MEMORANDUM

TO: Prospective Secondary Student Teachers

FROM: Dr. Tracey Gorham Blanco, Assistant 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 is due at the mandatory STEP orientation meeting that will be held 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.

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. An incomplete packet will render you ineligible for student teaching. *(Students must have applied with the College of Education (COE) Advising one year in advance of student teaching).*

1. **A Letter of Introduction** (instructions enclosed/original and two copies)

2. **A Self-Evaluation of Student Teaching Preparedness survey** (enclosed/original and two copies)

3. **A Lesson Plan from your Content Area** (instructions enclosed/original and two copies)

4. **A Confidential Faculty Recommendation from your Content Area** (enclosed)

5. *Copy of ALL New Mexico Teacher Assessment (NMTA) Content Knowledge or NES equivalent results*
*If you have failed the NMTA or NES Content Area Exam, please include those scores. Student who have not passed the Content Knowledge Exam at the time of STEP submission will not be considered for placement the following semester.

**MUSIC:** Please include all NMTA or NES equivalent Basic Skills and Content Knowledge Results

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<tr>
<th>GRADUATE STUDENTS</th>
<th>UNDERGRADUATE STUDENTS</th>
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<tbody>
<tr>
<td>EDUC 530 Explorations in Education</td>
<td>EDUC 381</td>
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<td>□ Evaluation from Youth</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, NOT COE Advising Center)

II. Materials should be professionally bound in two separate collections and include a file folder with a copies of certain items.

**packet #1** (for faculty evaluation) should 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 content area.

**packet #2** (for administrators and cooperating teachers) should include a cover sheet with your full name, address, phone number, e-mail and items 1-3 listed above.

In a file folder (for university supervisor), please include another copy of your cover sheet and items 1-3 listed above.

III. Late, incomplete or insufficiently organized submissions will not be reviewed and will render you ineligible for student teaching.
SECONDARY STUDENT TEACHING LETTER OF INTRODUCTION
Office of Teacher Candidate Preparation

Directions: Write a thoughtful 2-3 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 minimally 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, 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 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 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: http://education.nmsu.edu/otcp/secondary/index.html

*PE: Please see Dr. Oliver for an approved lesson plan template.
SECONDARY
SELF-EVALUATION OF STUDENT TEACHING PREPAREDNESS

Name_________________________________

(circle all that apply):  Undergraduate    Graduate
Special Education    Bilingual TESOL Endorsement    Spring Student Teaching    Fall Student Teaching
Content Area (if applicable): _________________________________

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<td>NEARING PROFICIENT</td>
<td>NOT PROFICIENT</td>
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<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 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 each disposition. If you have had insufficient opportunity to observe a particular trait, please mark n/a.

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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__________________________________________

STEP-SEC ED 8/1/2017
Student Name _____________________________________ Banner ID # ______________________________

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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  

Score: 4 3 2 1 ______

**LESSON PLAN**  
(see rubric)  

Score: 4 3 2 1 ______

**FACULTY RECOMMENDATION**  
(transfer average from form)  

Score: ______

**NMTA SCORES & TRANSCRIPTS**  
Performance in coursework  
Evidence of content knowledge  
Evidence of teaching field knowledge (ECED, ELED, SEC)  

Score: 4 3 2 1 ______

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

Score: 4 3 2 1 ______

**TOTAL**  

Score: ______

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

**PLEASE RETURN TO STUDENT IN A SEALED ENVELOPE.**