



MEMORANDUM

TO: Prospective Secondary Student Teachers, PE Student Teachers, & Music Student Teachers

FROM: Dr. Tracey Gorham Blanco, Clinical Director of Secondary 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 youth. 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 content, pedagogy and youth. 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 youth, content, and pedagogy. This packet includes the directions and forms necessary for completing the packet. **Your packet will be turned in at STEP submission portal that will be due on the first Friday of October (Fall), or the first Friday of March (Spring).** Applications will be evaluated by faculty for admission to student teaching and submitted to 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.

STEP Packets will be submitted electronically within the [STEP Portal](#). Save each of your documents as a PDF in order to upload to the electronic submission portal.

To access the STEP Portal, use the link included up above, or enter the following web address directly in your web browser: <https://forms.gle/JZ9rVEEj2KLAvn4H8>

The digital STEP packet must consist of the following documents and be submitted at the Student Teacher Entrance Portfolio (STEP) Portal **one semester prior to the student teaching semester**. Students are also required to attend the STEP In-Take meeting that is held on **the first Friday of October (Fall), or the first Friday of March (Spring)**. Details about this STEP In-Take meeting will be provided through email. In order for your packet to be considered, it must be complete. An incomplete packet will render you ineligible for student teaching. *(Students must have already applied with the College of Education (COE) Advising one year in advance of student teaching using the one-page Student Teaching Application form)*. **Late, incomplete or insufficiently organized submissions will not be reviewed and will render you ineligible for student teaching.**

- _____ 1. A Letter of Introduction (instructions are enclosed)
- _____ 2. A Self-Evaluation of Student Teaching Preparedness survey (self-evaluation form enclosed)
- _____ 3. A Lesson Plan from your Content Area (instructions enclosed)
- _____ 4. A Confidential Faculty Recommendation from your Content Area
(Provide the Name and Email address for your recommender – an automatic request will be sent to the recommender to fill out an electronic form)
- _____ 5. Copy of Passing Score for Praxis Content Knowledge Assessment
- _____ 6. Copy of Passing Scores for Praxis CORE Academic Skills exams (Reading, Writing, & Math)
- _____ 7. Evaluation Reflection – Include copies of all evaluations from cooperating classroom teachers and NMSU faculty and write a narrative reflection (1 page minimum) detailing your reflection over the experiences and evaluations you have received.

Graduate Students	Undergraduate Students	PE Students	Music Ed Students
EDUC 530 <ul style="list-style-type: none"> • Midterm • Final • NMSU Evaluator 	EDUC 381 <ul style="list-style-type: none"> • Midterm • Final • NMSU Evaluator 	PE P 315 <ul style="list-style-type: none"> • University Supervisor Evaluation 	MUS 346 <ul style="list-style-type: none"> • See Dr. Smyth for requirement
EDUC 56_ Secondary Methods <ul style="list-style-type: none"> • Midterm • Final • NMSU Evaluator 	EDUC 475 <ul style="list-style-type: none"> • Midterm • Final • NMSU Evaluator 	PE P 466 <ul style="list-style-type: none"> • University Supervisor Evaluation 	MUS 349 <ul style="list-style-type: none"> • See Dr. Smyth for requirement
	EDUC 46_ Secondary Methods <ul style="list-style-type: none"> • Midterm • Final • NMSU Evaluator 		

- _____ 8. Copy of current Degree Check dated within the semester of STEP submission
 - Music students must submit a “STAR” audit report **reviewed and signed** by Music Education Advisor
 - Graduate students must submit an updated Master’s Program of Study
(Please see Dr. Gorham Blanco to complete a Program of Study)
- _____ 9. Unofficial transcripts
(obtain from NMSU registrar, **NOT** College of HEST Advising Center)

SECONDARY STUDENT TEACHING LETTER OF INTRODUCTION

Office of Teacher Candidate Preparation

Directions: Write a thoughtful 2-3 page typed, single-spaced *business letter* of introduction demonstrating your understanding of the foundation for teaching and learning through expounding upon your working knowledge of self, youth, content and pedagogy. This letter will be evaluated by faculty; however, it will ultimately be given to your prospective cooperating mentor teacher and university supervisor. Your letter should reflect *professional business 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 the content, professional knowledge, skills and/or dispositions you possess.
3. Why are you passionate about teaching in your specific content area 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 youth (practica, internships, substitute teaching, employment, volunteer work, etc.) What have these experiences ultimately taught you about the complexity of youth 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 CONTENT AREA*

Developing your skills and abilities as a teacher is dependent upon your ability to develop quality lessons plans that take into account the **content, timing, student needs, and teacher needs** prior to delivery of a lesson. 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 content area and age group you desire to work with during student teaching. Develop a lesson utilizing the Secondary Education Lesson Plan template. You may utilize a lesson plan 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.

The Secondary Education Lesson Plan Template can be found at:
<https://tpal.nmsu.edu/degree-programs/concentrations/secondary-education.html>

***PE: Please see Dr. Oliver for an approved lesson plan template.**



SECONDARY
SELF-EVALUATION OF STUDENT TEACHING PREPAREDNESS

Name _____

Level of Study (circle one): **Undergraduate** **Graduate**

Content Area (circle one): **English** **Science** **Social Studies** **Math** **Music** **PE**

Select a specialization (if applicable): **Special Education** **Bilingual Endorsement** **TESOL Endorsement**

Student Teaching Semester (circle one): **Spring** **Fall**

4 EXCEEDS PROFICIENCY	3 PROFICIENT	2 NEARING PROFICIENT	1 NOT PROFICIENT
You feel you can perform the competency accurately, consistently, and efficiently.	You feel you can perform the competency consistently and without significant error.	You feel you can mostly 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

Instructional 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

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

Motivation:

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

Classroom Management:

Adhering to classroom schedules activities.....	1	2	3	4
Developing and/or implementing classroom management 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 youth 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 & adapt 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

FACULTY RECOMMENDATION FOR ADMISSION TO STUDENT TEACHING

College of Education NEW MEXICO STATE UNIVERSITY

NAME OF CANDIDATE _____ BANNER ID _____

MAJOR _____ CONTENT AREA _____

Evaluator: Please supply a rating which most closely represents your evaluation of the Teacher Candidate (TC) for each disposition. If you have had insufficient opportunity to observe a particular trait, please mark N/A.

4 EXCEEDS PROFICIENCY	3 PROFICIENT	2 NEARING PROFICIENT	1 NOT PROFICIENT
TC performs the competency accurately, consistently and efficiently.	TC performs the competency consistently and without significant error.	TC performs the competency but has several areas for improvement within its designation.	TC 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 _____

**FOR INFORMATIONAL PURPOSES ONLY – RECOMMENDER WILL RECEIVE AN EMAIL
WITH LINK TO ONLINE RECOMMENDATION FORM.**

STEP APPLICATION FOR STUDENT TEACHING EVALUATION FORM (SAMPLE)

Student Name _____ Banner ID # _____

	EXCEEDS PROFICIENCY	PROFICIENT	NEARING PROFICIENCY	NOT PROFICIENT	Score
LETTER OF INTRODUCTION Professional representation of self Understanding of diversity Knowledge of educational field Ability to engage in self-reflection Overall written communication	4	3	2	1	_____
LESSON PLAN (see rubric)	4	3	2	1	_____
TRANSCRIPTS Performance in coursework Evidence of content knowledge	4	3	2	1	_____
For students who do not have Practica Evaluations due to COVID-19, please write a score of N/A					
PRACTICA EVALUATIONS Pedagogical skills Professionalism Openness to feedback and supervision Reflective practice Working with diverse learners	4	3	2	1	_____

TOTAL _____

The College of Education Student Teaching Admission Committee will use this form as a guide when reviewing packet Applications to Student Teaching.

For Program Director use only:

FACULTY RECOMMENDATION (average transferred from form)					_____
NES/PRAXIS CONTENT EXAM	Pass _____ Fail _____ Not yet taken _____				