



MEMORANDUM

TO: Prospective Elementary Student Teachers

FROM: Dr. Blanca Araujo, Director of Elementary Education
Teresa C. Valenzuela, Assistant Director of Elementary Education

SUBJECT: Student Teaching Entry Packet (STEP)

Dear Teacher Candidate,

We are pleased that you have reached a critical point in your pursuit to become a licensed educator. As a culminating experience, student teaching is a time to expand your knowledge of teaching, learning and children. It is also a time to take risks in a supportive environment. The packet process is designed to give you the opportunity to demonstrate student teaching readiness based on entry level teacher education competencies and the programmatic focus areas of teaching field, pedagogy and children. As such, please spend some time reflecting on your overall experiences up to this point that shape how you situate yourself as an educator in the frameworks of children, teaching field, and pedagogy. This packet includes the directions and forms necessary for completing the packet. **Your packet is due at the STEP orientation meeting that will be held on the first Friday of October for Student Teaching spring semester or the first Friday of March for Student Teaching fall semester.** Your packet will be evaluated by faculty for admission to student teaching and submitted to administrators and cooperating teachers who will use your information to screen you for placement in the public schools. Submission of packet does not guarantee admission to Student Teaching. You will be notified in writing should your packet submission not meet the high standards of faculty in the College of Education.

I. The packet must consist of the following documents and be submitted at the Student Teacher Entry meeting **one semester prior to the student teaching semester.** In order for your packet to be considered, it must be complete. An incomplete packet will render you ineligible for student teaching.

- _____ 1. a *Letter of Introduction* (see p. 3)
- _____ 2. a *Self-Evaluation of Student Teaching Preparedness* survey (see p. 4-6)
- _____ 3. a Lesson Plan from your teaching field (see p. 3)
- _____ 4. a *Confidential Faculty Recommendation* (see p. 7)

- _____ 5. a copy of the NES Elementary Education Subtest I & Elementary Education Subtest II examination results with a passing score.
- _____ 6. Please include two practicum evaluations from Block A Cooperating Teacher.

UNDERGRADUATE/ GRADUATE STUDENTS
BLOCK A: <ul style="list-style-type: none"> • Midterm (one) • Final (one)
BLOCK B (No evaluations are required from this block).

- _____ 7. Copy of Degree Check completed during the semester prior to commencing student teaching. (Music students must submit a “STAR” audit report)
- _____ 8. Unofficial transcripts (obtain from NMSU registrar, **NOT** COE Advising Center)

II. Materials should be professionally bound in **Two Separate Packets** and include a **File Folder** as outlined below.

___ **Packet #1** (for faculty packet evaluation): **Include Items #1-8 listed above with dividers labeled appropriately.** Please include a cover sheet that includes your **full name, address, phone number, e-mail and teaching field.**

___ **Packet #2** (for school administrators and cooperating teachers): **Include Items #1-3 listed above.** Please include a cover sheet with your **full name, address, phone number and e-mail.**

___ **For File Folder** (for university supervisor): **Also include items #1-3 listed above.** Please include a cover sheet with your **full name, address, phone number, e-mail.**

III. **Incomplete or insufficiently organized submissions will not be reviewed and will render you ineligible for student teaching.**

IV. For those who might be interested in student teaching at the middle school level please contact the Director of Elementary Education the semester **BEFORE** STEP packet is due.

ELEMENTARY STUDENT TEACHING *LETTER OF INTRODUCTION*

Directions: Write a persuasive 2-3 typed, single-spaced business-type letter of introduction demonstrating your understanding of the foundation for teaching and learning through describing your working knowledge of self, children, teaching field and pedagogy. This letter will be evaluated by faculty; however, it will ultimately be given to your prospective cooperating teacher and university supervisor. Your letter should reflect professional business-type letter formatting and preparation. Please address the following concepts in your letter:

1. What is your role as a professional educator in a diverse society?
2. Identify three (3) of your strength areas based on your teaching field, professional knowledge, skills and/or dispositions you possess.
3. Why are you passionate about your teaching field?
4. Identify one (1) specific goal or area of need/weakness.
5. What are your specific expectations of the cooperating teacher in light of these strengths and weaknesses?
6. Detail your experience working with children (practica, internships, substitute teaching, employment, volunteer work, etc.) What have these experiences ultimately taught you about the complexity of children and their lives and what is required of you as a professional educator to engage them in learning?
7. Identify what you believe is one of the greatest challenges facing education. Include how you feel your role as a novice educator can impact that challenge.

LESSON PLAN from TEACHING FIELD

Developing your skills and abilities as a teacher is dependent upon your ability to develop quality lessons plans that take into account the teaching field, time, student and teacher needs prior to delivery. During student teaching there is an expectation that you will submit all lesson plans for approval by the cooperating teacher **at least one week prior to delivery**. Therefore, it is paramount that you demonstrate proficiency in the ability to write, think and connect your stated instructional goals to the delivery and assessment of students.

Choose a topic represented in the standards and benchmarks of the teaching field and age group you desire to work with during student teaching. **If you plan to request a middle school placement, make sure to submit a lesson plan for the grade level you intend to student teach.** Develop a lesson utilizing the Elementary Education Instructional Planning template. You may utilize a lesson that you have had evaluated in another course or create a new one, but either way, it should represent your BEST work in lesson planning. Your Lesson Plan will be scored based on the Planning Assessment Scheme.

The Elementary Education Instructional Planning Template and Assessment Scheme can be found at: <http://ci.education.nmsu.edu/otcp/elem/lesson-plan-templates/>



**ELEMENTARY SELF-EVALUATION OF
STUDENT TEACHING PREPAREDNESS**

Name _____

(Circle all that apply): Undergraduate Graduate

Special Education Bilingual/TESOL Endorsement Spring Student Teaching Fall Student Teaching

Teaching Field: _____

4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 DEVELOPING	1 UNACCEPTABLE
You feel you perform the competency accurately, consistently and efficiently.	You feel you perform the competency consistently and without significant error.	You feel you perform the competency but have several areas for improvement within its designation.	You feel you do not demonstrate the competency and/or the application of the competency.

Professionalism:

- Working professionally with other colleagues such as my cooperating teacher and university supervisor.....1 2 3 4
- Effectively implementing ideas through lessons.....1 2 3 4
- Balancing out-of-school and in-school responsibilities.....1 2 3 4
- Flexibility with school-wide scheduled & impromptu activities.....1 2 3 4

Communication:

- Communicating positively and effectively with parents, staff, and youth.....1 2 3 4
- Demonstrating thoughtful and responsive listening.....1 2 3 4
- Asking for help.....1 2 3 4
- Accepting feedback as a means to inform growth and improvement.....1 2 3 4

Lesson Planning & Implementation:

- Making adequate time to prepare instructional materials.....1 2 3 4
- Developing daily and long-term lesson plans.....1 2 3 4
- Using state standards and benchmarks to create lessons.....1 2 3 4
- Planning my lessons to achieve optimum learning by students.....1 2 3 4

Integrating content area concepts across all areas of instruction	1	2	3	4
Incorporating a variety of pedagogical strategies into practice.....	1	2	3	4
Promoting creativity and independent thinking.....	1	2	3	4
Developing curriculum and instructional strategies appropriate to the developmental level of each child.	1	2	3	4
Technology:				
Accessing a range of technology to support instruction.....	1	2	3	4
Incorporating technology into instruction to support student learning.....	1	2	3	4
Assessment:				
Connecting assessment to stated goals and objectives.....	1	2	3	4
Developing valid and varied evaluation tools to measure student outcomes.....	1	2	3	4
Incorporating formative assessment into instruction.....	1	2	3	4
Using effective questioning techniques to assess student knowledge	1	2	3	4
Classroom Learning Environment:				
Organizing class activities to sustain attention and interest of students.....	1	2	3	4
Establishing an environment that utilizes feedback in a positive manner.....	1	2	3	4
Challenging unmotivated students.....	1	2	3	4
Challenging students to use higher order thinking skills.....	1	2	3	4
Adhering to classroom scheduled activities.....	1	2	3	4
Developing and/or implementing classroom learning procedures.....	1	2	3	4
Getting students to respect me as a lead teacher	1	2	3	4
Implementing record keeping procedures (school and district).....	1	2	3	4
Diversity:				
Adjusting teaching style to meet the learning styles of all students in the classroom	1	2	3	4
Addressing multicultural issues through planning and interacting with children and staff.....	1	2	3	4
Relating to and providing for English Language Learners.....	1	2	3	4
Identifying stereotypes and bias in curriculum materials & adapting instruction accordingly.....	1	2	3	4

Inclusion:

Participating in the IEP process.....1 2 3 4

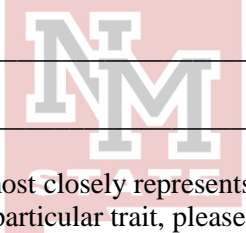
Providing for the individual needs of students.....1 2 3 4

Relating to and providing for students with exceptionalities.....1 2 3 4

Additional Comments/Concerns:

FACULTY RECOMMENDATION FOR ADMISSION TO STUDENT TEACHING

**College of Education
NEW MEXICO STATE UNIVERSITY**



NAME OF CANDIDATE _____ **BANNER ID** _____

MAJOR _____ **TEACHING FIELD** _____

Evaluator: Please supply a rating which most closely represents your evaluation of each disposition. If you have had insufficient opportunity to observe a particular trait, please mark n/a.

4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 DEVELOPING	1 UNACCEPTABLE
Student performs the competency accurately, consistently and efficiently.	Student performs the competency consistently and without significant error.	Student performs the competency but has several areas for improvement within its designation.	Student fails to demonstrate the competency and/or the application of the competency.

- Exhibits a positive disposition toward all colleagues and students _____
- Seeks advice and resources _____
- Accepts feedback _____
- Works effectively with the colleagues _____
- Follows through on all obligations _____
- Demonstrates responsibility for professional growth _____
- Uses verbal, nonverbal & other techniques to enhance student engagement _____
- Demonstrates thoughtful and responsive listening and speaking _____
- Demonstrates appropriate and relevant knowledge in the content areas _____
- Demonstrates awareness of multicultural content & pedagogy in meeting students' needs _____
- Demonstrates confidence in content area throughout planning & delivery _____
- Demonstrates skills to adapt and work with diverse learners
(including special needs, advanced, race, gender, language) _____
- Demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity _____

Name of Evaluator (print) _____ **Position** _____

Department: _____ **Phone Number** _____

Evaluator's Signature _____

PLEASE RETURN TO STUDENT IN A SEALED, CONFIDENTIAL ENVELOPE.

**COLLEGE OF EDUCATION – NEW MEXICO STATE UNIVERSITY
STEP EVALUATION FORM**

Student Name _____

Banner ID # _____

SCORING:	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DEVELOPING	UNACCEPTABLE	
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LETTER OF INTRODUCTION	4	3	2	1	_____
Professional representation of self					
Understanding of diversity					
Knowledge of educational field					
Ability to engage in self-reflection					
Overall written communication					

LESSON PLAN (see rubric)	4	3	2	1	_____
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FACULTY RECOMMENDATION (transfer average from form)					_____
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NMTA SCORES & TRANSCRIPTS	4	3	2	1	_____
Performance in coursework					
Evidence of content knowledge					
Evidence of teaching field knowledge (ECED, ELED, SEC)					

PRACTICA EVALUATIONS	4	3	2	1	_____
Pedagogical skills					
Professionalism					
Openness to feedback and supervision					
Reflective practice					
Working with diverse learners					

Comments:

TOTAL _____

The College of Education Student Teaching Admission Committee will use this form as a guide when reviewing the Student Teaching Entry Packet (STEP).