Teacher Academy
Santa Fe Community College

Supervised Field Experience Handbook

Revised January 2019
(Includes 7/1/2018 changes in PED Regulations)
# TABLE OF CONTENTS

## GENERAL INFORMATION
- Conceptual Framework for the Teacher Academy 4
- Candidate Proficiencies 4
- Candidate Dispositions 7
- Supervised Field Experience Overview 7
  - Option 1 8
  - Option 2 9
- Role of the College Supervisor and Observation Process 10

## STUDENT TEACHER ROLES & RESPONSIBILITIES
- Professionalism & Ethics 13
- Attendance Policies 13
- Legal Guidelines 14
- Observation and Teaching Responsibilities 15
- Intervention Policy 16
- Intervention Agreement 17

## COOPERATING TEACHER ROLE & RESPONSIBILITIES
- Criteria for Cooperating Teachers 19
- Cooperating Teacher Roles and Responsibilities 20

## ASSESSMENT
- Assessment Criteria 23
- Midterm and Final Evaluation Pt 1 and Pt 2 25
- Final Evaluation Pt. 3 26
- Supervised Field Experience Portfolio 27
- SFCC Alternative Licensure Teacher Competencies 28
- SFE Portfolio Template and Instructions (Supplied by instructor)

## FORMS
- Supervised Field Experience Contract 32
- Cooperating Teachers Contract 34
- Placement Verification 35
- On Site Checklist 36
- Assignments Checklist 37
- Lesson Plan Form 38
- Observation Report 39
- Post Observation Reflection and Self-Assessment 40
- Evaluation Forms Pt 1 and II (Supplied by instructor)
- Evaluation Form Pt III (Supplied by instructor)
Conceptual Framework for the 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, performance-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

Skills:

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

Skills:

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

Skills:

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 requires taking on 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.
The SFCC Teacher Academy will help with placements, but is not responsible for locating and/or setting up SFE placements.

Definitions:
“Student Teacher” (ST) refers to any Field Experience candidate, including those serving as lead teacher or those serving under the supervision of a cooperating teacher.
“Cooperating Teacher” (CT) refers to the school site supervisor.
“College Supervisor” (CS) refers to the SFCC instructor/supervisor.

There are two options for Supervised Field Experience:

Option 1- Traditional student teaching with a Cooperating Teacher. Placement must be secured by the end of week 2. This option requires that the Student Teacher gradually takes on classroom responsibility for preparation, planning and instruction in a Cooperating Teacher's classroom. Supervised Field Experience requires a cooperating teacher with a valid NM teaching license who has been designated either “Highly Effective” or “Exemplary” on the NM Teach evaluation.

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

Approximate Teaching and Responsibilities Schedule for Student Teachers working with a Cooperating Teacher under Option 1*

<table>
<thead>
<tr>
<th>week</th>
<th>Student Teacher Teaching and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Teacher (ST) assists Cooperating Teacher (CT) with classroom preparation and attends district/school staff development or faculty meeting.</td>
</tr>
<tr>
<td>2</td>
<td>Student Teacher (ST) assists Cooperating Teacher (CT) with classroom preparation, begins general observations and attends district/school staff development.</td>
</tr>
<tr>
<td>3</td>
<td>ST observes CT/classroom, facilitates a small group or an assignment planned by CT.</td>
</tr>
<tr>
<td>4</td>
<td>ST observes CT/classroom, facilitates a small group or an assignment planned by CT, and prepares lesson plans for two subjects/classes to teach.</td>
</tr>
</tbody>
</table>
*ST seeking Elementary licensure will plan and teach subjects. ST seeking Secondary licensure will plan and teach classes.

Student Teachers are responsible for finding their own field experience setting with a Cooperating Teacher who meets the criteria.

**Option 2** - This option is for the Student Teacher who is currently the lead teacher in his/her own classroom. A Student Teacher can be employed as the lead teacher in a classroom in either a private school setting or under an Alternative Level I A license (aka Intern license) with the Public Education Department. In this case the Supervised Field Experience takes place in the Student Teacher's own classroom and the role of the Cooperating Teacher is fulfilled by a teacher with a valid NM teaching license who has been designated either “Highly Effective” or “Exemplary” on the NM Teach evaluation. In this case, the cooperating teacher does not have to be teaching a class; if they have the license and status, they might be an administrator or specialist.

Both options for Supervised Field Experience require SFCC classroom sessions/coursework and completion of a minimum of 150 hours in the classroom.

**NOTE**: **If seeking dual licensure you must declare in the Supervised Field Experience Application and contact your advisor to verify your individual program of study.**

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>ST observes CT/classroom, teaches <strong>one</strong> subject/class and prepares lesson plans for three subjects/classes to teach.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>ST observes CT/classroom, teaches <strong>two</strong> subjects/classes and prepares lesson plans for four subjects/classes to teach.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>ST begins lead lesson planning and lead teaching. CT observes ST/classroom.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>ST begins lead lesson planning and lead teaching. CT observes ST/classroom.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>ST begins lead lesson planning and lead teaching. CT observes ST/classroom.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>ST begins lead lesson planning and lead teaching. CT observes ST/classroom.</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>ST prepares lesson plans for four subjects/classes and teaches three subjects/classes.</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>ST prepares lesson plans for three subjects/classes and teaches two subjects/classes.</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>ST teaches two subjects/classes and prepares lesson plans for one subject/class, assists CT with small groups.</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>ST teaches one subject and assists CT with small groups.</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>ST assists CT and facilitates closure with students and CT.</td>
</tr>
</tbody>
</table>
Role of the College Supervisor

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

- College Supervisor will review guidelines and expectations and sign appropriate Field Experience paperwork.
- College Supervisor provides general support and serves as a resource for Cooperating Teachers and Student Teachers.
- College Supervisor will coordinate formal observations, review observation reports, and review mid and final evaluations.

Observation Process:

- Student teachers will receive a minimum of three formal observations including written feedback.
  - On-campus students:
    - One or Two observations conducted by the College Supervisor
    - One observation conducted by the Cooperating Teacher
  - On-line students
    - Two observations conducted by the Cooperating Teacher
    - One or two observations evaluated by the College Supervisor.

Step 1: Pre-observation
Before the observation, students are required to submit a lesson plan to the College Supervisor and Cooperating Teacher a minimum of one full day before the observation. The lesson plan format can be found in the Forms section of this handbook.

Step 2: Classroom Observation
The College Supervisor or Cooperating Teacher observes the Student Teacher, completes an Observation Report form, and provides written feedback. The evaluation focuses on effective instructional design and implementation and is guided by the SFCC Teacher Competencies. The Observation Report form to document observational notes and feedback for ST can be found in the Forms section of this handbook.

Step 3: Post-Observation Conference
The Student Teacher completes a written reflection of the teaching experience. This form, Post Observation Reflection and Self-Assessment can be found in the Forms section of this handbook. This reflection is submitted within twenty-four hours following the observation. The College Supervisor or Cooperating Teacher discuss the reflection and provide observation feedback.
*Special note for on-line 214 Student Teachers! If you are doing some type of video recording for your observation for the College Supervisor, it must be received by the College Supervisor by the due date. This recording can be on a DVD or flash drive that is mailed to the supervisor or a URL of the recording that is posted on-line. Use of a URL for posting the recordings of observations requires a privacy setting where the College Supervisor is the only person with access. Some instructors will not accept online postings of observations.
STUDENT TEACHER ROLES and 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 College Supervisor is scheduled for an observation on the date of an absence, the Student Teacher must contact the College 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 College 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.

Evaluation:

Evaluation will be based on the following criteria:

1. Successful completion of coursework
2. Submission of all documents, forms, and contracts
3. Successful completion of a minimum of 150 hours of field placement
4. Successful completion of Cooperating Teacher evaluations and college supervisor evaluation
5. Successful completion of departmental assessment: reflective paper on candidate proficiencies, Teacher Disposition Assessment (by instructor)
OBSERVATION AND TEACHING RESPONSIBILITIES

General/ Assigned Classroom Observations (~20 hours SFE Option #1)

- 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 SFE Option #1)

- 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 SFE Option #1)

- 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 SFE Option #1)
• Plan for transition of responsibility back to Cooperating Teacher.

INTERVENTION POLICY

Student Teachers will read the Santa Fe Community College Teacher Academy Framework and sign the SFCC Teacher Academy Conduct Agreement upon entering the Teacher Academy, as well as 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 College 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 College 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 College 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 College Supervisor and the Department Chair.

If it is determined that the student teacher has in any way violated the Santa Fe Community College Teacher Academy Framework, the consequences, as outlined in the SFCC Teacher Academy Conduct Agreement may come into effect. This may result in disciplinary action, or removal from the class, or up to and including removal from the SFCC Teacher Academy program.
INTERVENTION AGREEMENT

Performance Agreement for ______________________
(student teacher's name)

It is the goal of the Field Experience that Student Teachers make significant progress toward becoming accomplished novices who show promise of developing into strong teachers. When occasions arise in which the performance of an individual Student Teacher causes concern for either the Cooperating Teacher and/or the Faculty Supervisor, they are responsible for identifying specific conditions to help insure the success of the student teacher.

1. The following competencies have been identified as areas of concern for this Student Teacher (please use the back side for more space):

2. The specific support offered and required are enumerated below (please use the back side for more space):

It must be clearly recognized that __________________ must address these concerns and achieve growth in them to the satisfaction of the Cooperating Teacher and the Faculty Supervisor for the Student Teacher to successfully complete their field experience and be eligible for licensure. On their part, the Cooperating Teacher and the Faculty Supervisor must actively inquire about and observe the Student Teacher's progress.

_____________________________________________  ___________
(Signature of Student Teacher)                    (Date)

_____________________________________________  ___________
(Signature of Cooperating Teacher)                 (Date)

_____________________________________________  ___________
(Signature of College Supervisor)                   (Date)
COOPERATING TEACHER ROLE and RESPONSIBILITIES
CRITERIA FOR COOPERATING TEACHER

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

Option #1:
Teachers wishing to serve as a Cooperating Teacher must meet the following criteria:
- Has taught a minimum of three 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.

Option #2:
School principal or assistant principal will serve as Cooperating Teacher for Student Teachers who are on an Alternative Level 1A /Intern license.
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 are several forms that the Cooperating Teacher should utilize. Several of the forms are to be completed by the Student Teacher and signed by the Cooperating Teacher. However, there are several forms to be completed and submitted by the Cooperating Teacher:
   • Contract for Cooperating Teachers
   • Observational Report forms
   • Mid-point and Final Evaluation forms

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 College Supervisor.
ASSESSMENT
ASSESSMENT CRITERIA

The primary concern of the SFCC faculty, College 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 Process

Step 1: Pre-observation
Before the observation, students are required to submit a lesson plan to the College Supervisor and Cooperating Teacher a minimum of one full day before the observation. The lesson plan format can be found in the Forms section of this handbook.

Step 2: Classroom Observation
The College Supervisor or Cooperating Teacher observes the Student Teacher, completes an Observation Report form, and provides written feedback. The evaluation focuses on effective instructional design and implementation and is guided by the SFCC Teacher Competencies. The Observation Report form to document observational notes and feedback for ST can be found in the Forms section of this handbook.

Step 3: Post-Observation Conference
The Student Teacher completes a written reflection of the teaching experience. This form, Post Observation Reflection and Self-Assessment can be found in the Forms section of this handbook. This reflection is submitted within twenty-four hours following the observation. The College Supervisor or Cooperating Teacher discuss the reflection and provide observation feedback.

Supervised Field Experience Assessment
The final grade for the Supervised Field Experience must be at least a C and an overall GPA of 3.0 in all education courses 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 a C. The Supervised Field Experience will be assessed by the following criteria:

- Submission of all documents, forms, and contracts
• Successful completion (scoring 75% or higher) of coursework, including the SFE Portfolio
• Successful completion of at least 150 field experience hours.
• Successful completion of field experience observations.
• Departmental assessment: Core Values reflective paper on candidate proficiencies, Teacher Disposition Assessment (by instructor)
• Attendance and participation in all field experience seminar (on-line or on-campus) meetings.
• Satisfactory mid-point and final evaluation from Cooperating Teacher of field experience.

All criteria must be successfully completed (scoring 75% or higher) in order to pass this class.

Grades for this course will be based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions/Participation</td>
<td>14 @ 3 Points each</td>
</tr>
<tr>
<td>Contracts/Forms</td>
<td>5 @ 2 Points each</td>
</tr>
<tr>
<td>Observation #1 report with lesson/reflection</td>
<td></td>
</tr>
<tr>
<td>Observation #2 report with lesson/reflection</td>
<td></td>
</tr>
<tr>
<td>Observation #3 report with lesson/reflection</td>
<td></td>
</tr>
<tr>
<td>Mid-term Evaluation</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation, Part 3</td>
<td></td>
</tr>
<tr>
<td>Portfolio Preliminary Project (Comp. 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>Core Values Paper</td>
<td></td>
</tr>
<tr>
<td>Final Portfolio</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
</tr>
</tbody>
</table>
Part I and II

Two domains to be completed by the Cooperating Teacher and reviewed with Student Teacher and College Supervisor at Midterm.

Remaining two domains to be completed by the Cooperating Teacher and reviewed with Student Teacher and College Supervisor at end of semester.
## FINAL EVALUATION OF SUPERVISED FIELD EXPERIENCE, PART 3
(To be completed by both the Student Teacher and the Cooperating Teacher and submitted to the College Supervisor at the end of the semester)

Please rank the following statements

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

<table>
<thead>
<tr>
<th>Student Teacher and the Cooperating Teacher</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The expectations for Student Teachers/Cooperating Teachers were clearly explained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The required hours for the Supervised Field Experience are sufficient for preparation of quality teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The observations provided valuable feedback and fostered professional growth of the Student Teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The informal conferences between the Cooperating Teacher and the Student Teacher provided valuable feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mid-point and final evaluations effectively monitored and measured the proficiency of the Student Teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, the Supervised Field Experience, ensures that Student Teachers meet the New Mexico State Board of Education Teacher Competencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teachers Only</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Student Teacher had satisfactory content and pedagogical knowledge that adequately prepared them for the supervised field experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Teacher Only</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cooperating Teacher had the necessary content and pedagogical expertise to assist in my growth and development as a teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assignments in the Supervised Field Experience class were meaningful and valuable for preparation of quality teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add any additional comments:

Thank you for taking the time to ensure the quality of the SFCC Alternative Licensure Program!
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 SFCC Alternative Licensure Program Teacher Competencies and the Level 1 Provisional Teacher Performance Observations.

The SFCC Teacher Competencies are those 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 Portfolio Template in Appendix B will help you develop your Portfolio:

- Nine sections divided by competency to complete (Section 1 and 2, Preliminary Portfolio Submission, due week 9, complete Portfolio-including all nine sections week 15)
- Include in each section:
  - At least one example supported by one piece of evidence relating to that section.
    - An example may consist of, but is not limited to, excerpts from lesson plans, management plans, agendas for a parent night, etc.
    - Evidence to support the example would be the *outcome* of the example. For instance, if you list a lesson plan excerpt as the example of how you address an indicator, and the outcome of the lesson plan is a student product (i.e. a quiz, written assignment, etc.) then the evidence would be a copy of a student product.
    - Some other types of evidence could include: philosophy statements, research papers, or parent newsletters you have created; photos documenting lessons, learning environments and bulletin boards you have created, fliers of professional development workshops you have attended; a sign-in sheet from parent night showing attendance and especially, student work products.
    - Evidence may be included electronically with a live link.
    - Please consider all courses/learning experiences from your entire Teacher Education program when selecting evidence for your Portfolio.
    - As soon as you begin your Supervised Field Experience, begin to save pieces of evidence for inclusion in your Portfolio.
  - Description of *why or how* that evidence relates to your understanding and/or application of each of the performance indicators and competencies. This explanation (100 - 150 words) will not simply describe the evidence itself, but rather explain how you have met the competency.
SFCC Alternative Licensure Program Teacher Competencies

Competency 1: The teacher accurately demonstrates knowledge of the content area and approved curriculum.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Uses and enhances approved curriculum.</td>
</tr>
<tr>
<td>B.</td>
<td>Gives clear explanations relating to lesson content and procedures.</td>
</tr>
<tr>
<td>C.</td>
<td>Shows interrelatedness of one content area to another.</td>
</tr>
</tbody>
</table>

Competency 2: The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Provides opportunities for students to work independently, in small groups, and in large groups.</td>
</tr>
<tr>
<td>B.</td>
<td>Uses a variety of methods, including demonstrations, lectures, student-initiated work, group work, questioning, and independent practice.</td>
</tr>
<tr>
<td>C.</td>
<td>Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.</td>
</tr>
<tr>
<td>D.</td>
<td>Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.</td>
</tr>
<tr>
<td>E.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Competency 3: The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Explains and/or demonstrates the relevance of topics and activities.</td>
</tr>
<tr>
<td>B.</td>
<td>Communicates to students the instructional intent, directions, or plan.</td>
</tr>
<tr>
<td>C.</td>
<td>Establishes and states expectations for student performance.</td>
</tr>
<tr>
<td>D.</td>
<td>Clarifies actions, directions, and explanations when students do not understand.</td>
</tr>
<tr>
<td>E.</td>
<td>Communicates regularly with students about their progress.</td>
</tr>
</tbody>
</table>

Competency 4: The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.</td>
</tr>
<tr>
<td>B.</td>
<td>Uses teaching techniques and materials that address student learning Levels, rates, and styles.</td>
</tr>
<tr>
<td>C.</td>
<td>Uses resources such as community service agencies, school personnel, and parents to meet student learning Levels, rates, and styles.</td>
</tr>
</tbody>
</table>
**Competency 5:** 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 communications and documentation of student progress for students and families. |

**Competency 6:** The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

| A. Executes routine tasks effectively and efficiently. |
| B. Establishes and states expectations for student behavior. |
| C. Handles transitions effectively. |
| D. Has materials and media ready for student use. |
| E. Manages student behavior effectively and minimizes distractions and interruptions. |
| F. Identifies hazards, assesses risks, and takes appropriate action. |
| G. Provides opportunities for students to be responsible for their behavior and learning. |

**Competency 7:** The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

| 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). Provides opportunities for each student to succeed. |
| B. Acknowledges student performance and achievement. |
| C. Acknowledges that every student can learn. |
| D. Provides students with opportunities for active involvement and creativity. |
| E. Promotes positive student/teacher relationships. |

**Competency 8:** The teacher demonstrates a willingness to examine and implement change, as appropriate.

| A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning. |
| B. Recognizes that change entails risk and modifications may be needed. |
Competency 9: The teacher works productively with colleagues, parents and community members.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Uses conflict resolution strategies when necessary.</td>
</tr>
<tr>
<td>B.</td>
<td>Involves parents and community in the learning environment.</td>
</tr>
<tr>
<td>C.</td>
<td>Collaborates and communicates in a professional manner with colleagues, parents, and community members regarding educational matters.</td>
</tr>
</tbody>
</table>
FORMS

- Supervised Field Experience Contract
- Cooperating Teachers Contract
- Placement Verification
- On Site Checklist
- Assignments Checklist
- Lesson Plan Form
- Observation Report
- Post Observation Reflection and Self-Assessment form
- Midterm and Final Evaluation forms (Appendix A)
Supervised Field Experience Contract

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.

The Supervised Field Experience will be assessed by the following criteria:

- Submission of all documents, forms, and contracts
- Successful completion of coursework, including the SFE Portfolio
- Successful completion of field experience required hours.
- Successful completion of field experience observations.
- Departmental assessment: reflective paper on candidate proficiencies, Teacher Disposition Assessment (by instructor)
- Attendance and participation in all field experience seminar (on-line or on-campus) meetings.
- Satisfactory mid-point and final evaluation from Cooperating Teacher of field experience.

All criteria must be successfully completed in order to pass this class.

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 have shared a copy of this Handbook with my Cooperating Teacher/Supervisor.

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
Thank you for participating in the Teacher Academy Field Experience. We are confident the candidate will gain valuable experience and we appreciate the time and help you share with them.

**Cooperating Teacher/Student Teacher Contract**

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

**As a Cooperating Teacher in the SFCC Supervised Field Experience:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will verify that this SFCC student completes at least 150 classroom hours that include observation and, classroom assistance, and teaching individual students, small groups, and the whole class.</td>
<td></td>
</tr>
<tr>
<td>I will ask the Student Teacher/Intern Licensed teacher for advance lesson plans for any lesson she/he teaches and provide feedback on those lesson plans.</td>
<td></td>
</tr>
<tr>
<td>I will provide the Student Teacher/Intern Licensed teacher with both specific feedback on strengths/strategies that are working well, and also areas for improvement—and alternative approaches to consider, if appropriate.</td>
<td></td>
</tr>
<tr>
<td>I will contact the SFCC College Supervisor immediately, if I have concerns about the performance of the Student Teacher with whom I am working.</td>
<td></td>
</tr>
<tr>
<td>If I am working with an “online” Student Teacher/Intern Licensed Teacher, I will formally observe them a minimum of twice and provide written documentation of these observations. If I am working with an “on-campus” Student Teacher/Intern Licensed Teacher, I will formally observe them a minimum of once and provide written documentation of this observation.</td>
<td></td>
</tr>
<tr>
<td>I will complete the mid-semester and final evaluation forms provided.</td>
<td></td>
</tr>
<tr>
<td>I will read the Supervised Field Experience Handbook.</td>
<td></td>
</tr>
<tr>
<td>I have a NM Teach “Highly Effective” or “Exemplary” Rating.</td>
<td></td>
</tr>
</tbody>
</table>

Signature of Cooperating Teacher ____________  Date ____________

Signature of Student Teacher ____________  Date ____________

SANTA FE COMMUNITY COLLEGE
**Placement Verification**

**Please Print/Write Legibly**

Date: ______________________

**Student Teacher or Intern Licensed Teacher:**

Name: ___________________________________________________________________________

Address: _________________________________________________________________________

Home Phone: __________________ School Phone: ________________

E-mail(s): _______________________________________________________________________

Are you on an Intern license? YES____ NO_____ In what area/subject? ______________________

Grade and Subject of your SFE Placement: _____________________________________________

**Cooperating Teacher**

Name: ___________________________________________________________________________

NM Teaching License: Area: __________ Level _____ Highest degree: _________________

NM Teach Rating (check one): ☐ Highly Effective ☐ Exemplary Years of experience: ______

Home Phone: __________________ School Phone: ____________________________

E-mail(s): _______________________________________________________________________

School Address: _______________________________________________________________

Grade level: __________ Subjects (for middle and high school): ________________________

**School of Placement**

Name of school: ___________________________________________________________________

Principal: _________________________________________________________________________

E-mail: __________________________________________________________________________

Address: _____________________________________________________________

Telephone: ____________________________

**Student Teacher Schedule:** (Use back or attach)
On-Site CHECKLIST

Student Teacher's Name: ____________________________________

CHECKLIST OF THINGS I DID:

____ 1. Reviewed the student teaching requirements with my cooperating teacher
____ 2. Acquired copies of texts to be used in class(es).
____ 3. Read district's curriculum guide(s) and teacher's syllabus (if applicable).
____ 4. Determined what will be done in class before I take over.
____ 5. Acquired and/or read a copy of district teacher's handbook (if applicable).
____ 6. Acquired and/or read a copy of school's student handbook (if applicable).
____ 7. Observed teachers other than cooperating teacher.

THINGS I LEARNED:

____ 1. Routines for taking and reporting absences.
____ 2. Routines for issuing/checking hall passes.
____ 3. Routines for distributing/collecting papers/supplies.
____ 4. Basic rules being enforced for pupil behavior.
____ 5. Basic rules for teachers in the school.
____ 6. Time(s) the Cooperating Teacher reports to and leaves school.
____ 7. Procedure for checking out books from the library.
____ 8. A-V equipment available and the procedures for checkout and use.
____ 9. Location of fire extinguishers and alarm boxes.
____ 10. Procedures for my class during fire/emergency drills.
____ 11. School's procedures in case of a medical emergency, necessary information regarding students' medical conditions, allergies, impairments, and confidentiality guidelines.
____ 12. Plan developed by me and my Cooperating Teacher for my starting student teaching including a scheduled weekly time for us to hold a conference.
____ 13. Field trip requirements and limitations.

NAMES OF PEOPLE I HAVE MET (make an effort to meet each of these key people):

Principal_____________________________ Secretary____________________________
Counselor/Social Worker____________________________ Custodian____________________________
Librarian/Media Specialist____________________________
Nurse____________________________ (days he/she is at school)
Special Education Teacher____________________________

I certify with my signature that I know/have done all of the above.
Assignments Checklist

Name of Student Teacher (Please print):______________ ________________________ Semester:_______

☐ Read Supervised Field Experience Handbook. Submit Petition to Graduate to Gerry Harris, Geraldine.harris@sfcc.edu. Due: Week 1

☐ Submit “Contract for Supervised Field Experience”. Submit “Placement Verification Form. (Scan and email to College Supervisor) Due: Week 2

☐ Provide cooperating teacher, or principal if teaching on an internship license, with a copy of Supervised Field Experience Handbook. Cooperating Teacher/Principal read and sign Assignments Checklist (this form) and Contract for Cooperating Teachers. Submit both forms to College Supervisor. Due: Week 3

☐ Meeting or conversation (via phone/email) between Cooperating Teacher/Principal (if on internship license) and College Supervisor. Date: ______________

☐ Submit “On Site Information Checklist”. Submit Petition to Graduate. Due: Week 4

☐ 1st Observation—Submit video recording (1 hour) of Student Teacher teaching a lesson along with corresponding lesson plan. Due: Week 6

☐ Submit student teaching Mid-Point Evaluation, Pt. I by Cooperating Teacher/Principal Due: Week 8

☐ Submit Preliminary Portfolio Submission (Competencies 1 & 2) of “Supervised Field Experience Portfolio”. Due: Week 9

☐ Submit “Core Values Reflection Paper”. Due: Week 10

☐ 2nd Observation—Submit Observation Report completed by Cooperating Teacher/Principal along with corresponding lesson plan. Due: Week 12

☐ 3rd Observation—Submit Observation Report completed by Cooperating Teacher/Principal along with corresponding lesson plan. Due: Week 13

Submit Student Teaching Final Evaluation, Pt II and III (Completed by Cooperating Teacher/Principal and by Student Teacher) Due: Week 14

☐ Submit completed “Supervised Field Experience Portfolio” (completed by Student Teacher) Due: Week 15

☐ Submit “Exit Packet” after final grade is posted (Observation Log, NES Assessments, and transcripts.) Submit to Dawn Wink, Kids Campus, SFCC, 6401 Richards Ave. SF, NM 87507.
LESSON PLAN Form

To be submitted at least the day before the observation

Name:______________________________________________________ Date:____________________

School and Room #:________________________________________ Cell Phone:____________

Grade and Subject:__________________________________________

Common Core or NM Standards and Performance Objectives:

Measurable Objectives of Lesson:

Instructional Processes:
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

Classroom Learning Environment:

Materials:

Inclusion:

Key Vocabulary:

Hook: ( _______ minutes)

Teacher Instruction: _______ ( _______ minutes)
1. 
2. 

Student Practice: _______ ( _______ minutes)
1. 
2. 

Assessment of Student's Performance:

Closure:
Observation Report

EDUC 214

Student Name:                      School:
Cooperating Teacher Name:          Date:
College Supervisor:               

Learning Objectives:

Instructional Processes:
    Preparedness:

Instruction:

Learning:

Lesson Connection to Common Core:

Classroom Discourse:

Classroom Learning Environment and Materials:

Classroom Management:
    Management of Environment:
    Management of Groups of Students:
    Management of Individual Students:

SFCC Teacher Academy Core Values:
    Professionalism:
    Diversity:
    Critically Reflective Teaching:
    Collaboration and Community:
Post Observation Reflection and Self-Assessment

What I think the children learned:

How I know this:

What went well and why?

What would I do differently and why?

Things I need to remember for next time:

For myself:

For the children:

What I learned about (choose two of the most relevant categories and write about them on the back):

- Children
- Myself as a teacher
- Teaching as problem solving
- Communicating with others
- Assessment
- Working with diverse learners
- Collaboration with families