

# MEMORANDUM

**TO:** Prospective Special Education Student Teachers

**FROM:** Dr. Marlene Salas-Provance

**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 (Fall), or the first Friday of March (Spring).** The 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 *Reflective Essay*

\_\_\_\_\_ 2. a *completed Concerns Survey*

\_\_\_\_\_ 3. a Lesson Plan

\_\_\_\_\_ 4. a *Confidential Faculty Recommendation*

\_\_\_\_\_ 5. a copy of the New Mexico Teacher Assessment (NMTA) Content Knowledge examination results. Whether you have previously failed or passed the NMTA Content Knowledge examination, please include those scores. In addition, if you have not passed the NMTA yet, include the email

confirmation of your registration to retake the exam. In order to be eligible for Student Teaching, you will need to achieve a score of 240 on the NMTA Content Knowledge Exam. However, for the purposes of STEP, you must provide all of the above information in order for your packet to be considered complete.

- \_\_\_\_\_ 6. A copy of your evaluations from your cooperating teacher and university supervisor during your practicum placement
- \_\_\_\_\_ 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.**

## REFLECTIVE ESSAY REQUIREMENTS

Compose a 2-3 page typed and double-spaced essay that addresses the following:

- Why you chose teaching as a career
- The experiences and events in your life that led you to become a teacher
- Your philosophy of learning and teaching
- Your experiences with individuals with disabilities
- Your experiences with diverse learners
- Your reflections on how the Teacher Education program has prepared you for working in the field of special education.
- Your expectations of your student teaching experience

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.

## LESSON PLAN

Developing your skills and abilities as a teacher is dependent upon your ability to develop quality lesson 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. 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. Since you will be teaching students with special needs, make certain that your lesson plan includes methods for differentiation and modifications.

**MY CONCERNS AS A PRACTICUM STUDENT**

*(circle all that apply):*    **Special Ed**        **Dual Licensure**

As a practicum student, I envision a rewarding teaching experience. However, although I feel prepared to complete my practicum, I have the following concerns. I look forward to having my cooperating teacher and university supervisor help me with my concerns so that I can become a successful teacher.

1	2	3	4
<i>Not concerned</i>	<i>Slightly concerned</i>	<i>Moderately concerned</i>	<i>Very concerned</i>

1. Being compatible with my cooperating teacher..... 1   2   3   4
2. Planning my lessons to achieve optimum learning by students ..... 1   2   3   4
3. Organizing class activities to sustain attention and interest of students ..... 1   2   3   4
4. Adhering to classroom scheduled activities (time management)..... 1   2   3   4
5. Challenging unmotivated students ..... 1   2   3   4
6. Using IEPs and state standards & benchmarks to create lessons..... 1   2   3   4
7. Adjusting teaching style to meet the learning styles of all students in the classroom..... 1   2   3   4
8. Challenging students to use higher order thinking skills ..... 1   2   3   4
9. Having adequate time to prepare instructional materials ..... 1   2   3   4
10. Assuming teaching responsibilities too quickly before I'm ready to lead teach..... 1   2   3   4
11. Providing for the individual needs of the students ..... 1   2   3   4
12. Having the opportunity to implement my ideas ..... 1   2   3   4
13. Developing daily and long-term lesson plans ..... 1   2   3   4
14. Developing and/or implementing classroom procedures (classroom management)..... 1   2   3   4
15. Integrating university requirements with student teaching practicum ..... 1   2   3   4

16. Feeling comfortable with teaching during my university supervisor observations..... 1 2 3 4
17. Being accepted and respected by other teachers and the principal ..... 1 2 3 4
18. Getting students to respect me as a lead teacher ..... 1 2 3 4
19. Being prepared for every lesson..... 1 2 3 4
20. Getting a favorable evaluation from cooperating teacher ..... 1 2 3 4
21. Securing a teaching position of my choice ..... 1 2 3 4
22. Balancing out-of-school and in-school responsibilities ..... 1 2 3 4
23. Communicating positively with parents ..... 1 2 3 4
24. Addressing multicultural issues through effective planning ..... 1 2 3 4
25. Getting a favorable evaluation from university supervisor..... 1 2 3 4
26. Incorporating a variety of pedagogical strategies into practice..... 1 2 3 4
27. Being compatible with my university supervisor ..... 1 2 3 4
28. Relating to and providing for students with disabilities..... 1 2 3 4
29. Relating to and providing for English language learners..... 1 2 3 4
30. Accessing ancillary service personnel ..... 1 2 3 4
31. Asking for help ..... 1 2 3 4
32. Flexibility with school-wide scheduled & impromptu activities ..... 1 2 3 4
33. Developing student behavioral contracts ..... 1 2 3 4
34. Learning documentation strategies ..... 1 2 3 4

Additional Concerns:

**OPTIONAL DEMOGRAPHICS**

(circle)

Age:     < 20     21-26                    27-32                    33-38                    39-44                    45-50                    >51

Ethnicity:     Caucasian                    Hispanic                    American Indian     Asian American     African American  
 Other: \_\_\_\_\_ (please identify)

Gender:                    male                    female

## LESSON PLAN GUIDE

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Title and content area(s): The title should identify the content of the lesson. Include content area and grade level.
2. Standards and Benchmarks: Access state content areas standards and benchmarks from your school site or on-line at the State Department of Public Education.
3. Lesson Objectives: Include 3-5 objectives in each lesson stated in measurable terms. Use active verbs to identify what you want each student to be able to accomplish
4. Materials: List all the materials that teachers and students will be using to include books, handouts, rulers, markers, etc. Include copies of the resources, handouts, and references/sources.
5. Step by Step Procedures:
  - Time Line: Identify how long it will take to complete each lesson component (example: 10 minute introduction)
  - Introduction/Review: What information will the teacher bring to the lesson and how will the teacher access background knowledge from students?
  - Development: Procedural step. This is the teacher's road map through the lesson. Be specific and outline the teaching steps; so, that a substitute could teach this lesson.
  - Closure: End of the lesson-wrap up. There should be closure at the end of each lesson.
6. Pedagogical Strategies: Use a variety of pedagogical strategies to deliver each lesson.
7. Evaluation: Include an assessment or evaluation activity for each lesson. How are you going to measure objectives?
8. Multicultural Orientations: Accommodate for the diverse learners in your classroom, cater to a variety of learning styles, and utilize an array of pedagogical strategies. Explain how content, cooperative grouping and other environmental decisions are Multicultural.
9. Inclusive Elements: Accommodate for individual learning needs and the IEP. Identify the IEP goals and objectives addressed for each lesson.
10. Technology: Include technology and assistive technology in each lesson plan. For example, provide the procedural steps utilizing the technology in the classroom and in the school computer lab.
11. Transition: Explain how students will transition from class to class or activity to activity. Is the transition teacher directed, student directed, etc.?
12. Cross-disciplinary/Cross-content areas: Explain how this lesson aligns with other content areas.

