



Course Name: EDUC 4497 STUDENT TEACHING **Semester Taught:** Fall 2020

Credits: 9- Bachelor of Arts in Elementary Education **Course Time, and Place:** As assigned

Instructor Information:

Instructor: Victoria Garcia, MA	Communication Information: victoria.garcia@nnmc.edu 505-747-5462	Office Hours: Monday's 9:00 am – 12:00 Friday's 8:00 am - 12:00
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1. NMPED Licensure Guide,
<https://webnew.ped.state.nm.us/wp-content/uploads/2019/02/PLB-Quick-Guide-1-24-19.pdf>
2. NMPED Licensure Online Application and Payment, Quick Start Guide
https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/Application-Quick-Start-Guide_v1.0_4.7.2020.pdf
3. NMPED Home Page
<https://webnew.ped.state.nm.us/>
4. NMPED Licensure Home Page
<https://webnew.ped.state.nm.us/bureaus/licensure/>
5. NMPED Teacher Competencies and Teacher Assessment Information
<https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/>

Required Materials or Readings: Competency-Based Collection of Artifacts

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Student teacher candidates are permitted **no more than one absence** during the student teaching experience. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description: Student Teaching: The student teaching experience is the capstone field experience in the teacher preparation program. Students must demonstrate an understanding of state competencies for beginning teachers and be able to manage all aspects of the classroom life. Student teaching requires 16 weeks of a full-time placement in an approved classroom (a full day being 100% of the school day). Students must demonstrate appropriate teaching methodologies and subject area knowledge for all children in diverse settings. *Prerequisite:* DTE permission. *Co-requisite* EDUC 4480 (9, OT + 0L).

Course Objectives: NM Teacher Competencies (InTASC), College of Education's Conceptual Framework, and the NNMC Student Learning Outcomes.
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New Mexico Entry Level Teacher Competencies (InTASC):



A. Learner development:

A.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. . **A.2.a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f, A.2.g, A.2.h, A.2.i, A.2.j, A.2.k**

B. Learning differences

B.1 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **B.2.a, B.2.b, B.2.c, B.2.d, B.2.e, B.2.f, B.2.g, B.2.h, B.2.i, B.2.j, B.2.k, B.2.l, B.2.m, B.2.n, B.2.o**

C. Learning environments:

C.1 The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. **C.2.a, C.2.b, C.2.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2. C, C.2.i, C.2.j, C.2.k, C.2.l, C.2.m, C.2.n, C.2.o, C.2.p, C.2.q, C.2.r**

D. Content knowledge:

D.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful to learners to assure mastery of the content. **D.2.a, D.2.b, D.2.c, D.2.d, D.2.e, D.2.f, D.2.g, D.2. D, D.2.i, D.2.j, D.2.k, D.2.l, D.2.m, D.2.n, D.2.o, D.2.p, D.2.q, D.2.r**

E. Application of content:

E.1 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **E.2.a, E.2.b, E.2.c, E.2.d, E.2.e, E.2.f, E.2.g, E.2. E, E.2.i, E.2.j, E.2.k, E.2.l, E.2.m, E.2.n, E.2.o, E.2.p, E.2.q, E.2.r, E.2.s**

F. Assessment:

F.1 The teacher understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **F.2.a, F 2.b, F.2.c, F.2.d, F.2.e, F.2.f, F.2.g, F.2.h, F.2.i, F.2.j, F.2k, F.2.l F.2.m, F.2.n, F.2.o, F.2.p, F.2.r, F.2.s, F.2.t, F.2.u, F.2.v**

G. Planning for Instruction:

G.1 The teacher plans the instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **G.2.a, G.2.b, G.2.c, G.2.d, G.2.e, G.2.f, G.2.g, G.2. h, G.2.i, G.2.j, G.2.k, G.2.l, G.2.m, G.2.n, G.2.o, G.2.p, G.2.q**

H. Instructional strategies:

H.1 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **H.2.a, H.2.b, H.2.c, H.2.d, H.2.e, H.2.f, H.2.g, H.2.h, H.2.i, H.2.j, H.2.k, H.2.l, H.2.m, H.2.n, H.2.o, H.2.p, H.2.q, H.2.r, H.2.s**

I. Professional learning and ethical practice:

I.1 The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **I.2.a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.2.j, I.2k, I.2.l I.2.m, I.2.n, I.2.o**

J. Leadership and Collaboration:

J.1 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **J.2.a, .J.2.b, J.2.c, J.2.d, J.2.e, J.2.f, J.2.g, J.2.h, J.2.i, J.2.j, J.2.k, J.2.l, J.2.m, J.2.n, J.2.o, J.2.p, J.2.q, J.2.r, J.2.s, J.2.t**



Department of Education’s Conceptual Framework- the Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Skills-

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Dispositions-

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

NNMC Student Learning Outcomes

1. Ability to communicate clearly and effectively
2. Ability to think critically through analytical, inventive and creative means
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
4. Demonstrate proficiency in the use of Current Technology and Innovation

Assignment Checklist- All assignments are required for completion of Student Teaching	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO	Pts.
Student placement form, Background check, Pre-student teaching meeting w/mentor/teacher candidate	I	K 6, 8, 9, D-3	SLO 1,2,3	10 pts.
Plan to complete hours	I	K 6, 8, 9, D-3	SLO 1,2	10 pts.
Pre-observation meeting w/mentor teacher	A – H	K 7	SLO 1, 3	5 pts.
First formal observation by mentor teacher (lesson plan required)	A, D, E, F	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
First formal observation by college mentor (lesson plan required)	A, D, E, F	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
Pre-observation meeting w/mentor teacher	A – H	K 1-9, D1-3, S1-2	SLO 1-3	5 pts.



Second formal observation mentor teacher (lesson plan required)	A1-H1	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
Second formal observation college mentor (lesson plan required)	A1-H1	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
Final NMTeach evaluation of applicable competency areas (checklist completed by mentor teacher)	A-J	K 1-9, S 1-2, D 1-3	SLO 1-4	10 pts.
Pupil evaluations form	A-J	K 1-9, S 1-2, D 1-3	SLO 1-4	5 pts.
Self-evaluation form	A-J	K 1-9, S 1-2, D 1-3	SLO 1-4	5 pts.
Dispositions Checklist (self, mentor, DTE faculty)	I-J	D 1-3	SLO 3	5 pts.
Reflection journal entries	A-J	K 1-9, S 1-2, D 1-3	SLO 1-4	15 pts.
Documentation log of student teaching hours	I	D 1-3	SLO 1	10 pts.

Course Dates, Topics, Assignments Due

Date	Student Teaching Field Experience Artifacts	Due Date
Weeks 1-3	Placement information form , plan to complete hours, documentation log	09/06/2020
Weeks 4-8	1 st Pre-observation meeting w/mentor teacher, mentor teach formal observation (lesson plan required)	10/13/2020
Weeks 8-10	DTE mentor formal observation (lesson plan required)	11/01/2020
Weeks 11 -13	2 nd Pre-observation meeting w/mentor teacher, 2 nd mentor teach formal observation, 2 nd college mentor formal observation (lesson plan required)	11/22/2020
Weeks 14-15	Pupil evaluation form Self-evaluation form	12/06/2020
Week 16	Reflection journal entries Documentation log of student teaching hours Disposition Checklist (self, mentor, DTE mentor/faculty) Final NMTeach evaluation of competency areas (checklist completed by mentor teacher)	12/11/2020

Grading

A+ 4.33 Outstanding	A 4.00 Outstanding	A- 3.67 Outstanding
B+ 3.33 Above Average	B 3.00 Above Average	B- 2.67 Above Average
C+ 2.33 Average, Passing	C 2.00 Average, Passing	C- 1.67 Average, Passing
D+ 1.33 Below Passing	D 1.00 Below Passing	D- 0.67 Below Passing
F 0.00 Not Passing		

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu



to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of **that small portion of the requirements still lacking** for this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

