services (APS) to inform PED. It then takes two or three weeks for PED to release the results to NMHU School of Education. At that time, we can approve you to work individually in schools.

When do I need to get a background check?

Previously, we required background checks only for Field Based II and Field Based III. *Beginning in the 2018-19 academic year, we require background checks for all students in all courses that include field experiences.* This policy reflects the current socio-political realities and school districts' need for enhanced security. In Field Based I, students will take a few weeks to complete the Gemalto fingerprint clearance, and so individual school visits are delayed until this is taken care of. At the beginning of the course, we will organize ourselves into closely monitored small groups for school visits.

Students are able to register for GNED 251, but not visit schools until the background check is complete and the report filed with the Field Office.

I already have a background check because I am employed at a school. Do I have to get another one?

You may use your background check for employment while you are completing field experience for Field Based I and Field Based II, when completing the application to the School of Education, and completing field experience in your methods courses.

However, you must get a background check for licensure when applying to Field Based III (student teaching). The background check for licensure is also required by the PED for obtaining a teaching license.

What do I submit to the School of Education as proof of my background check?

You will need to submit a copy of your background check *results*. Submitting the receipt from your fingerprinting is not sufficient. To request a copy of your background check, submit the Authorization to Release Copy of FBI Background Check Report.

Liability Insurance

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, and/or the New Mexico or American Federation of Teachers (505) 266- 6638, nmaft.org.

NES Testing Information

Registration information

You can register for your tests by going to https://www.nmta.nesinc.com. Clicking on any of the links below will take you to the page for that particular test, and there will be a link to register there as well.

Under *Score Reporting Options*, you must select **New Mexico Highlands University** as an institution that will receive your scores.

There are several testing facilities available around New Mexico, now including a testing facility here on the Las Vegas campus, at the Victoria D. de Sanchez Teacher Education Center. The Main Campus testing center is open every Friday for testing, from 9 am to 3 pm.

A Test Fee Voucher is available for students with financial aid. Contact the Field Office for more information.

Testing and Score Information

Most of the tests are multiple choice and you will therefore know your score immediately after finishing the test. However, some tests, including the Essential Academic Skills Subtest II: Writing, take additional time to be scored and it may take up to 4 weeks for you to receive your scores.

Be sure to plan accordingly so that you have your scores within the deadline for your application.

If you need to retake a test, you must wait 30 days before you will be allowed to take the same test again.

Required Tests by Program

Program	Required Tests for Admission to SOE	Required Tests for Admission to FB III	Required Tests for Licensure
Early Childhood Education, Birth – Pre-K	Essential Academic Skills	None	Early Childhood Education (Birth–Prekindergarten)
Early Childhood Education, Pre-K – Grade 3	Essential Academic Skills	None	Early Childhood Education (Age 3–Age 8)
Elementary Education	Essential Academic Skills	Elementary Education Subtests I and II Essential Components of Elementary Reading Instruction	Assessment of Professional Knowledge: Elementary
Special Education	Essential Academic Skills	Special Education	Assessment of Professional Knowledge: Elementary OR Assessment of Professional Knowledge: Secondary
Elementary/Special Education Dual Major	Essential Academic Skills	Special Education Elementary Education Subtests I and II Essential Components of Elementary Reading Instruction	Assessment of Professional Knowledge: Elementary
Secondary Education	Essential Academic Skills	Content Area Exam (see table below)	Assessment of Professional Knowledge: Secondary

Exam	Exam	Passing Score
NT503	Art	224
NT501	Assessment of Professional Knowledge: Elementary	222
NT502	Assessment of Professional Knowledge: Secondary	220
NM005	Assessment of Teacher Competency—Early Childhood ended 12/3/2017	240
NT106	Early Childhood Education (Birth–Prekindergarten)	220
NT107	Early Childhood Education (Age 3–Age 8)	220
NM035	Educational Administrator	240
NM033	Educational Diagnostician	240
NT102, 103	Elementary Education Subtests I and II	228
NT301	English Language Arts	231
NT507	English to Speakers of Other Languages (ESOL)	220
NT001,002,003	Essential Academic Skills	220
NT104	Essential Components of Elementary Reading Instruction	220
NT310	Family and Consumer Sciences	220
NT402	French	220
NT311	General Science	220
NT403	German	220
NT312	Gifted Education	220
NT505	Health	220
NT304	Mathematics	222
NT201	Middle Grades English Language Arts	220
NT204	Middle Grades General Science	231
NT203	Middle Grades Mathematics	225
NT202	Middle Grades Social Science	220
NT504	Music	224
NT506	Physical Education	220
NM013	Reading	240
NT501	School Counselor	222
NT502	School Library Media Specialist	220
NT303	Social Science	220
NT401	Spanish	222
NT601	Special Education	224

Policies and Procedures: Standards of Conduct and Professional Responsibilities

General Policies and Procedures

ADA / Accessibility

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

The School of Education takes its responsibilities with regard to disabilities seriously. Since expectations during student teaching will be different from those of the traditional NMHU classroom, the School of Education suggests that, if the prospective teacher candidate 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 teacher candidate 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 teacher candidate requests that others (such as the coordinator, field supervisor, or course instructor) be notified.

Harassment

From the NMHU Student Handbook:

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

I addition, it is the Teacher Candidate's responsibility to know the school district's sexual harassment policy, know the procedures for reporting harassment, and stop it when he or she sees it. You have the responsibility

to establish and also the right to experience a safe, non-threatening, and non-intimidating educational environment. All school employees' responsibility in this matter is to the law.

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

Title IX

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

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

Mandatory Reporting of Child Abuse and Neglect

From NMSA 32A-4-3:

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

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

Continuation Policy

All teacher candidates are continually assessed and monitored on their academics, fieldwork, and dispositions through their program. In order to successfully advance and complete your educator preparation program, you must meet all the academic, field, and dispositional requirements upheld by NMHU's School of Education. Any concerns in any of these areas may initiate the review process. Repeated concerns with no improvement, serious concerns, or violation of policy may result in a teacher candidate's dismissal from the program.

General Field Experiences Policies and Procedures

Professionalism

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

Professional Ethics

Please refer to Appendix A.

Professional Code of Conduct

Please refer to Appendix B.

Confidentiality

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

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

Log of Hours

Teacher candidates will keep a log of hours in all field experiences, to be signed by the cooperating teacher and submitted to Via.

Field Based III (Student Teaching) Policies and Procedures

Attendance and Absences

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

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

Teacher candidates are expected to complete 600 hours, 520 of which must be instructional time. All hours missed due to an absence must be made up.

Student teaching schedule

Teacher candidates are expected to arrive 30 minutes early, and stay 30 minutes late for a total of at least 1 hour a day outside the instructional hours. Teacher candidates should expect to mirror the cooperating teacher's schedule and work similar hours.

Duration of Student Teaching

A full semester of student teaching is equivalent to 16 weeks of full day field placement. All 16 weeks must be with students in a classroom. Teacher candidates are expected to complete 600 hours, 520 of which must be instructional time.

Developmental Progress

Student teaching is structured so that candidates gradually increase their responsibilities during the semester. Student teaching culminates with a full-time responsibility for lead-teaching followed by appropriate reflection time. All teacher candidates are expected to have the responsibility in the classroom as the lead teacher for at least three (3) weeks.

NMHU SOE advocates the various co-teaching models explicated by St. Cloud University and the National Association for Professional Development Schools. NMHU SOE recommends the teacher candidate working primarily as co-teaching support at the beginning of the semester, but also being the lead teacher on certain discreet tasks and activities. In the latter parts of the semester, roles of the cooperating teacher and teacher candidate are reversed, but the cooperating teacher always maintains influence in the classroom. The value of co-teaching models include additional teaching experience for the teacher candidate and greater influence for the cooperating teacher. (Please see the Field Office's documents on Co-Teaching for further details.)

Employment

The student teaching semester should be completely dedicated to the clinical classroom experience, as it is extremely demanding on time, energy, and intellect. Field Based I requires 30 hours of observation. Field Based II requires 60 hours of observation and participation. Field Based III entails approximately 800 hours: 600 hours of classroom work and at least an additional 160 hours of research, planning, assessing, grading, etc. Also, keep in mind that the 445 portfolio course will take an additional 160 hours. There are also high stakes outcomes to these courses, with a passing portfolio being a requirement for passing both courses. The School of Education places high importance in the professional portfolio, and holds teacher candidates accountable for rigorous standards in meeting expectations.

If you are working full-time in the classroom, and being available for parent meetings or community events after school, and additionally working on planning and grading during the evenings, and you are spending three hours one evening each week in the 445 seminar, and you are working on your portfolio on weekends,

when is there time to work a second job? Highlands School of Education recognizes that there is significant financial burden in the obligations and commitments of student teaching, and some teacher candidates choose to take part-time employment to cover some bills. This usually results in less-than-optimal performance in the classroom and with the portfolio. This, in turn, leads to the teacher candidate to not realizing their full potential as a pre-service teacher who is in the final stages of preparing for a highly rewarding but extremely challenging career.

Therefore, teacher candidates currently enrolled in student teaching are strongly 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-hours meetings, are to have priority. To demonstrate dispositional commitment to the profession, teacher candidates will not be excused from school responsibilities due to outside employment. Rather, they should plan in advance to make student teaching their priority. The School of Education faculty expects that teacher candidates 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

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

Conflicts of Interest/Nepotism

Teacher candidates are not allowed to complete student teaching with any immediate family member employed in the same school building. A teacher candidate 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.

Substituting

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

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

Graduation Preparation

During the early weeks of the student teaching semester candidates 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.

Field Experiences for Traditional Initial Licensure Programs

About Field Experiences

Clinical experiences in authentic professional settings offer pre-service teachers the opportunity to effectively build a praxis that integrates mastery of essential theories and best practices, knowledge of chosen subject areas, realization of aptitudes and dispositions, and the hands-on application of these theories and knowledge. This praxis creates equitable access to learning and achievement for all P-12 students, as NMHU School of Education teacher candidates become agents of social change who transform the lives of individuals and communities they serve.

The primary focus in clinical experiences in authentic professional settings is the pre-service teacher's growing mastery with preparation and planning, creating an environment for learning, teaching for learning, and professionalism. We expect our pre-service teachers to achieve effectiveness with these teaching domains, and to seek excellence in teaching, research and service through reflective inquiry and innovation within a culture of continuous improvement.

A core practice in field experiences is "reflective practice" which the School of Education defines as "critical reflection on self and practice as a way to develop both a deep sense of identity and beliefs that ground and continually improve our practices." The purpose of this is, upon graduation from Highlands University, to be fully prepared professionals for Day One of teaching.

In this endeavor, the Field Office works closely with all stakeholders involved: New Mexico PED, school districts, school administrators in our partner schools, mentoring and cooperating teachers, and university supervisors. Our end goal is to transform systems to be more equitable and responsive to the diverse needs of individuals and communities here in the state of New Mexico and across the nation.

Field Experience Scope and Sequence

The School of Education includes three sequential field experiences in its Elementary, Special Education, and Secondary programs:

Field Based I

Early in their program of study, teacher candidates spend 30 hours in classrooms, primarily in the role of observers: to make initial observations of classroom environments, to determine what classroom teachers do, and to reflect upon these observations. The class combines field observations with an on-campus seminar. Concurrent enrollment in GNED 201 is required (unless this course has already been taken and passed). The School of Education requires candidates to gain broad experience in a variety of placements.

Candidates produce a timesheet, to record their classroom visits, and a reflective journal to structure their inquiries into the observations made. In this field experience, teacher candidates begin to become familiar

with the ten InTASC standards, the NMTEACH protocols, and the NMHU School of Education dispositions and core values. In addition to gaining observational experiences, candidates participate in a variety of activities which offer value to schools and their P-12 students: book groups, lunchtime activities, science fairs, etc.

Field Based II

After admission to the School of Education, teacher candidates complete Field Based II, with 60 hours of classroom observation and participation at approved sites. Placement is more focused than in Field Based I, and the grade levels and/or subject areas are in the candidate's major. The Field Office encourages diverse observation experiences in authentic settings, but most hours are in one location, chosen in collaboration with the Field Office.

Candidates produce analytical and reflective reports, based on their field observations of different methods and teaching strategies used in the classroom, and which form the basis for class discussions. Additionally, candidates work with cooperating teachers to implement several classroom lessons within the parameters of the School of Education's co-teaching protocols.

Field Based III

Student teaching at New Mexico Highlands University prepares teachers who are competent in content knowledge and confident in their skills to teach all children. Pre-service teachers work in collaboration with the field Office to ensure a suitable classroom placement, and they complete a 16-week clinical experience which involves a variety of co-teaching methods, collaboration with all aspects of classroom teaching, professional observations and evaluations, and the completion of a professional portfolio.

The purpose of the student teaching Field Based III experience is for all School of Education graduates to be fully prepared to meet the demands of classroom teaching on Day One of their first semester.

	Field Based I (GNED 251)	Field Based II (GNED 351)	Field Based III (451)
When	4 year: Second semester - second year Transfer: Take elsewhere or first semester @ NMHU	Semester Admitted to SOE, ~3rd year At least 1 semester between FB II and FB III	Final Semester
Where	Each level classroom for 5 hours each: • Elementary – K-5 all subjects • Secondary – 6-12 • SPED P-12 – Self-contained classroom (not inclusion, not reverse inclusion) Co-teach in classroom of choice, 10 hours	One classroom in chosen level and subject Potential CT – develop relationship	One classroom in chosen subject (possibly same as FB II)
Pre/Co-requisites	Co-requisite: GNED 201 Future: combine 201 and 251 into one 4 hour course	Admitted to SOE	Admitted to FB III, GNED 445
Background Check?	Yes	Yes	Yes (For licensure)
Clock hours	30 hours (25 hours observation/co-teaching, 5 hours service learning)	60 hours	600 hours, 520 hours instructional time (16 weeks) ~3 weeks as lead teacher
Placement	• FO contacts schools • Provide list potential schools to candidates • Candidates are given a "Letter of Introduction" and go to schools/classrooms on list	• FO contacts schools • Provide list potential schools and CTs to candidates • Candidates complete placement survey • FO assists teacher candidates in finding a quality CT	• Candidates complete placement survey • FO chats with candidate about placement and determines placement options • If candidate has relationship with CT from FB II, may be placed there
Assignments/ Requirements to pass	• Log of hours • Reflective journal (including reflection on service learning) • Observe a teacher using NMTEACH rubric as reference • Dispositions evaluation – instructor and co-teacher • Co-teaching assignment	• Log of hours • Reflective journal • Teach 3 lessons o Literacy, Hands-on, Technology integration • CT evaluates lessons – 2 informal, 1 formal • CT feedback for semester • Lesson plan • Disposition evaluation by CT and instructor • Philosophy of Ed, PDP • Video tape lesson and reflect	• Log of hours • Reflective journal • 3 observations by US (final "3" avg) • 3 observations by CT (final "3" avg) • Disposition evaluation US & CT (at least a "3") • Portfolio ("3" avg) • Video tape lesson and reflect • PDP

Field Experience Scope and Sequence Table

Placement Procedures

Field Based I begins with organized group experiences in partnership schools. Teacher candidates then individually seek suitably interesting classroom placements for their observations and reflections, with the support of the course professor.

Field Based II is collaboratively planned between the Field Office, partnership schools, and the teacher candidate. Once you have applied and gained admission into Highlands' School of Education, you can discuss suitable placement options with your academic advisor and the Field Office. Most of the 60 hours are completed in one classroom, so the pre-service teacher can develop a good quality working relationship with a cooperating teacher. But NMHU students also visit other classrooms to ensure they gain the necessary experiences for Field Based II.

Field Based III is collaboratively planned between the Field Office, partnership schools, and the teacher candidate. Current PED policies require the Cooperating Teacher to have a Level 2 or 3 License, and be evaluated as Highly Effective. NMHU SOE requires a Principal recommendation, and, of course, the Cooperating Teacher needs to express a desire to perform this demanding and challenging role.

Field Based III as a Long-Term Substitute Teacher

In some circumstances, teacher candidates are allowed to complete their student teaching while working as a long term substitute in a classroom. These candidates are assigned a Mentor Teacher to support them in data-driven planning, instruction, and assessment, and to complete observations. Completing Field Based III as a long term substitute is not encouraged as it is particularly challenging for the teacher candidate because of lack of experience and the absence of daily support and modeling derived from having a cooperating teacher.

The Field Experience Office makes the decision of whether a teacher candidate will be allowed to complete Field Based III as a Long-Term Substitute. This decision is based on a series of criteria, including the teacher candidate's experience and dispositions, availability of outstanding mentor teachers, and overt school district administrative support. Any teacher candidate who wants to be considered for this option must meet minimum qualifications and have a meeting with the Field Experience Office.

Termination of a Placement

The Field Experience Office should be notified if there are any concerns about a placement. All concerns must be documented with interventions before a placement change will be considered.

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

Additionally, NMHU has no obligation to provide another placement for the teacher candidate in the event of termination. The University Supervisor and the Director / Coordinator of Field Experiences will decide on

appropriate action for that semester. In the case of a withdrawal, the university has no further obligation to provide the teacher candidate with a chance to complete the field experience sequence. The candidate would have to reapply and, if approved, accept the conditions determined necessary by the School of Education.

Any Practicum or Field Based I, II, or III teacher candidate may be terminated or removed from their field experiences for any violation of the Teacher Code of Ethics of the Education Profession (NM State Board of Education Regulation No. 93-16) or the NMHU Professional Code of Conduct (Appendix B).

Field Based III Expectations and Procedures

The Teacher Candidate

Participation Expectations

From the first day of student teaching, the teacher candidate 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 teacher candidate as readiness and acceptance is shown. Such assistance with classroom activities will create a favorable background for teaching.

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

1. Planning and Preparation:
    a. Assist your cooperating teacher with research on the content area using existing resources and seeking out resources beyond the school district
    b. Inquire into your cooperating teacher's choices with instructional objectives and lesson activities, appropriate pedagogies to engage all students, appropriate integration of technology into lesson activities, and appropriate assessment protocols
2. Creating an Environment for Learning
    a. Assist your cooperating teacher with maintaining high levels of student enthusiasm
        i. Read to the class or a small group
        ii. Work with peer review groups on revisions to their work
        iii. Assist pupils in laboratory activity settings
        iv. Aid individual students or small groups in understanding difficult problems and concepts
    b. Assist your cooperating teacher with managing classroom procedures
        i. Post and share lesson objectives with students
        ii. Distribute and collect material from students
        iii. Accompany students to the playground, assembly, and other group activities
    c. Assist your cooperating teacher with
        i. Cafeteria and/or bus duty
        ii. Hallway monitoring
        iii. School grounds supervision
        iv. Assembly supervision
    d. Inquire into your cooperating teacher's choices with

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          i. How the classroom's physical space is organized

         ii. How all students have equitable access to learning

       iii. How he or she approaches classroom management

3. Teaching for Learning

    a. Assist your cooperating teacher with

          i. Posting and sharing lesson information on the chalkboard

         ii. Reading instructions and clarifying directions

       iii. Facilitating student discussions in the classroom

       iv. Working with small groups

        v. Checking students' understanding

       vi. Monitoring tests

      vii. 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.)

    b. Inquire into your cooperating teacher's ideas about

          i. Which activities will be most effective when you are taking on a larger role in the classroom

         ii. How best to use formative assessment when you are taking on a larger role in the classroom

       iii. How to maintain flexibility and responsiveness to students' levels of learning when you are taking on a larger role in the classroom

4. Professionalism

    a. Assist your cooperating teacher with

          i. Parent conferences

         ii. Working collaboratively with other teachers

       iii. Maintaining accurate data on student performance

    b. Participate in

          i. Meetings (general staff, grade level, department, IEP, curriculum, in-service training, etc.)

         ii. District events, like school board meetings

    c. Inquire into which areas of your practice your cooperating teacher feels are most beneficial for reflection.

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

as possible. Please refer to the Field Office document for co-teaching models, and plan for discussions with Cooperating Teacher and Field Office about the application of these protocols.

General Expectations

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

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

- The ability to follow the schedule of cooperating teacher, and be prepared to come in before school and/or stay after school ends

- Understand that you are a guest in the cooperating teacher's classroom

- Knowledge in your major teaching discipline(s)

- Professionalism in dress, attendance, language, and interaction with students, parents and colleagues

- Confidentiality in dealing with student information

- Enthusiasm, initiative, and a willing attitude for continued learning

- Ability to accept and use constructive criticism

- Adherence to state, district and school policies & procedures

- Loyalty to your school, students, and cooperating teacher

- Attention to all administrative and instructional responsibilities

- Timely completion of all program requirements

- Timely communication of any problems or concerns

- Continued improvement in demonstrating your competency as a teacher.

Addressing Concerns

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

Experience has shown that most teacher candidate concerns can be resolved during discussion with the person(s) involved (cooperating teacher, university supervisor, or professor). If the concerns are not resolved with consensus during this discussion, contact the Field Experiences Office, your Department Chair, or the Dean of the School of Education.

The University Supervisor

Description:

The university supervisor serves both the teacher candidate and cooperating teacher and must be a readily accessible confidant, trouble shooter, resource person, and teacher.

- Qualifications:
    - NMTEACH certified
    - Level 2 license, or 3 or more years documented teaching experience in P-12
    - Active, positive, collaborative participation in Field activities
- Expectations:
    - Complete training and orientation provided by the SOE
    - Provide three (3) formal observations of the teacher candidate's performance using the NMTEACH rubric (Appendix E), documented in Via with specific, actionable, and supportive formative feedback. Observations must occur within the weeks specified in the Field Based III Timeline (Appendix C).
    - Arrange to observe a least one lesson alongside the cooperating/mentor teacher.
    - Following each observation, discuss the results and recommendations of the observation with the teacher candidate.
    - If a teacher candidate is experiencing difficulty, increased contact is expected.
    - Check in with the cooperating/mentor teacher and teacher candidate to discuss progress, and review the evaluations completed by the cooperating/mentor teacher.
    - Submit evaluative references for teacher candidates who request them
    - Unbiased assessment of student teaching performance
    - Support during times of personal and professional concern
    - Recognition of success
    - Provision of final evaluation ratings and an assessment of the electronic portfolio
    - Timely response to professional concerns, including inadequate performance and inappropriate behavior by teacher candidates
    - Professional courtesy in working together

The Cooperating Teacher

Description:

Selection as a cooperating teacher is tacit endorsement of a teacher's competence, commitment to students, and skill in human relations. Teacher candidates 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.

- Qualifications:
    - Level 2 or 3 License
    - Highly Effective Summative Rating
    - Principal recommendation
    - Have desire to be a CT
- Expectations:
    - The teacher candidate is accorded the same status as fully certified teachers. The initial days of student teaching are crucial for the teacher candidate. Each cooperating teacher should ensure that the teacher candidate feels welcome. Introductions to school faculty and staff, as well as other personnel employed in the school, are important. The teacher candidate should be familiarized with the building and grounds, routine school matters, and appropriate working relationships with other members of the school staff. The teacher candidate should be introduced to the students in a way that encourages them to respond to the teacher candidate as a classroom teacher.
    - Review the NMHU School of Education's information on co-teaching models and make decisions in collaboration with the teacher candidate about which ones to experiment with.
    - Provide the opportunity for the teacher candidate to learn through active observation of the cooperating teacher's instructional methods
    - Assist the teacher candidate in learning to plan for instruction
    - A gradual induction of the teacher candidate into lead teaching responsibilities
    - A structured and incremental withdrawal of support as the teacher candidate transitions into lead teaching responsibilities
    - Prompt communication regarding areas for improvement
    - Provision of specific suggestions for improvement (Observation and evaluation feedback should be specific, actionable, and supportive)
    - Recognition of demonstrated improvement and strengths
    - A willingness to listen to the teacher candidate's concerns
    - The cooperating teacher should assemble materials and equipment to assist the teacher candidate. Helpful items include:

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- Desk or table for individual use; secure place for personal items
- Instructional materials including textbooks, manuals, and curriculum guides
- Name of teacher candidate 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.

- Complete training and orientation provided by the SOE
- Provide three (3) formal observations of the teacher candidate's performance using the NMTEACH rubric (Appendix E), documented in Via with specific, actionable, and supportive formative feedback. Observations must occur within the weeks specified in the Field Based III Timeline (Appendix C).
- Arrange to observe a least one lesson alongside the university supervisor.
- Informal evaluations with feedback 1x a week
- Check in with the university supervisor and teacher candidate to discuss progress.

The Mentor Teacher

Description:

The mentor teacher is assigned to teacher candidates who are completing their student teaching semester while employed as the teacher of record on an internship license or as a long-term substitute. The expectations are similar to those of the cooperating teacher, but additional support is expected since the teacher candidate is in their own classroom.

- Qualifications:
  - Level 2 or 3 license
  - Highly Effective Summative Rating
  - Strong Leadership Qualities
  - Evidence of leadership in school
  - Desire to be mentor teacher
- Expectations:
  - Assist in learning to plan for instruction
  - Prompt communication regarding areas for improvement

- o Provision of specific suggestions for improvement (Observation and evaluation feedback should be specific, actionable, and supportive)
- o Recognition of demonstrated improvement and strengths
- o A willingness to listen to the teacher candidate's concerns

- o Complete training and orientation provided by the SOE
- o Meet with teacher candidate no less than twice a week
- o Walkthrough 1x a week (informal evaluation with feedback)
- o Provide three (3) formal observations of the teacher candidate's performance using the NMTEACH rubric (Appendix E), documented in Via with specific, actionable, and supportive formative feedback. Observations must occur within the weeks specified in the Field Based III Timeline (see Appendix C).
- o Arrange to observe a least one lesson alongside the university supervisor.
- o Check in with the university supervisor and teacher candidate to discuss progress.

Formal Observation Procedure:

The cooperating/mentor teacher and the university supervisor are expected to complete three (3) observations each, Using the NMTEACH Domains 2 and 3 Rubric (Appendix E) during the student teaching semester. During the first few weeks of student teaching, the teacher candidate will meet with their cooperating/mentor teacher and with their university supervisor to create tentative schedules for when the observations take place and will complete the Observation Schedule form to be submitted in Via by week 4. Each observation is required to take place within a specific three week window (see Appendix C).

Following the observation, the teacher candidate and the evaluator will meet and discuss the evaluation and feedback. This meeting will occur within five (5) days of the observation. The teacher candidate will write a reflection on the observation and discuss the feedback and plans for improvement.

Appendix A – Teacher Code of Ethics

Preamble

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

Principle I: Commitment to the Student

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

1. Deal justly and considerately with each student;

2. Encourage the student to study and express varying points of view and respect his/her right to form his/her own judgment;

3. Conduct conferences with concerning students in an appropriate place and manner;

4. Seek constantly to improve learning facilities and opportunities.

Principle II: Commitment to the Community

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

1. Share the responsibility for improving the educational opportunities for all;

2. Recognize that each educational institution has a person authorized to interpret its official policies;

3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy;

4. Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiencies, and take action deemed necessary and proper;

5. Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates 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]

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Appendix B – Standards for Professional Conduct

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

Commitment to Students

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

Commitment to the Community

- ❖ Maintain a sense of decorum and professionalism, respecting all student and teacher confidentiality, at all times: at work or not at work.
- ❖ Maintain a positive disposition when in public
- ❖ Not make false or malicious statements about a colleague, student, parent, and/or community member

Commitment to the Profession

- ❖ Be respectful of all students at all times
- ❖ Make reasonable effort to protect the students from conditions harmful to learning, health, and safety
- ❖ Not expose students to embarrassment or humiliation
- ❖ Not unfairly exclude any student from participation in any program, deny benefits to any student, and/or grant any advantage to any student on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social or cultural back ground or sexual orientation
- ❖ Not use professional relationships with students for private advantage, nor have any personal relationship with students
- ❖
- ❖ Be an exemplary model of classroom behavior
- ❖ Remain positive and enthusiastic even when things are not going as well as one would hope or expectations
- ❖ Teach to each student with the intention of meeting that student's needs, strengths, weaknesses and preferences for particular learning styles
- ❖ Demonstrate profound commitment to all NMHU SOE policies: ADA, Harassment, Title IX, Mandatory Reporting.

Commitment to Professional Employment Practices

- ❖ Punctually attend school each day

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

Specifics we all need to follow

- ❖ Turn your cell phone off when you enter the classroom
- ❖ If you are to leave it on vibrate due to exceptional circumstances, inform your cooperating teacher
- ❖ Only check texts and calls at lunchtime when you are on break
- ❖ If you are monitoring students for lunch duty, you are at work and responsible for students' health and safety, so you do not want use your phone
- ❖ Avoid placing hands on a student, or causing a student harm through action or negligence
- ❖ Do not use personal social media to communicate with students

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

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

- ❖ Use professional language at all times
- ❖ Use the discourse of the profession
- ❖ Do not refer to any student challenges in casual language or with slang terms

- ❖ Strictly avoid any profanity
- ❖ When under stress, take a breath and think before speaking or acting

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

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

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

Appendix C – Field Based III Timeline

Week	Observations	Due
Week One		
Week Two		Initial Conference Form Due in Via School District Calendar Due to field supervisor
Week Three		Professional Ethics, Code of Conduct, Assignment Sheet, and Student Teaching Contract Due in Via
Week Four		Observations Schedule Due in Via
Week Five	Cooperating Teacher Observation #1	
Week Six		
Week Seven	University Supervisor Observation #1	
Week Eight		Cooperating Teacher Observation #1 DUE in Via University Supervisor Observation #1 DUE in Via Teacher Candidate Evaluation Reflections Due in Via
Week Nine	Cooperating Teacher Observation #2	
Week Ten		
Week Eleven	University Supervisor Observation #2	
Week Twelve		Cooperating Teacher Observation #2 DUE in Via University Supervisor Observation #2 DUE in Via Teacher Candidate Evaluation Reflections Due in Via
Week Thirteen		
Week Fourteen	Cooperating Teacher Observation #2	
Week Fifteen	University Supervisor Observation #2	
Week Sixteen		Cooperating Teacher Observation #3 DUE in Via Cooperating Teacher Dispositions Eval DUE in Via University Supervisor Observation #3 DUE in Via University Supervisor Dispositions Eval DUE in Via Teacher Candidate Evaluation Reflections Due in Via

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Appendix D – NMHU School of Education Dispositions Evaluation Rubric

This rubric is intended for the dispositional evaluation of candidates enrolled in programs within the school of education. Each disposition is evaluated on a four point scale, where 3 – Proficient is the expected minimum rating for candidates when they exit the program. Each level on the scale includes examples of behaviors relating to the disposition.

	1- Unacceptable	2- Developing	3- Proficient	4- Advanced
Critical Thinking	The candidate does not demonstrate critical thinking skills. Observable behaviors may include: • Does not consider multiple perspectives • Does not address problems or seek solutions • Does not make an effort to think things out for himself or herself • Does not ask questions • Accepts ideas without considering evidence	The candidate demonstrates emerging critical thinking skills. Observable behaviors may include: • Appears interested in other points of view, but has difficulty considering multiple perspectives • Requests assistance when presented with a problem or difficulty • Over-generalizes or misses the point • Gets sidetracked on irrelevant information • Asks non-essential questions	The candidate demonstrates effective critical thinking skills. Observable behaviors may include: • Invites and considers multiple perspectives (synthesis and evaluation) • Seeks solutions when presented with a problem or difficulty • Collects appropriate information when making decisions • Poses relevant questions • Focused on essentials • Engages in synthesis and evaluation continuously as needed	The candidate demonstrates exemplary critical thinking skills. Observable behaviors may include: • Articulates multiple perspectives independently • Proactively identifies potential problems and solutions that are applied appropriately • reflects and makes decisions based on assessment data and analysis • Creatively engages cognitive dissonance

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Reflective Practice	**The candidate does not engage in reflective practice.** **Observable behaviors may include:** • Avoids self-reflection or is unable to self-reflect for growth • Reacts defensively to suggestions and constructive feedback • Resists change and complains about it • Does not demonstrate intellectual curiosity • Responds to frustration, stress, or change inappropriately • Does not take initiative or risks • Unwilling to try again after a failure	**The candidate occasionally engages in reflective practice.** **Observable behaviors may include:** • Superficially self-reflects • Hears yet dismisses suggestions • Recognizes changes and the need to adjust • Displays emerging signs of intellectual curiosity • Responds to pressure, frustration, and stress appropriately • Rarely takes initiative; unwilling to take risks • Hesitant to try again after a failure	**The candidate regularly engages in reflective practice.** **Observable behaviors may include:** • Self-reflects for growth • Responds thoughtfully to critique and suggestions • Accepts changes • demonstrates intellectual curiosity • Works well under pressure or opposition and is able to adjust while maintaining a calm demeanor • Takes initiative; willing to take risks • Willing to try again after a failure • Critical consumer of research	**The candidate continuously engages in reflective practice.** **Observable behaviors may include:** • Is committed to self-reflection and seeks out suggestions for growth • Self-critiques • Embraces change • Displays open-mindedness and freedom from fixed preconceptions • Demonstrates flexibility • Takes initiative; takes risks • Reflects on and learns from failures • integrates research into practice

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Ethical Practice	**The candidate does not demonstrate ethical practice.** **Observable behaviors may include:** • Displays a pattern of dishonest behavior • Deliberately lies for personal gain • Betrays confidences • Does not treat others fairly and equitably • Does not exert reasonable effort to protect others from conditions that are harmful or interfere with learning • Sometimes disregards policies and procedures or wants exceptions to be made for them • Thinks policies are for other people	**The candidate demonstrates some adherence to ethical practice.** **Observable behaviors may include:** • Is truthful and honest in dealing with others except in minor and isolated circumstances • Strives to be trustworthy and keep their word • Inconsistently maintains confidentiality • Usually treats others fairly and equitably • Usually exerts reasonable effort to protect others from conditions that are harmful to their health or safety or interfere with learning • Usually follows policies and procedures without having to be reminded	**The candidate demonstrates commitment to ethical practice.** **Observable behaviors may include:** • Is truthful and honest in dealing with others • Shows integrity in challenging situations • Maintains confidentiality • Exhibits consistent and equitable treatment of others • Exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety • Follows policies and procedures consistently and accepts responsibility for following them	**The candidate models exemplary standards for ethical practice.** **Observable behaviors may include:** • Has a reputation for always being truthful and honest with others • Described as a model of integrity • Maintains confidentiality • Demonstrates and advocates for equitable treatment of others • Initiates preventative methods to protect others from conditions that are harmful to their health and safety or interfere with learning • Follows policies and procedures and encourages others to do so

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Preparation and Commitment	**The candidate is not prepared and does not demonstrate commitment to their profession.** **Observable behaviors may include:** • Is frequently late or absent, unreliable • Frequently misses deadlines • Demonstrates a lack of attention to personal presentation • Completes work without attention to quality, clarity • Fails to notify instructor/ supervisor before absence/ tardiness • Frequently fails to meet professional responsibilities • Appears to act only in self interest	**The candidate is usually prepared and demonstrates minimal commitment to their profession.** **Observable behaviors may include:** • Is usually punctual and reliable • Usually meets deadlines • Demonstrates minimal attention to personal presentation • Completes the work to meet minimum requirements for quality, clarity • Notifies instructor/supervisor before absence/ tardiness • Meets professional responsibilities with minimal prompting and guidance	**The candidate is well prepared and demonstrates commitment to their profession.** **Observable behaviors may include:** • Punctual, well-prepared, reliable, and dependable • Meets deadlines • Demonstrates careful attention to personal presentation • Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work • Usually makes arrangements with instructor/supervisor when absence is necessary • Meets professional responsibilities with no prompting or guidance	**The candidate is well prepared beyond expectations and demonstrates exemplary commitment to their profession.** **Observable behaviors may include:** • Punctual, well-prepared, reliable, and dependable • Plans in advance and completes work before deadlines • Demonstrates careful attention to personal presentation • Creates work of exceptional quality with evidence of personal reflection, revision, initiative, and creativity • Always makes arrangements with instructor/supervisor when absence is necessary • Goes beyond expectations without prompting • Consistently independent

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Professional Development	**The candidate does not participate in professional development.** **Observable behaviors may include:** • Shows no interest in pursuing a personal plan for professional growth • Ignores opportunities for development when they arise • Resist learning about newest trends in the field	**The candidate participates in required professional development.** **Observable behaviors may include:** • Shows limited interest in pursuing a personal plan for professional growth • Limits participation in professional development to required activities • Shows little interest in keeping current on newest trends in the field	**The candidate actively participates in professional development.** **Observable behaviors may include:** • Seeks out opportunities as part of a personal plan for professional growth • Is active in professional development (active member of professional organization, volunteers for service) • Is willing to keep current on newest trends in the field	**The candidate is committed to personal growth through professional development.** **Observable behaviors may include:** • Maintains and revisits a personal plan for professional growth • Is highly engaged in professional development • Keeps current on newest trends in the field

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Authenticity and Emotional intelligence	**The candidate is not authentic and demonstrates a lack of emotional intelligence.** **Observable behaviors may include:** • Demonstrates a pattern of losing control of emotions, showing outbursts of anger or disrespect • Avoids personal responsibility for own emotions, blaming others and/or circumstances for loss of control • Does not demonstrate confidence, poor posture, hesitation, timid • Is regularly overly confident or arrogant • Demonstrates indifference or apathy • Is unaware of or indifferent to issues of diversity	**The candidate is somewhat authentic and demonstrates some emotional intelligence.** **Observable behaviors may include:** • Is susceptible to losing control of emotions in isolated circumstances • Accepts personal responsibility for own actions and works toward developing more appropriate responses • Usually demonstrates confidence, but shows some hesitation • Shows some overconfidence or arrogance • Demonstrates sympathy • Is somewhat aware of issues of diversity	**The candidate is generally authentic and demonstrates emotional intelligence.** **Observable behaviors may include:** • Maintains control of emotions, except under rare circumstances • Accepts and reflects on alternative methods of expressing emotions, making sincere amends for rare loss of control • Demonstrates confidence through posture and tone of voice • Demonstrates empathy • Is aware of and concerned about issues of diversity	**The candidate is authentic and demonstrates high emotional intelligence.** **Observable behaviors may include:** • Maintains control of emotions regardless of circumstances • Accepts complete responsibility for actions, employing effective conflict resolution strategies • Is willing to be authentic, open, and honest. • Demonstrates empathy and compassion • Is sensitive to issues of diversity

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Social Justice and Cultural Competence	**The candidate does not demonstrate respect for social justice, or cultural competence.** **Observable behaviors may include:** • Does not value social, economic, and political equity for individuals and groups that differ by gender, race, socio-economic status, disability, and sexual orientation • Lacks interest in alternative perspectives. • Demonstrates a negative attitude toward those from disadvantaged populations. • Avoids those who present viewpoints or experiences that differ from own • Participates in the use of negative stereotypes and language in interactions with others • Acts on the belief that not all children can learn • Is unaware or unwilling to reflect upon own knowledge, skills, and dispositions concerning diversity, preventing change or growth • Shows bias against individuals or groups	**The candidate demonstrates some respect for social justice, and some cultural competence.** **Observable behaviors may include:** • Shows some respect for social, economic, and political equity for individuals and groups that differ by gender, race, socio-economic status, disability, and sexual orientation • Reluctantly listens to other perspectives • Demonstrates a neutral attitude toward those from disadvantaged populations. • Usually works only with those of similar backgrounds and viewpoints but generally interacts with others in a polite and professional manner • Does not intervene when others use negative stereotypes and language • Is conflicted about the belief that all children can learn • Exhibits inconsistent or inaccurate analysis of own knowledge, skills, and dispositions concerning diversity	**The candidate demonstrates respect for social justice, and cultural competence.** **Observable behaviors may include:** • Respects and values social, economic, and political equity for individuals and groups that differ by gender, race, socio-economic status, disability, and sexual orientation • Demonstrates an appreciation for multiple, alternative, and compelling perspectives from others while constructing their own independent knowledge • Demonstrates a caring and empathetic attitude toward those from disadvantaged populations. • Works constructively with others of different backgrounds and viewpoints • Voices discomfort with other's use of negative stereotypes and language in interactions with others • Demonstrates belief that all children can learn • Analyzes own knowledge, skills, and dispositions concerning diversity to grow personally and professionally	**The candidate demonstrates advocacy for social justice, and high cultural competence.** **Observable behaviors may include:** • Advocates for social, economic, and political equity for individuals and groups that differ by gender, race, socio-economic status, disability, and sexual orientation • Seeks out multiple, alternative, and compelling perspectives from others while constructing their own independent knowledge. • Demonstrates a caring and empathetic attitude toward those from disadvantaged populations. • Actively seeks opportunities to work and interact with others of different backgrounds and viewpoints • Confronts use of negative stereotypes and language in interactions with others • Acts on the belief that all children can learn and sets challenging expectations • Serves as an advocate for the benefits of diversity based on own growth

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Communication	**The candidate does not demonstrate appropriate use of written and oral communication.** **Observable behaviors may include:** • Written, oral, or non-verbal communication is inappropriate for the situation or intended audience • Confuses formal and informal situations • Demonstrates a poor mastery of academic language; errors interrupt the meaning • Non-verbal communications are distracting • Fails to use active listening • Verbal fillers impede message • Tone and pitch are offensive • Does not share information in an appropriate manner • Does not respond appropriately to verbal and non-verbal cues, unaware of needs of others	**The candidate demonstrates an effort to use appropriate written and oral communication.** **Observable behaviors may include:** • Demonstrates some effort to communicate effectively in oral and written communication • Considers the audience and situation in communications • Language errors do not interrupt the meaning • Non-verbal communications are not a distraction • Sometimes listens actively • Pervasive use of multiple verbal fillers • Volume is too low or too high, pitch is unsettling, tone is unpleasant • Usually shares information in an appropriate manner • Sometimes reads verbal and non-verbal cues accurately	**The candidate demonstrates appropriate use of written and oral communication.** **Observable behaviors may include:** • Demonstrates an effort to communicate effectively in oral and written communication • Uses appropriate communications for the situation • Uses non-verbal communications appropriately • Usually listens actively (head nodding, eye contact, body turned toward speaker) • Limited use of verbal fillers • Volume and pitch are appropriate, tone is pleasant • Demonstrates the sharing of information in an appropriate manner • Accurately reads verbal and nonverbal cues and responds appropriately • Respectful during interactions	**The candidate demonstrates highly effective use of written and oral communication.** **Observable behaviors may include:** • Effectively adapts written and oral communication to the situation • Demonstrates integrity and diplomacy in communications • Uses non-verbal communications effectively • Listens actively (head nodding, eye contact, body turned toward speaker) • Verbal communication is free of verbal fillers • Volume and pitch are appropriate, tone is pleasant • Has appropriate professional relationships with others • Responds effectively to others' verbal and non-verbal cues • Treats others with dignity and respect

	1 - Unacceptable	2 - Developing	3 - Proficient	4 - Advanced
Collaboration	**The candidate demonstrates ineffective collaboration skills. Observable behaviors may include:** • Shows no interest in the contributions of others to the group • Critical and judgmental when not in agreement, insensitive to others' feelings • Avoids conversations or is argumentative with peers, professionals, families, and/or community members • Puts forth little or no effort to do a fair share of the work • Demonstrates no initiative on collaborative settings • Actively avoids engaging with others • Shows little or no regard for other people or their ideas • Does not attempt to lead group, or attempts to control group rather than lead, domineering	**The candidate demonstrates partially effective collaboration skills. Observable behaviors may include:** • Accepts the ideas of others • Tolerant of others when not in agreement • Attends to conversations with peers, professionals, families, and/or community members • Conforms to assigned roles, doing only the minimum required work • Demonstrates limited initiative in collaborative settings • Makes little effort to engage with others • Employs social skills that make others uncomfortable in interactions • Makes limited attempts to take charge at any point in collaboration	**The candidate demonstrates effective collaboration skills. Observable behaviors may include:** • Incorporates ideas of others to promote group success • Supportive even if not in agreement, sensitive to others' feelings • Willingly and consistently participates in conversations with peers, professionals, families, and/or community members • Contributes ideas and effort to the group • Takes initiative with group responsibilities, completing in timely manner • Conveys warmth, positivity, shows effort to engage with others • Earns the trust and respect of others • Provides direction for group without controlling group	**The candidate demonstrates highly effective collaboration skills. Observable behaviors may include:** • Encourages the use of ideas from all to ensure group success • Encourages input from others even if not in agreement • Actively facilitates conversations with peers, professionals, families, and/or community members • Actively contributes to positive group functioning • Takes a leadership position in groups and promotes completion of tasks by group members • Facilitates connectedness, actively engages with others and shows effort to bring others in • Creates trust among colleagues and peers

Appendix E – NMTEACH Domains 2 and 3 Rubrics

NMTEACH 2A: Creating an Environment of Respect and Rapport

1: Not Competent (Ineffective)	2: Moderate Support (Minimally Effective)	3: Minimal Support (Effective)	4: Independent Practitioner (Highly Effective)
Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students' cultural backgrounds and may include: • sarcasm; • put-downs; • conflict.	Classroom interactions between the teacher and students and among students are generally positive but may include: • some conflict; • occasional displays of insensitivity; and • occasional lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between teacher and students and among students: • exhibit politeness and respect; • support students in managing disagreements; • create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected; and • display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions.	In addition to the indicators for effective, classroom interactions between the teacher and students and among students: • exhibit a high degree of respect; • reflect warmth and caring; • reflect a high degree of sensitivity to students' cultures that may include purposeful teacher-student or student-student dialog in multiple languages; and • reflect a high degree of sensitivity to students' levels of development.

NMTEACH 2B: Organizing Physical Space

1: Not Competent (Ineffective)	2: Moderate Support (Minimally Effective)	3: Minimal Support (Effective)	4: Independent Practitioner (Highly Effective)
The teacher organizes the classroom in such a way that: • it is potentially unsafe; • students do not have access to learning or materials; and • it lacks alignment between the environment and the lesson's activities.	The teacher organizes the classroom in such a way that: • ensures essential learning is accessible to most students; • demonstrates a moderate use of physical resources, including technology; and • it is partially aligned to the lesson's activities.	The teacher organizes the classroom in such a way that: • essential learning is accessible to all students; • the physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings; • evidence of student learning is posted; • learning outcomes, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference; • visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities; and • provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc.	In addition to the indicators for effective, the teacher organizes the classroom in such a way that: • visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency; and • students can contribute to the use or adaptation of the physical environment, such as preferential seating, study carrels, quiet areas, etc. to advance their own learning.

NMTEACH 2C: Establishing a Culture for Learning

1: Not Competent (Ineffective)	2: Moderate Support (Minimally Effective)	3: Minimal Support (Effective)	4: Independent Practitioner (Highly Effective)
The classroom culture is characterized by • a negative culture for learning, including a low teacher commitment to the subject; • low expectations for student achievement and engagement; and • little or no student effort.	The classroom culture is characterized by • some teacher commitment to the subject; • modest expectations for student achievement; • some student effort; and • students and teacher "going through the motions" to be compliant.	The classroom culture is characterized by • high expectations for all students with a high level of teacher commitment to the subject; • norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue; • supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals; • authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary; and • student commitment to the subject and demonstration of pride in their efforts.	In addition to the indicators for effective, the classroom culture is characterized by • high levels of enthusiasm for the subject by teacher and students; • students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g., ID, ED); and • students being encouraged to reflect on their personal learning and growth.

NMTEACH 2D: Managing Classroom Procedures

1: Not Competent (Ineffective)	2: Moderate Support (Minimally Effective)	3: Minimal Support (Effective)	4: Independent Practitioner (Highly Effective)
A majority of instructional time is lost due to • inefficient classroom routines; • inefficient procedures for transition; • inefficient use of supplies and materials; and • use of developmentally inappropriate procedures.	Some instructional time is lost due to • partially effective classroom routines and procedures that may or may not be developmentally appropriate; • partially effective routines for transition; and • partially effective use of supplies and materials.	Little instructional time is lost because of • established routines and procedures that are developmentally appropriate for all students and may include modifying speech and wait time to ensure understanding of the routines; • routines and procedures that are designed to keep students' interest, maximize learning, and assist in transitions; and • implementation of a well-organized system for accessing materials, including supplies and manipulatives.	Almost no instructional time is lost because of • students' internalization of daily routines; • students' taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; and • implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives.

NMTEACH 2E: Managing Student Behavior

1: Not Competent (Ineffective)	2: Moderate Support (Minimally Effective)	3: Minimal Support (Effective)	4: Independent Practitioner (Highly Effective)
There is no evidence that standards of conduct have been established as demonstrated by • lack of a plan for student behavior or classroom management; • little or no teacher monitoring of student behavior; • responses to student misbehavior that are repressive or disrespectful of student dignity; and • lack of awareness, or no implementation, of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable.	There is minimal evidence that standards of conduct have been established as demonstrated by • some evidence of a student behavior management plan; • minimal effort to monitor students' behavior; • inconsistent response to student misbehavior; and • unsuccessful implementation of the student's FBA/BIP strategies, when applicable.	The teacher designs standards of conduct that • are supported by an effective student behavior management plan with students' knowledge of their roles; • create an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation; • are communicated clearly and modeled to all students; and • ensure responses to student misbehavior are consistent, respect the students' dignity, are sensitive to cultural differences, and are in accordance to the student's FBA/BIP strategies, when applicable.	In addition to the indicators for effective, the teacher • allows student ownership of the plan; • creates opportunities for students to lead the implementation of the student behavior management plan; • provides evidence of students' participation in setting conduct standards and monitoring their own behavior; • monitors student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities; and • responds with sensitivity to individual student needs and according to FBA/BIP, when applicable.

NMTEACH 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development

1: Not Competent (Ineffective)	2: Moderate Support (Minimally Effective)	3: Minimal Support (Effective)	4: Independent Practitioner (Highly Effective)
The communication and delivery of expectations for learning, directions, procedures, and explanations of content are not present or are unclear and/or confusing to students.	The communication and delivery of expectations for learning, directions, procedures, and explanations of content are limited, vague, and/or lack clarity.	The communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include • desired learning outcomes, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; • use of clear communication and a range of vocabulary with scaffolds to ensure learning outcomes are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues; • instructions and procedures that are consistent and anticipate possible student misconceptions; • content that is delivered and differentiated by including the use of the students' academic English language proficiency levels and/or IEP goals, as applicable; and • use of opportunities to connect to students' cultural and linguistic background knowledge.	In addition to the indicators for effective, the communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include • strategies for students to interact with each other and offer feedback to peers; • grade-level appropriate, understandable language with scaffolds that support students' language and academic proficiency levels and IEP goals for content and explanation of academic tasks; • ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; • intentionally creating connections to students' cultural and linguistic background knowledge; • opportunities for students to lead and direct lesson components.

NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse			
1: Not Competent (Ineffective)	**2: Moderate Support (Minimally Effective)**	**3: Minimal Support (Effective)**	**4: Independent Practitioner (Highly Effective)**
The teacher's questioning techniques • do not allow for interaction between teacher and student or student-to-student; • do not use scaffolds as appropriate for the developmental, cognitive, and/or linguistic needs of the students; • are not aligned to content and provide no opportunity for student engagement; • use low-level or inappropriate questions; and • elicit limited student participation and recitation rather than discussion.	The teacher's questioning techniques • provide minimal opportunities for interaction between teacher and student and student-to-student; • have limited use of scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use low-level questions that evoke minimal student engagement; • have some questions that elicit a thoughtful response, but are posed in rapid succession with no wait-time, and may be answered by the teacher; and • do not include a system that allows all students to respond.	The teacher's questioning techniques • provide frequent opportunities for interaction between teacher and student and student-to-student; • use scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use pre-planned questions or tasks; • use systems that evoke responses from all students and are appropriate to students' developmental, cognitive, and academic language proficiency, including the use of wait-time; • consistently engage students in high levels of thinking within the specialized instruction and content; and • allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.	In addition to the indicators for effective, the teacher's questioning techniques • allow consistent, analytical, and collaborative approaches to understanding; • scaffold for a deep understanding of concepts, using academic language; • create opportunities for student-led discussion and debate of key concepts; • allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; • incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; and • include the use of prompts to support students' responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students.

NMTEACH 3C: Engaging Students in Learning			
1: Not Competent (Ineffective)	**2: Moderate Support (Minimally Effective)**	**3: Minimal Support (Effective)**	**4: Independent Practitioner (Highly Effective)**
Activities, assignments, materials, pacing, and grouping of students are inappropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in low student engagement.	Activities, assignments, materials, pacing, and grouping of students are somewhat appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in moderate student engagement in which • the teacher does not connect the lesson to prior understanding; • the lesson activities do not align with the desired learning outcomes; • the lesson structure is not fully maintained; and • the pacing is somewhat appropriate for some learners.	Activities, assignments, materials, pacing and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in good student engagement in which • the teacher explicitly connects the lesson to prior understanding and student background experience; • the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; • the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; • the teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning; • the teacher assesses student engagement and understanding and adapts methods for improved learning when needed; and • students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening, based on their instructional needs.	In addition to the indicators for effective; activities, assignments, materials, pacing, and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in high intellectual student engagement in which • the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; • students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; • the lesson incorporates multiple means of representation, expression, and engagement; • the teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate; and • the teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed.

NMTEACH 3D: Assessment in Instruction

1: Not Competent (Ineffective)	2: Moderate Support (Minimally Effective)	3: Minimal Support (Effective)	4: Independent Practitioner (Highly Effective)
Assessments are infrequently used in instruction and • are rarely monitored by the teacher for student progress or to offer feedback; and • students are rarely informed of assessment criteria.	Assessments are occasionally used to inform instruction and • provide limited or irrelevant feedback; • students are occasionally informed of assessment criteria; and • are occasionally monitored by the teacher for student progress.	Assessments are consistently used to inform instruction and • contain clear performance criteria that are communicated effectively to students; • align to the learning outcomes; • contain differentiated assessment strategies/instruction; • allow the teacher to check for understanding throughout the lesson and use techniques that are based on students' academic language needs and developmental level of readiness; and • allow the teacher to provide descriptive feedback in a timely manner.	In addition to the indicators for effective, assessments are used in a sophisticated manner to drive instruction, and there is a method to • establish, support, and model the use of assessments as tools for improved learning and communication to students; • engage students in analyzing and evaluating assessment data and information to improve learning; • systematically gather and use assessment data to inform and guide instruction; • ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; • provide feedback that can be used by students in their learning; • support students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments; • involve students in establishing assessment criteria; • engage students in setting and monitoring targets for learning and academic language development related to the content; and • support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments.

NMTEACH 3E: Demonstrating Flexibility and Responsiveness			
1: Not Competent (Ineffective)	**2: Moderate Support (Minimally Effective)**	**3: Minimal Support (Effective)**	**4: Independent Practitioner (Highly Effective)**
The teacher • disregards students' learning needs; • adheres to the instructional plan, even when a change would maximize learning; and • does not accept responsibility for students' lack of academic progress.	The teacher • accepts minimal responsibility for student success; • attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; and • does not use strategies to support diverse learners.	The teacher modifies the instruction within the lesson/class period by • promoting successful learning of all students; • modifying instruction according to applicable IEPs; • adjusting instructional plans and making accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; • adjusting instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, cultures and/or experiences; and • adjusting the lesson based on periodic checking for understanding and/or formative assessments of all students.	In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by • seizing opportunities to enhance learning by building on a spontaneous event or student interests; • creating opportunities for student-led instruction, discussion, and/or questioning; • appealing to student interests and making cultural connections to learning outcomes; and • ensuring the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.