

**Santa Fe Community College
Teacher Academy**

**The Supervised Field
Experience Handbook**

Field Experience Coordinators:

K-12 Licensure
Dawn Wink
(505) 428-1347
dawn.wink@sfcc.edu

Early Childhood Licensure (birth-grade 3)
Jeff Holbrook
(505) 428-1219
jeffrey.holbrook@sfcc.edu

Handbook Current as of August 2011

SANTA FE COMMUNITY COLLEGE

Teacher Academy Supervised Field Experience

TABLE OF CONTENTS

GENERAL INFORMATION

| | |
|---|---|
| Conceptual Framework for the Teacher Academy..... | 4 |
| Summary of Alternative Licensure..... | 5 |
| Supervised Field Experience Overview..... | 6 |
| Evaluation of Supervised Field Experience..... | 7 |

STUDENT TEACHER ROLES & RESPONSIBILITIES

| | |
|--|----|
| Student Teacher Contract..... | 9 |
| Professionalism & Ethics..... | 10 |
| Attendance Policies..... | 11 |
| Legal Guidelines..... | 11 |
| Observation and Teaching Responsibilities..... | 12 |
| Intervention Policy..... | 13 |
| Intervention Agreement..... | 14 |

COOPERATING TEACHER ROLES & RESPONSIBILITIES

| | |
|---|----|
| Criteria for Cooperating/Mentor Teachers..... | 16 |
| Cooperating Teacher Roles and Responsibilities..... | 17 |
| Contract for Cooperating Teachers..... | 19 |

ASSESSMENT

| | |
|-----------------------------|----|
| Assessment Criteria..... | 21 |
| Observation Form..... | 22 |
| Final Evaluation Forms..... | 24 |

| | |
|------------|----|
| FORMS..... | 28 |
|------------|----|

GENERAL INFORMATION

Conceptual Framework

Santa Fe Community College Teacher Academy

Mission

The SFCC Teacher Academy mission is to professionally prepare critically reflective and culturally responsive educators who expect and support the success of each and every student, and to significantly contribute to the quality of education in New Mexico and beyond.

Vision

Our vision is that SFCC Teacher Academy graduates will serve as advocates for social justice and as leaders and change agents for the transformation of education. Our teacher candidates will fully engage in the cultural, political, and economic life of our democratic society, and by example, will inspire students, families, school districts, and the communities they serve.

Core Values

Critically Reflective Teaching: Engage in continuous, critical reflection to improve the effectiveness of teaching and learning.

Professionalism: Uphold and demonstrate high ethical, pedagogical, and leadership standards.

Diversity: Respect the uniqueness of each individual and address the diverse needs of each learner.

Collaboration and Community: Engage in professional collaboration with other educators and respect and value the central role of family, community, and culture in the learning process.

Candidate Proficiencies

The essential knowledge and skills graduates of the SFCC Teacher Academy must possess to be effective teachers based on the New Mexico Teacher Competencies.

1) Professionalism

Knowledge:

- a. Recognizes NM educator code of conduct and professional standards
- b. Demonstrate an understanding of the collaborative nature of curriculum design to reflect the socio-cultural composition of the student population

Skills:

- c. Engages in critical reflection to inform teaching practice
- d. Applies current education research, methodologies, and legal requirements to teaching practice
- e. Advocates for children, school, and community
- f. Works collaboratively with colleagues, family, and community in the learning environment

2) Instructional planning and implementation

Knowledge:

- a. Explains learning theory, various learning styles, and developmental stages
- b. Identifies a variety of assessment strategies

- c. Recognizes federal and state governing regulations that guide instruction

Skills:

- d. Develops lesson plans that address cultures and communities, exceptionalities, the use of technology, and promote higher order thinking skills
- e. Develops appropriate lessons based on learning outcomes
- f. Evaluates diagnostic data to inform instruction

3) Classroom management

Knowledge:

- a. Understands that effective models of classroom management foster positive social interaction and a safe classroom environment

Skills:

- b. Manages time, transitions, and materials effectively
- c. Utilizes and documents techniques that incorporate student input and develop positive self-esteem, social and emotional skills
- d. Communicates classroom expectations to students and families

4) Assessment

Knowledge:

- a. Analyzes a variety of assessment tools such as standardized tests, portfolios, performances-based rubrics, observation skills, and questioning techniques

Skills:

- b. Applies a range of assessment tools to measure student outcomes and plan and improve instruction
- c. Evaluates lessons and improves instruction with both formal and informal assessment
- d. Maintains useful and meaningful records that safeguard confidentiality
- e. Communicates student progress to students and families

5) Technology

Knowledge:

- a. Describes benefits of technology to communicate, collaborate, manage information, collect data, and problem solve
- b. Recognizes the value of technology for personal and professional advancement

Skills:

- c. Chooses and utilizes appropriate technology to support teaching and learning in the grade level and subject area
- d. Operates a variety of audio-visual devices

6) Diversity

Knowledge:

- a. Respects New Mexico's unique linguistic and cultural diversity
- b. Recognizes that multiculturalism, multilingualism, exceptionalities, and other differences contribute to the development of individual identities

Skills:

- c. Evaluates instructional materials to limit cultural bias

- d. Develops curriculum and classroom management practices that respect human difference and value each and every student

7) Inclusion (* indicates additional knowledge and skills for the special education license)

Knowledge:

- a. Identifies special education regulation
- b. Describes individualized education plans (IEPS) and the differing levels of disabilities
- c. Articulates the importance of collaboration between the special education teacher and the classroom teacher
- d. *Develops and implements IEP modifications
- e. *Determines least restrictive environment for students

Skills:

- f. Implements lessons and adjusts strategies for students with exceptionalities with regard to academic levels, physical environment, and social-emotional needs
- g. *Facilitates transitions from special education to regular education settings

8) Development of the Student (*indicates additional knowledge and skills for the early childhood license and special education license)

Knowledge:

- a. Discusses theories of learning, growth, and development
- b. *Articulates developmental milestones of motor, language, social-emotional, and cognitive development

Skills:

- c. Develops curriculum and implements teaching strategies that take into account the students' physical, cognitive, social, emotional, cultural, and linguistic contexts
- d. Provides learning opportunities that support multiple ways of constructing meaning

9) Family and Community (*indicates additional knowledge and skills for the early childhood license)

Knowledge:

- a. Examines culture, history, and values of community
- b. Respects and values central role of family dynamics and community systems in learning
- c. Values reciprocal relationship between school and community

Skills:

- d. Includes family and community as resources for learning and children's self-value
- e. Communicates effectively, in home language, with families about students' academic, behavioral, and social issues
- f. Includes family and community members in classroom, curriculum development, and decision-making
- g. Creates a welcoming and warm environment for families and community
- h. * Develops partnerships with family members to promote early literacy

10) Communication

Knowledge:

- a. Identifies a variety of communication techniques
- b. Discusses theories of reading and language development
- c. Recognizes the focus of reading as an act of communicating meaning

Skills:

- d. Communicates orally, in writing, and with the use of technology
- e. Listens in a thoughtful and responsive manner
- f. Engages in effective interpersonal and professional communication

Candidate Dispositions

The professional attitudes, values, beliefs, and positive behaviors that support student learning and development as demonstrated through their interactions with students, families, colleagues, and communities. These are based on the SFCC Teacher Academy Core Values.

Critically Reflective Teaching:

Candidate Dispositions:

- Is able to think critically and effectively solve problems
- Seeks and accepts help when needed
- Reflects upon his/her teaching practice for continuous improvement
- Accepts critical feedback in a professional manner

Professionalism:

Candidate Dispositions:

- Addresses issues/concerns in a professional manner
- Is enthusiastic toward teaching and learning
- Understands and complies with laws, policies, and ethical standards of the profession
- Demonstrates academic honesty
- Maintains confidentiality as appropriate
- Advocates for social justice in education

Diversity:

Candidate Dispositions:

- Recognizes and addresses the learning differences among students
- Considers and is informed by diverse opinions and perspectives
- Values the methodology of differentiated instruction
- Respects the uniqueness of individuals and cultures

Collaboration and Community:

Candidate Dispositions:

- Collaborates with peers and supports their development
- Promotes family involvement in the educational process
- Communicates in a positive and professional manner with peers, family and community

SUPERVISED FIELD EXPERIENCE OVERVIEW

The purpose of the Supervised Field Experience is to provide a series of experiences for the Teacher Academy student that gradually requires taking on more classroom responsibility in preparation for a Level-One teaching license. This experience is supervised by a Teacher Academy faculty and a cooperating teacher in the field.

Definitions:

“Student teacher” refers to any Field Experience candidate, including those serving as lead teacher or those serving under the supervision of a cooperating teacher.

“Cooperating teaching” refers to the school site supervisor.

“Faculty supervisor” refers to the SFCC instructor.

Supervised Field Experience requires SFCC classroom sessions/coursework and completion of a minimum of 150 hours in the field, which will be completed according to the following schedule (for details, see section “Student Roles and Responsibilities”):

Weeks 1-5:

- 10 hours of general observation
- 10 hours of observation in the selected/assigned classroom
- 30 hours of individual and small group teaching in the selected/assigned classroom

Weeks 6-10

- 90 hours of gradual increased responsibility until the student teacher is taking over all appropriate classroom activities under the guidance of the cooperating teacher. The intent of this section is for the student teacher to experience full-time teaching.

Weeks 11-15

- 10 hours for closure and gradual release of responsibility back to cooperating teacher

NOTE: For those candidates serving as lead teacher, your field experience will consist of semester-long work in your classroom.

Role of the Faculty Field Supervisor

The primary role of the field experience supervisor is to provide support for the Student Teacher and the Cooperating Teacher. The supervisor carries out this role in several different ways.

- Faculty Supervisors will review guidelines and expectations and sign appropriate Field Experience paperwork.
- Faculty Supervisors provide general support and serve as a resource for Cooperating Teachers and Student Teachers.
- Faculty Supervisors will coordinate formal observations, review observation reports, and review mid and final evaluations.

Observations:

- Student teachers will receive a minimum of three formal observations including written feedback.
 - On-campus students:
 - Two observations conducted by the Faculty Supervisor
 - One observation conducted by the Cooperating Teacher
 - On-line students
 - Two observations conducted by the Cooperating Teacher
 - One observation (video submission) evaluated by the Faculty Supervisor.

Observation Process

Step 1: Pre-observation

Before the observation, students are required to submit a lesson plan to the Faculty Supervisor and Cooperating Teacher a minimum of one full day before the observation.

Step 2: Classroom Observation

The Faculty Supervisor or Cooperating Teacher observes the Student Teacher, completes an observation form, and provides written feedback. The evaluation focuses on effective instructional design and implementation and is guided by the New Mexico Public Education Department Teaching Competencies.

Step 3: Post-Observation Conference

The student completes a written reflection of the teaching experience and the Faculty Supervisor or Cooperating Teacher discuss the reflection and observation feedback.

STUDENT ROLES & RESPONSIBILITIES

PROFESSIONALISM & ETHICS

Professionalism

Student Teachers should at all times exhibit professional behavior. This includes, but is not limited to, the guidelines listed below.

1. Be on time.
2. Be prepared.
3. Be appropriately dressed.
4. Practice professional verbal and non-verbal communication.
5. Project a helpful attitude.
6. Avoid being absent.
7. Accept gracefully and act upon any suggestions from your professional colleagues.
8. Ask for immediate assistance when the need arises.
9. Follow the policies and procedures established by the school district and your school.
10. Demonstrate consistent effort, enthusiasm, and concern for the success of your students.

Remember that you are creating an impression with teachers, principals, other staff members, and community members. They may be the ones who will be writing recommendations for you or even hiring you in the future.

Ethics

Educators are held to ethics as described by the New Mexico State Code of Ethical Responsibility. Listed below is a summary of this code. Please see Title 6, Chapter 60, Part 9 for the entire code.

- Principle 1: Commitment to each student
- Principle 2: Commitment to the community
- Principle 3: Commitment to the profession
- Principle 4: Commitment to professional employee practices

ATTENDANCE POLICIES

If an absence from the Supervised Field Experience is unavoidable, the Student Teacher must contact their Cooperating Teacher 24 hours in advance, if possible. If the Student Teacher is responsible for any lessons or activities, plans for these responsibilities must be conveyed to the Cooperating Teacher on or before the day of any absence. If a Faculty Supervisor is scheduled for an observation on the date of an absence, the Student Teacher must contact the Faculty Supervisor to inform him/her of the absence.

Any one of the following circumstances may result in immediate removal from the program or necessitate an extended supervised field experience.

- More than three absences or late arrivals (for any reason) from the field and/or SFCC coursework.
- Failure to report an absence to the Cooperating Teacher and/or the Faculty Supervisor before the beginning of the duty day on which the absence occurs.

LEGAL GUIDELINES

The Student Teacher:

- Will have obtained liability insurance (*recommended, not required*).
- Will have submitted a background check or copy of a license to the Teacher Academy.
- Will regard the grade book as a legal document.
- Will understand and abide by the legal aspects of duplicating copyrighted material.
- Will obtain document and procedures from the host school and school district, which define the rights and responsibilities of both students and teachers.

The Student Teacher is Expected:

- To assume the same responsibilities as a certified teacher.
- Not to assume the duties of a licensed substitute teacher.
- To be aware that the cooperating teacher is the legal authority in the classroom and must be available at all times.
- To respect the confidentiality of school records, conferences, conversations, seminar dialogue and journals.

Contract for Supervised Field Experience

Objectives of the supervised field experience:

- Students will demonstrate an entry-level mastery of the New Mexico Public Education Department's teacher competencies.
- Students will demonstrate understanding of the four domains of teaching:
a) planning & preparation, b) classroom environment, c) instruction, and d) professional responsibilities.

Requirements of the supervised field experience

- ✓ Attendance and participation in SFCC coursework
- ✓ Completion of a minimum of 150 hours in the field
- ✓ Satisfactory final evaluation of teaching competencies

Procedures regarding Code of Ethics

1. Student Teachers will not disclose confidential information about the school site, students, or school personnel without authorization from the supervising teacher and/or principal.
2. During reflective class discussion, Student Teachers will not use full names of students or school personnel. Student Teachers will use non-judgmental assessment of the situation being discussed by stating only the facts of the situation and reflecting on how they would handle a similar situation.
3. Student Teachers will not use disciplinary action against a school site student; will not determine curriculum, program or assessment procedures without the approval of the Cooperating Teacher and/or principal.
4. Student Teachers are required by law to report any suspected child abuse and/or neglect to the appropriate authority.

_____ I have read the Supervised Field Experience Handbook and understand the requirements and responsibilities of the Supervised Field Experience.

_____ I understand that if I do not meet the requirements of the Supervised Field Experience, I may be required to complete an additional field experience successfully or I will not be able to complete the program.

_____ I understand the procedures regarding the Code of Ethics and accept that a violation of these responsibilities may result in an unsuccessful completion of the Supervised Field Experience.

Student's Signature

Date

OBSERVATION AND TEACHING RESPONSIBILITIES

General/ Assigned Classroom Observations (~20 hours)

- With the Cooperating Teacher, organize a schedule and define roles and responsibilities.
- Read district curriculum guide(s) for grade level and subject.
- Acquire copies of texts and other materials to be used.
- Learn your students' names as quickly as possible.
- Observe routines for taking and reporting attendance, issuing/checking hall passes, and distributing/collecting paper/supplies.
- Observe basic classroom rules and classroom management plan.
- Become familiar with procedures for checking out books from the library, AV and duplicating procedures, fire drill routines, and medical emergency procedures.
- Have a safety plan in your binder.
- Get necessary information about student re: medical conditions, allergies, impairments and exceptionalities.
- Learn the basic rules and expectations for teachers in the school, including hours and duties.
- Introduce yourself to the: school counselor, school nurse, school principal(s), ancillary staff, teacher assistant(s), custodian(s) and team teachers (if any).

Individual/ Small Group Instruction Responsibilities (~30 hours)

- Always be involved with students.
- Collaborate with the Cooperating Teacher regarding individual/small group lessons.
- Get to know your students as individuals.
- Know the subject matter.
- Keep daily lesson plans, even if you write down what the teacher is doing.
- Attend any meetings, functions, conferences, etc. that the principal and/or Cooperating Teacher invites you to attend.

Teaching Responsibilities (~ 90 hours)

- Develop a classroom management plan immediately that aligns with the plan established by your cooperating teacher.
- Create a safe, friendly, warm classroom environment.
- Know the subject matter.
- Plan for transitions.
- Be flexible and adjust lessons as appropriate.
- Help set up bulletin boards and classroom displays.
- Be alert to student behavior at all times.
- Develop instructional goals.
- Use a variety of assessment techniques.
- Seek opportunities to grow professionally.
- Develop and keep a record of your lesson plans.

Gradual Release of Responsibility (~10 hours)

- Plan for transition of responsibility back to Cooperating Teacher.

INTERVENTION POLICY

Student Teachers will sign an agreement to abide by the guidelines and competencies set forth in the Field Experience Handbook. The agreement shall state that continuation and completion of the Field Experience course are contingent upon satisfactory progress and growth toward program competencies.

Documentation of the Student Teacher's progress, or lack thereof, in specified growth areas, will be recorded on an on-going basis by the Cooperating Teacher and the Faculty Supervisor. This progress will be shared with the Student Teacher through post-observation conferences and the mid/final evaluations.

If satisfactory growth toward competency is not evident the following steps will be taken:

- A conference will be scheduled involving the Faculty Supervisor, the Student Teacher and the Cooperating Teacher to specify the problem areas and develop a plan for support.
- The Student Teacher will sign an "Intervention Agreement" stating he/she understands the what is needed to improve his/her performance in the designated areas. The Faculty Supervisor and the Cooperating Teacher will sign the "Intervention Agreement" to implement the plan for support.
- The Faculty Supervisor will conduct focused observations of the Student Teacher.
- A follow-up conference will take place in a timely manner to determine evidence of growth.
- Non-compliance with terms of the agreement or lack of sufficient growth will result in withdrawal from the program at the discretion of the Faculty Supervisor and the Department Chair.

COOPERATING TEACHERS' ROLES & RESPONSIBILITIES

CRITERIA FOR COOPERATING TEACHER

Cooperating Teachers must meet the criteria listed below. Placement of our Student Teachers will be done in coordination with, and the approval of, school administration.

Teachers wishing to serve as a Cooperating Teacher must meet the following criteria.

- Has taught a minimum of five years.
- Has attained a Level Two or Level Three New Mexico Teaching License.
- Has been recommended by school administration as a qualified teacher to serve as a Cooperating Teacher.
- Demonstrates alignment with the dispositions of the Teacher Academy:
 - demonstrates a lifelong commitment to grow professionally, ethically, and intellectually.
 - recognizes the ability of all students to learn and implement instructional plans conducive to learning for all students.
 - holds the belief in the dignity and worth of all students and thus create and sustain a democratic classroom environment that promotes equity, empathy and self-esteem.
 - understands that assessment of student learning reflects both the effectiveness of the instruction, the level of student learning and the appropriateness of the assessment tools.
 - understands the role of technology in enhancing professional growth, communication, collaboration, research, critical thinking, instruction and life-long learning.
 - understands, respects and values diversity for the rich contributions it brings to the learning environment.
 - understands, respects, and values the central role that community and family play in the learning process of a child and will be able to utilize these experiences to enhance learning.
 - embraces the full inclusion of students with exceptionalities through collaboration with special education teachers, effective communication with parents of students with exceptionalities and instructional modification and differentiation.
 - holds the belief that the learner is the foundation of creating developmentally appropriate curriculum.
 - understands that the ability to exchange ideas and information is essential to interpersonal and intra-personal development, career success and social responsibility.

COOPERATING TEACHER ROLES & RESPONSIBILITIES

Cooperating Teachers, because of their experience, have skills and perspective necessary to help students learn how to teach in a classroom setting. The supervision of Student Teachers taps into knowledge and expertise of Cooperating Teachers. Please advise student teachers in the following areas:

1. Model effective teaching and management techniques.
2. Provide the Student Teacher with information about school and other resources.
 - A. Provide copies of school and district policies and procedures.
 - B. Share content and teaching resources that will be helpful to their teaching.

3. Review and provide constructive criticism of unit and daily lesson plans both before and after a Student Teacher teaches a class.
 - A. Use expertise and experience to alert Student Teachers to topics they should emphasize or omit in a particular unit or lesson.
 - B. Help Student Teachers anticipate areas in which students may not have sufficient background or experience to succeed.

4. Establish a routine in which there are regular meetings between the Cooperating Teacher and the Student Teacher.
 - A. Observe the Student Teacher often.
 - B. Be honest but tactful with the Student Teacher as observations and concerns are shared.
 - C. Comment on strengths as well as weaknesses and encourage self-reflection.
 - D. Confer with the Student Teacher when he/she is making progress or repeating mistakes.
 - E. Be willing to collaborate with the Student Teacher and Faculty Supervisor on evaluations.

5. Allow the Student Teacher to teach without interruptions.
 - A. Allow the Student Teacher to address minor difficulties with intervention of the Cooperating Teachers.
 - B. Discuss alternatives later in a private conference.
 - C. Intervene if the problem is serious.

6. Provide the Student Teacher with the opportunity to teach independently and collaboratively.
 - A. The amount of time a Student Teacher is left alone will depend on school policy, class conduct, and the demonstrated ability of the Student teacher.
 - B. Cooperating Teacher should meld a balance of observation and guidance. Avoid the extremes of constant hovering or a total lack of supervision.
 - C. The Student Teacher cannot be used as a substitute teacher.

7. Monitor the Student Teacher's competency in the subject matter, teacher practices, and professionalism.
 - A. Any concerns in these areas should be discussed with the Student Teacher.
 - B. If corrections of any concerns are not being addressed by the Student Teacher, immediately contact the Faculty Supervisor for a three-way conference.

Forms

Included in the handbook is a form to guide informal conferences between the Cooperating Teacher and the student teacher. The use of this form is optional. Also included is the mid-point and final evaluation. These forms must be completed by the Cooperating Teacher at the middle and end of the Field Experience. These forms should be given to the Faculty Supervisor.

Thank You

Thank you for your participation in the Teacher Academy Field Experience. We believe this partnership will better prepare future teachers for the classroom experience. We are confident that they will gain valuable experience with your help and appreciate both the time and experience that you are giving.

Contract for Cooperating Teachers
Santa Fe Community College Teacher Academy
Supervised Field Experience

Please initial each statement and sign the bottom of the form.

As a Cooperating Teacher in SFCC Supervised Field Experience:

1. I understand that I am responsible for verifying that this student has completed a minimum of 150 hours in my classroom that includes observation, assistance in the classroom, working individually with students, in small groups, and teaching the class. _____
2. I understand that I need to ask the Student Teacher I am working with for advance lesson plans for any lesson this Student Teacher will teach and provide feedback on the lesson plans. _____
3. I understand that my role is to provide the Student Teacher with specific feedback on strengths/strategies that are working well, as well as areas for improvement. _____
4. I understand that I am to contact Faculty Supervisor immediately, if I have concerns about the performance of the Student Teacher I am working with. _____
5. I understand that if I am working with an "on-line" Student Teacher, I am responsible for formally observing the student a minimum of 2 times and providing written documentation of these observations. I understand that if I am working with an "on-campus" Student Teacher, I am responsible for formally observing the student a minimum of 1 time and providing written documentation of this observation. _____
6. I understand that I am responsible for completing the mid and final evaluation forms provided. _____
7. I understand that I am responsible for reading the Supervised Field Experience Handbook. _____

Signature of Cooperating Teacher

Date

Signature of Student Teacher

Date

ASSESSMENT

ASSESSMENT CRITERIA

The primary concern of the SFCC faculty, faculty field supervisors, cooperating teachers and student teachers is the welfare of students in the classroom. Student Teachers will conduct their field experience in ways that address the instructional needs of all students in their assigned classes and carry out the required curriculum. If a Student Teacher cannot maintain this focus and demonstrate a satisfactory level of development (as defined by the New Mexico Teaching Competencies) by the midpoint of the student teaching experience, his/her field experience may be terminated. If the Student Teacher does **not** demonstrate a satisfactory level of development by the end of the student teaching experience, he/she will not be eligible to exit from the Teacher Academy and receive licensure.

Observation Assessment

The assessment form used for a minimum of three observations by the faculty field supervisor will not be used as a tool to grade the student teacher's performance, rather used as a tool to provide feedback and establish that satisfactory *growth* is taking place. These assessments can be used as evidence of inadequate growth that resulted in a termination of the field experience.

Supervised Field Experience Assessment

The final grade for the supervised field experience must be that of a Pass for the student to exit from the Teacher Academy and be eligible for licensure. Although this grade is a compilation of various criteria, the student *must* demonstrate a satisfactory level of teaching competency (as defined by the New Mexico Teaching Competencies) by the end of the supervised field experience in order to receive a minimum grade of Pass. The supervised field experience will be assessed by the following criteria:

- Successful completion of field experience required hours.
- Successful completion of field experience observations.
- Completion of all seminar/field experience assignments.
- Attendance and participation in all field experience seminar (on-line or on-campus) meetings.
- Satisfactory mid-point and final evaluation of field experience.

Assessment Forms (located in the following pages of the handbook):

1. Observation report (2 format options available)
2. Mid-point evaluation
3. Final evaluation Part 1, Part 2, Part 3
4. Portfolio

STUDENT TEACHING MID-POINT EVALUATION

To be completed by the cooperating teacher

Student Teacher: _____

School Site: _____

Cooperating Teacher: _____

Date: _____

Rating Scale for Professional Development:

1 = area of concern

2 = acceptable progress

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

Comments:

STUDENT TEACHING FINAL EVALUATION, PART 1

To be completed by the Cooperating Teacher

Student Teacher: _____

School Site: _____

Cooperating Teacher: _____

Date: _____

Based upon the Performance Observation for Level I: Provisional Teacher

STRAND A ~ INSTRUCTION:

| I. The teacher accurately demonstrates knowledge of the content area and approved curriculum. | |
|--|--------------------------------|
| Indicators | Observations and Optional Data |
| A. Utilizes and enhances approved curriculum. B. Gives clear explanations relating to lesson content and procedures. C. Communicates accurately in the content area. D. Shows interrelatedness of one content area to another. | |
| II. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | |
| A. Provides opportunities for students to work independently, in small groups, and in large groups. B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice. C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology. D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities. E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment. | |
| V. The teacher effectively utilizes student assessment techniques and procedures. | |
| A. Uses a variety of assessment tools and strategies. B. Uses information gained from ongoing assessment for remediation and instructional planning. C. Maintains documentation of student progress. D. Communicates student progress to students and families in a timely manner. | |

COMMENTS:

STRAND B ~ STUDENT LEARNING:

| | |
|--|---------------------------------------|
| III. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | |
| Indicators | Observations and Optional Data |
| <p>A. Explains and/or demonstrates the relevance of topics and activities.</p> <p>B. Communicates to students the instructional intent, directions, or plan.</p> <p>C. Establishes and states expectations for student performance.</p> <p>D. Clarifies actions, directions, and explanations when students do not understand.</p> <p>E. Actively solicits communication from students about their learning.</p> <p>F. Communicates regularly with students about their progress.</p> | |
| IV. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | |
| <p>A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making.</p> <p>B. Uses teaching techniques that address student learning levels, rates, and styles.</p> <p>C. Uses materials and media that address student learning levels, rates, and styles.</p> <p>D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.</p> | |
| VI. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. | |
| <p>A. Serves as a model for constructive behavior patterns.</p> <p>B. Executes routine tasks effectively and efficiently.</p> <p>C. Establishes and states expectations for student behavior.</p> <p>D. Handles transitions effectively.</p> <p>E. Has materials and media ready for student use.</p> <p>F. Minimizes distractions and interruptions.</p> <p>G. Manages student behavior effectively and appropriately.</p> <p>H. Identifies hazards, assesses risks, and takes appropriate action</p> | |

| VII. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. | |
|--|---------------------------------------|
| Indicators | Observations and Optional Data |
| <p>A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).</p> <p>B. Acknowledges student performance and achievement.</p> <p>C. Acknowledges that every student can learn.</p> <p>D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.</p> <p>E. Provides students with opportunities for active involvement and creativity.</p> <p>F. Provides opportunities for students to be responsible for their behavior and learning</p> <p>G. Promotes positive student/teacher relationships.</p> <p>H. Encourages high student expectations.</p> <p>I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.</p> | |

COMMENTS:

STRAND C ~ PROFESSIONAL LEARNING:

| VIII. The teacher demonstrates a willingness to examine and implement change, as appropriate. | |
|---|----------------------|
| Indicators | Optional Data |
| A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning. B. Implements a variety of strategies to enhance learning. C. Recognizes that change entails risk and modifications may be needed. | |
| IX. The teacher works productively with colleagues, parents and community members. | |
| A. Collaborates with colleagues. B. Communicates with parents on a regular basis. C. Uses conflict resolution strategies when necessary. D. Involves parents and community in the learning environment. E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters. | |

COMMENTS:

STUDENT TEACHING FINAL EVALUATION, PART 2

To be completed by the Cooperating Teacher

Rating Scale for Professional Development:

- 1 = competency not yet met
- 2 = competency met at entry level

Summative Scores:

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

Evaluator Signature

Date

EVALUATION OF SUPERVISED FIELD EXPERIENCE, PART 3

(To be completed by both the Student Teacher and the Cooperating Teacher)

Please rank the following statements.

SA= Strongly Agree A= Agree D=Disagree SD= Strongly Disagree

The expectations for Student Teachers/Cooperating Teachers were clearly explained. SA A D SD

The required hours for the Supervised Field Experience are sufficient for preparation of quality teachers. SA A D SD

The observations provided valuable feedback and fostered professional growth of the Student Teacher. SA A D SD

The informal conferences between the Cooperating Teacher and the Student Teacher provided valuable feedback. SA A D SD

The mid-point and final evaluations effectively monitored and measured the proficiency of the Student Teacher. SA A D SD

Overall, the Supervised Field Experience, ensures that Student Teachers meet the New Mexico State Board of Education Teacher Competencies. SA A D SD

Cooperating Teachers Only

The Student Teacher had satisfactory content and pedagogical knowledge that adequately prepared them for the supervised field experience. SA A D SD

Student Teacher Only

The Cooperating Teacher had the necessary content and pedagogical expertise to assist in my growth and development as a teacher. SA A D SD

The assignments in the Supervised Field Experience class were meaningful and valuable for preparation of quality teachers. SA A D SD

Please add any additional comments:

Thank you for taking the time to ensure the quality of the SFCC Alternative Licensure Program!

FORMS

PLACEMENT VERIFICATION:

**FIRST MEETING/COMMUNICATION BETWEEN COOPERATING TEACHER, STUDENT TEACHER,
AND COLLEGE SUPERVISOR**

All parties involved should keep a copy of this completed verification form.

Date: _____

Student Teacher

Name: _____

Address: _____

Telephone: Home: _____ **E-mail Address:** _____

School: _____

Cooperating teacher

Name: _____ **Years of experience:** _____

Type of License and Level (ie. Elementary, Level 3): _____ **Highest degree:** _____

Contact Information: Phone: _____ **E-mail Address:** _____

Grade level: _____ **Subjects (for middle and high school):** _____

School of Placement

School Name: _____ **Principal:** _____

Address: _____

_____ **Telephone:** _____

College Supervisor: _____ **Phone Number:** _____ **Email:** _____

Student Teacher Schedule:

FIELD EXPERIENCE HOURS LOG- (as needed)

Name: _____ (circle one) Elementary Secondary

Placement Location: _____

Cooperating teacher: _____

Grade: _____

Total Log Hours: _____

Week _____, Dates: _____, Total hours for week: _____, Cooperating teacher Initials: _____

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|----------------|------------------|-----------------|---------------|
| | | | | |
| | | | | |
| | | | | |

Meeting/s: Day _____ Date _____ Time (minutes/hours) _____

Fieldtrip/s: Day _____ Date _____ Time (minutes/hours) _____

Other: Day _____ Date _____ Time (minutes/hours) _____

Week _____, Dates: _____, Total hours for week: _____, Cooperating teacher Initials: _____

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|----------------|------------------|-----------------|---------------|
| | | | | |
| | | | | |
| | | | | |

Meeting/s: Day _____ Date _____ Time (minutes/hours) _____

Fieldtrip/s: Day _____ Date _____ Time (minutes/hours) _____

Other: Day _____ Date _____ Time (minutes/hours) _____

Week _____, Dates: _____, Total hours for week: _____, Cooperating teacher Initials: _____

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|----------------|------------------|-----------------|---------------|
| | | | | |
| | | | | |
| | | | | |

Meeting/s: Day _____ Date _____ Time (minutes/hours) _____

Fieldtrip/s: Day _____ Date _____ Time (minutes/hours) _____

Other: Day _____ Date _____ Time (minutes/hours) _____

Week _____, Dates: _____, Total hours for week: _____, Cooperating teacher Initials: _____

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|----------------|------------------|-----------------|---------------|
| | | | | |
| | | | | |
| | | | | |

Meeting/s: Day _____ Date _____ Time (minutes/hours) _____

Fieldtrip/s: Day _____ Date _____ Time (minutes/hours) _____

Other: Day _____ Date _____ Time (minutes/hours) _____

LESSON PLAN Form (Required format)
To be submitted at least **the day before** the observation

Name: _____
Date: _____
School and Room #: _____
Cell Phone: _____

Grade and Subject:

NM Standards and Performance Objectives:

Measurable Objectives of Lesson (SWBAT: Students Will Be Able to):

Grouping strategies: (must include at least 3; circle all that apply)
Whole group, pairs, triads, small groups, individual work

Modalities: (must include at least 2; circle all that apply)
Auditory, visual, tactile/kinesthetic

Materials:

Key Vocabulary:

Hook: (minutes)

Teacher Instruction: (minutes)

- 1.
- 2.

Student Practice: (minutes)

- 1.
- 2.

Assessment/Student Feedback:

Closure:

Reflections on the Lesson:

Definitions

Standards and Benchmarks:

The Content Standard is the overarching or broad objective of the lesson.

(ie. Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.)

The Benchmark is a more specific objective within the Content Standard, though it is still too broad a goal to use for planning a lesson. (i.e. K-4 Benchmark I-A: Listen to, read, react to, and retell information)

The Performance Standard outlines the specific skill or skills that the students will be learning within the desired Benchmark and Content Standard. Performance Standards are listed by grade under the general Benchmark and Content Standard. More than one Performance Standard may be met during a single lesson; however, attempting to address too many Performance Standards at once may detract from the clarity of the lesson. It is critical that you include the Performance Standard/s being addressed in your lesson plans. (i.e. K. 1. Retell, reenact, or dramatize stories or parts of stories, including personal events.)

Objectives: Writing Objectives for Lesson Plans:

Here, write exactly what the students will *do*, (e.g., "Students will write a rough draft of a paragraph describing a room they remember well," or "Students will match game cards with corresponding fractions and percentages according to game rules, then match fractions and percentages on workbook page 75.") Objectives need to be stated in "behavioral" terms, that is, *terms which can be directly observed and measured*. Verbs such as "write," "draw," "sing," "construct," "record," and "measure" are used for objectives. Objectives must relate directly to the competencies addressed, and they must be reflected in the *assessment*.

Essential questions: The essential questions are the driving force behind the objectives and activities. They frame the lesson by providing relevance and can provide motivation for learning.

Anticipatory set: The anticipatory set is a short introduction to the lesson used to "hook" or "draw in" the learners. This can be done by triggering prior knowledge and relating the lesson to something that the students previously learned. It can be done by providing a simple story about the topic.

Step by step procedures: The step by step procedures for the lesson should provide specific instructions on precisely what the teacher and students will be doing during the lesson and activities. This is similar to writing and following the directions for a recipe.

Closure: The closure provides a recap for the lesson plan objectives.

Assessment: Assessment of the students' learning should be directly related to the Performance Standard and objectives of the lesson.

Reflections: The purpose of the reflection is to spend a minute or two assessing the effectiveness of the lesson taught. This should be done immediately after teaching the lesson or as soon as possible during that day. The reflection notes should indicate what aspects worked and what needs to be adjusted. Some things to consider are timing, the use of materials, seating/groupings, and effectiveness of explanations, activities, and assessments.

COLLEGE SUPERVISOR OBSERVATION REPORT
Student Teaching
Check one: * First Observation Second Observation

Student Name:

School:

Cooperating Teacher Name:

Date:

College Supervisor:

The Lesson Plan: (Is the lesson plan complete and made available for college supervisor? Does it include the necessary modifications? Are the objectives and learning strategies clearly stated? Are the activities related to the objectives? Is the assessment related to the objectives?)

Observations of the lesson: (Were directions verbal/written/both? How were the activities effective in meeting the objectives? Were questions used effectively? Were visuals used? Were the students active or passive in the learning process?)

Classroom management and preparedness: (Were the materials ready? Did you circulate through the room or remain in one place? Were all students involved equally? What strategies were used to get the students attention before and during the lesson? Are the students and teachers respectful of one another?)

The Practicum/Student Teaching experience: (Does the Student Teacher act professionally: reliable, on time, prepared, and appropriately dressed? Is there positive collaboration between the Student Teacher and the mentor teacher?)

Teacher competencies addressed

B: Instructional Planning and Implementation

C: Classroom Management

J: Knowledge of Content

Supervised Field Experience Portfolio

To be completed by the Student Teacher

The culminating evaluation for Field Experience is a portfolio which documents your understanding and application of the NMPED Entry-Level Teacher Competencies and the Level 1 Provisional Teacher Performance Observations.

The NMPED Competencies are the competencies that teacher education students should meet upon completion of a teacher preparation program. The Level 1 Provisional Teacher Performance Observations are the indicators by which teachers are evaluated annually once they have obtained their Level 1 license and are teaching in a school. There is a great deal of overlap across these two assessment systems.

Students in the Field Experience course must understand and meet the requirements in both areas as they make the transition from student to teacher. The following chart will help you develop the portfolio:

- Ten sections to complete
- Include in **each** section:
 - One example or piece of evidence relating to that section.
 - Evidence may be included electronically with a live link or in a separate document identified by its title and location (ie. “Classroom Management Plan” Evidence, pg. 5).
 - Evidence may consist of, but is not limited to: philosophy statements, research papers, lesson plans, management plans, or parent news letters that you have created; photos documenting lessons, classrooms, bulletin boards, student work etc.; fliers of professional development workshops you have attended; other.
 - Please consider *all* courses/learning experiences from your entire Teacher Education program when selecting evidence for your Portfolio.
 - Description of *why or how* that evidence relates to your understanding and/or application of the performance indicators and competencies. This explanation (250-500 words) will not simply describe the evidence itself, but rather *explain how you have met the competency*.
 - See sample at end of document.

Student Teacher: _____

School Site: _____

Cooperating Teacher: _____

Date: _____

| NMPED Competency: INSTRUCTIONAL PLANNING AND IMPLEMENTATION | | |
|---|--------------------------------|-------------------------|
| STRAND A ~ INSTRUCTION: | | |
| I. The teacher accurately demonstrates knowledge of the content area and approved curriculum. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| A. Utilizes and enhances approved curriculum. B. Gives clear explanations relating to lesson content and procedures. C. Communicates accurately in the content area. D. Shows interrelatedness of one content area to another. | | |

| NMPED Competency: TECHNOLOGY; INSTRUCTIONAL PLANNING AND IMPLEMENTATION | | |
|--|--------------------------------|-------------------------|
| STRAND A ~ INSTRUCTION: | | |
| II. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| A. Provides opportunities for students to work independently, in small groups, and in large groups. B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice. C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology. D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities. E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment. | | |

| NMPED Competency: ASSESSMENT | | |
|--|--------------------------------|-------------------------|
| STRAND A ~ INSTRUCTION: | | |
| V. The teacher effectively utilizes student assessment techniques and procedures. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| A. Uses a variety of assessment tools and strategies. | | |

| | | |
|---|--|--|
| <p>B. Uses information gained from ongoing assessment for remediation and instructional planning.</p> <p>C. Maintains documentation of student progress.</p> <p>D. Communicates student progress to students and families in a timely manner.</p> | | |
|---|--|--|

| NMPED Competencies Area: COMMUNICATION | | |
|---|--------------------------------|-------------------------|
| STRAND B ~ STUDENT LEARNING: | | |
| III. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| <p>A. Explains and/or demonstrates the relevance of topics and activities.</p> <p>B. Communicates to students the instructional intent, directions, or plan.</p> <p>C. Establishes and states expectations for student performance.</p> <p>D. Clarifies actions, directions, and explanations when students do not understand.</p> <p>E. Actively solicits communication from students about their learning.</p> <p>F. Communicates regularly with students about their progress.</p> | | |

| NMPED Competency: DEVELOPMENT OF STUDENT | | |
|---|--------------------------------|-------------------------|
| STRAND B ~ STUDENT LEARNING: | | |
| IV. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| <p>A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making.</p> <p>B. Uses teaching techniques that address student learning levels, rates, and styles.</p> <p>C. Uses materials and media that address student learning levels, rates, and styles.</p> <p>D. Uses resources such as community service agencies,</p> | | |

| | | |
|--|--|--|
| school personnel, and parents to meet student learning levels, rates and styles. | | |
|--|--|--|

| | | |
|---|--------------------------------|-------------------------|
| NMPED Competency: CLASSROOM MANAGEMENT | | |
| STRAND B ~ STUDENT LEARNING: | | |
| VI. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| <p>A. Serves as a model for constructive behavior patterns.</p> <p>B. Executes routine tasks effectively and efficiently.</p> <p>C. Establishes and states expectations for student behavior.</p> <p>D. Handles transitions effectively.</p> <p>E. Has materials and media ready for student use.</p> <p>F. Minimizes distractions and interruptions.</p> <p>G. Manages student behavior effectively and appropriately.</p> <p>H. Identifies hazards, assesses risks, and takes appropriate action.</p> | | |

| | | |
|--|--------------------------------|-------------------------|
| NMPED Competency: DIVERSITY; INCLUSION | | |
| STRAND B ~ STUDENT LEARNING: | | |
| VII. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| <p>A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).</p> <p>B. Acknowledges student performance and achievement.</p> <p>C. Acknowledges that every student can learn.</p> <p>D. Provides opportunities for</p> | | |

| | | |
|--|--|--|
| <p>each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.</p> <p>E. Provides students with opportunities for active involvement and creativity.</p> <p>F. Provides opportunities for students to be responsible for their behavior and learning</p> <p>G. Promotes positive student/teacher relationships.</p> <p>H. Encourages high student expectations.</p> <p>I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.</p> | | |
|--|--|--|

| NMPED Competency: PROFESSIONALISM | | |
|---|--------------------------------|-------------------------|
| STRAND C ~ PROFESSIONAL LEARNING: | | |
| VIII. The teacher demonstrates a willingness to examine and implement change, as appropriate. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| <p>A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.</p> <p>B. Implements a variety of strategies to enhance learning.</p> <p>C. Recognizes that change entails risk and modifications may be needed.</p> | | |

| NMPED Competency: FAMILY AND COMMUNITY | | |
|---|--------------------------------|-------------------------|
| STRAND C ~ PROFESSIONAL LEARNING: | | |
| IX. The teacher works productively with colleagues, parents and community members. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| <p>A. Collaborates with colleagues.</p> <p>B. Communicates with parents on a regular basis.</p> <p>C. Uses conflict resolution strategies when necessary.</p> <p>D. Involves parents and community in the learning environment.</p> <p>E. Communicates in a</p> | | |

| | | |
|--|--|--|
| professional manner with colleagues, parents, and community members regarding educational matters. | | |
|--|--|--|

EXAMPLE/SAMPLE

| NMPED Competency: INSTRUCTIONAL PLANNING AND IMPLEMENTATION | | |
|--|--|--|
| STRAND A ~ INSTRUCTION: | | |
| I. The teacher accurately demonstrates knowledge of the content area and approved curriculum. | | |
| Level 1 Indicators | Explanation of Evidence | Evidence/Example |
| <p>A. Utilizes and enhances approved curriculum.</p> <p>B. Gives clear explanations relating to lesson content and procedures.</p> <p>C. Communicates accurately in the content area.</p> <p>D. Shows interrelatedness of one content area to another.</p> | <p>This lesson plan is the first lesson in a unit on the <i>Odyssey</i>. The lesson is based on the High School Language Arts Performance Standards and Benchmarks for New Mexico.</p> <p>In planning the lesson, I knew it was important to have clearly stated objectives so that the students could see how the <i>Odyssey</i> is connected to present-day literature and to their own lives. Making these connections is an important part of the instructional cycle and provides motivation for learning and for maintaining that knowledge. This lesson also provided an opportunity for integrating the areas of history and language arts; cross-content connections are another way of making learning meaningful for students.</p> <p>Through the use of technology (images and Powerpoint) students have a better understanding of the story of the <i>Odyssey</i> rather than simply reading it. This allows for students with a variety of learning styles to access the material. Students will work in groups when discussing the reasons a story could have such lasting power over time. The group work allows students time to question and process the material which will then be shared with the rest of the class. In developing these lesson plans, I learned how critical it is have clear objectives, strong connections, and a variety of grouping and teaching strategies.</p> | <p>Lesson Plan: Homer's <i>Odyssey</i>, page 7-8</p> |

FIELD EXPERIENCE PORTFOLIO EVIDENCE (sample)

EXAMPLE #1

Thematic Lesson Plan Project: Homer's Odyssey
Lesson 1: You've Gotta Hear This One
52 minutes

NM Standards:

Language Arts, Strand IX-A: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.

Performance Objective 1.a: Recognize common characteristics of significant works of literature from across genres.

Objectives: SWBAT (Students Will Be Able To)

- Describe the history of the story of the Odyssey.
- Develop 5 explanations why the Odyssey has captured people's imaginations for almost 3,000 years.
- Compare and contrast the Odyssey with a present-day story/movie
- Identify goals and guiding questions for Odyssey unit.

Materials:

- Slide show introducing students to the history of the Odyssey and the goals of the unit.

Hook (1 minute):

- Tell the students that their favorite movie, *Finding Nemo*, would have to be around 'til 4800 AD to have the staying power of the Odyssey.

Teacher Presentation (10 minutes):

- Present slide show, which briefly explains the history of the Odyssey using.

Activities (30 minutes):

- Working in mixed-ability groups of 3, students will write down 5 reasons a story could last that long. For each reason, they will provide an example from *Finding Nemo* or from some other movie. Ex. -a story that lasts 3,000 years has to teach us something about our feelings. Nemo's dad learns that his fearfulness doesn't protect Nemo, at all. It pushes him away.
- Students will share their reasons and examples with the class.

Conclusion (10 minutes):

- I will explain that, in order to be loved for 3,000 years, a story has to not only tell us something about ourselves that nothing else can, it has to actually help us to live better, to be happier. The story of Odysseus can help teach us about who we are, what we need to be happy. Our guiding questions for this unit will be: 1) How can the Odyssey help you to understand yourself? 2) How can Odysseus's journey help you to understand your life?