TO: Prospective Elementary Student Teachers

FROM: Dr. Blanca Araujo, Director of Elementary Education
       Dr. Lynn Bagwell, 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 Orientation meeting **one semester prior to the student teaching semester.** In order for your packet to be considered, it must be complete.

   ______  1. Letter of Introduction (see p. 3)
   ______  2. Self-Evaluation of Student Teaching Preparedness survey (see p. 4-6)
   ______  3. Lesson Plan (that you have taught/see p. 3)
   ______  4. Confidential COE Faculty Recommendation (see p. 7)
   ______  5. 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.

<table>
<thead>
<tr>
<th>UNDERGRADUATE/GRADUATE STUDENTS</th>
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<tbody>
<tr>
<td>BLOCK A:</td>
</tr>
<tr>
<td>• Midterm (one)</td>
</tr>
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<td>• Final (one)</td>
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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, \textbf{NOT} COE Advising Center)

II. You will submit three packets explained below.

1. \textbf{Faculty Packet (Must be professionally bound)}: Include items #1-7 listed above with dividers labeled appropriately. Please include a cover sheet that includes your full name, address, phone number, e-mail and content area.

2. \textbf{Placement Packet (Put in a file folder)} – Administrators and/or Cooperating Teachers: Include items #1-3 listed above. Please include a cover sheet with your full name, address, phone number, e-mail and items 1-3 listed above.

3. \textbf{File folder (Put in a file folder)} - University Supervisor): Include items #1-3 listed above. Please include a cover sheet with your full name, address, phone number, e-mail and items 1-3 listed above.

III. \textbf{Incomplete or insufficiently organized submissions will not be reviewed}.

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

V. For those who might be interested in distance student teaching please contact the Director of Elementary Education once your STEP packet has been approved.
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

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.

The lesson plan you include in your STEP packet should be one that you have taught and it should include the completed Post Lesson Reflection and Assessment Form. You should utilize a lesson that you have had evaluated and which represents your BEST work in lesson planning. Your Lesson Plan will be scored based on the Planning Assessment Scheme.

If you have applied and been approved for a middle school placement Dr. Tracey Gorham Blanco will provide you with the secondary lesson plan template that you are to use for this portion of your STEP packet (see page 2, item IV).
ELEMEJNIARY 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: __________________________________

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

4 STEP-ELED 02/2018
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:**
COE 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.

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<td>Student performs the competency accurately, consistently and efficiently.</td>
<td>Student performs the competency consistently and without significant error.</td>
<td>Student performs the competency but has several areas for improvement within its designation.</td>
<td>Student fails to demonstrate the competency and/or the application of the competency.</td>
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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

<table>
<thead>
<tr>
<th>Student Name_____________________________________</th>
<th>Banner ID # ______________________________</th>
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### SCORING:

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### 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 | ______ |

### FACULTY RECOMMENDATION

(transfer average from form)

### NES SCORES & TRANSCRIPTS

Performance in coursework
Evidence of content knowledge
Evidence of teaching field knowledge (ECED, ELED, SEC)

| 4 | 3 | 2 | 1 | ______ |

### PRACTICA EVALUATIONS

Pedagogical skills
Professionalism
Openness to feedback and supervision
Reflective practice
Working with diverse learners

| 4 | 3 | 2 | 1 | ______ |

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).