



**Request for
 Student Teacher Placement**
 (Revised 5.1.12)

Name (last, first)	
Current Address	
City, State, Zip	
Telephone	
E-mail	
Permanent Address	
Elementary (major, minor)	
Secondary (major, minor)	

Check One	College/University
	University of Phoenix
	College of Santa Fe
	College of the Southwest
	Other, please identify:

Please return this completed packet to the Instruction Department by:
 March 15 for Fall placement
 October 15 for Spring placement



Dear Prospective Student Teacher,

Welcome to the Las Cruces Public School District. It is our intent to provide prospective student teachers with the best possible experience during your student teaching time experience.

We will make every effort to provide you with a placement that will be inviting, enriching, and productive. Currently we have several Professional Development Schools (PDS) that host student teachers each semester. Our intent is to place you among the current rotation. Additionally, the principal at each of our identified schools, in conjunction with LCPS staff will be responsible for placing you with an exemplary level two or three teacher.

Your student teaching experience will fall within the traditional sixteen (16) week requirement established by LCPS. Also, each student teacher is expected to engage in their experience for five days a week from;

- 7:45 a.m. to 3:15 p.m. (Elementary)
- 8:15 a.m. to 3:45 p.m. (Secondary)

We want to ensure that you have completed a strong preparation program during your time with us. The *Student Teacher Placement Packet* should be completed one semester prior to your placement.

The following departments will serve as resources for your placement:

- | | |
|--|--|
| <ul style="list-style-type: none"> --Department of Elementary Instruction
527.5859 --Department of Secondary Instruction
527-5889 --Department of Human Resources
527.5893 --Department of Professional Development
527.6054 | <ul style="list-style-type: none"> Dr. Elizabeth J. Marrufo Ms. Carolina Rodriguez, Secretary Mr. Ricky Williams Ms. Kathy Silva, Secretary Ms. Andrea Fletcher Ms. Asuncion Duran Ms. Jane Gurnea Mr. Pete Dinger |
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Good luck to you!

STUDENT TEACHER PLACEMENT GUIDELINES AND PROCEDURES

A Student Teacher Placement Packet consisting of the following documents must be submitted to the Instruction Department (Elementary or Secondary)--**one semester prior** to the student teaching placement:

- _____ Reflective Essay (guidelines attached)
- _____ Preparation as a Student Teacher (survey sheet attached)
- _____ College Faculty Recommendation (attached)
- _____ Student Teacher Data Card (attached)
- _____ A two-page resume that includes the following:
 - a. educational history
 - b. classroom experiences (practicum, internships, substitute teaching, etc.)
 - c. employment history (including work-study)
 - d. related activities and Interests (volunteer activities, honors and awards, study abroad, community involvement, fluency in languages, scholarships etc.)
- _____ Copy of New Mexico Teacher Assessment (NMTA) Content Knowledge
- _____ Copy of other applicable documents (optional)
 - a. Copies of evaluations from cooperating/classroom teachers
 - b. Practicum evaluations (midterm & final)

****NOTE:** Current LCPS employees wishing to student teach will need to request an educational leave of absence during the time away from their assignment.

REFLECTIVE**ESSAY**

Directions: Write a thoughtful 2-3 typed, double-spaced essay on your understanding of the key concepts that provide the foundation for teaching and learning. This essay will be presented to the cooperating principal and teacher.

Your essay should reflect the professional preparation you have received in your teacher education program, connected to the overarching acronym **P.R.E.P.A.R.E.D.** Please include all of these concepts in your paper, starting anywhere but ending with evaluation of your preparedness.

Practitioners-- what is your role as a professional educator?

Reflection – what have been your opportunities to be engaged in thoughtful questioning and problem-based learning; how will you engage students in these reflective practices?

Effectiveness - the content and professional knowledge, skills and dispositions you possess

Pedagogy – your knowledge of how students learn and your role in facilitating learning

Assessment – your understanding and experiences with authentic assessment strategies

Research – what theories and research have influenced your personal development of curriculum and pedagogy? Please include appropriate references.

Evaluation – how prepared are you to be a teacher? Briefly evaluate your program of study thus far. (End your essay with this concept).

Diversity – how do you demonstrate your appreciation for the richness of human differences, your understanding of the role of public education in a democracy, and the need to advocate for students and families.

Name: _____ Semester: Spring _____ Fall _____

PREPARATION AS A STUDENT TEACHER

Elementary/Secondary/Special Ed/Bilingual/Early Childhood/Other _____ (circle all that apply)

As a student teacher, I envision a rewarding teaching experience. However, although I feel prepared to student teach, 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.

	4 = Very Prepared	3= Moderately Prepared	2= Slightly Prepared	1=Not Prepared
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	1	2	3	4
5. Challenging unmotivated students.....	1	2	3	4
6. Participating in an IEP process.....	1	2	3	4
7. Using Common Core State Standards (CCSS) to create lessons	1	2	3	4
8. Adjusting teaching style to meet the learning styles of all students in the classroom	1	2	3	4
9. Challenging students to use higher order thinking skills.....	1	2	3	4
10. Having adequate time to prepare instructional materials	1	2	3	4
11. Providing for the individual needs of the student.....	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 management procedures	1	2	3	4
15. Integrating seminar requirements with student teaching	1	2	3	4
16. Getting students to respect me as a lead teacher.....	1	2	3	4

17. Being prepared for every lesson 1 2 3 4
18. Balancing out-of-school and in-school responsibilities 1 2 3 4
19. Communicating positively with parents 1 2 3 4
20. Addressing multicultural issues through lesson planning 1 2 3 4
21. Incorporating a variety of pedagogical strategies into practice..... 1 2 3 4
22. Being compatible with my university supervisor..... 1 2 3 4
23. Relating to and providing for students with disabilities..... 1 2 3 4
24. Relating to and providing for English language learners..... 1 2 3 4
25. Accessing ancillary service personnel (Asking for help) 1 2 3 4
26. Flexibility with school-wide scheduled & impromptu activities..... 1 2 3 4
27. For implementing record keeping procedures (school/district).....1 2 3 4

Additional Comments:

UNIVERSITY FACULTY RECOMMENDATION

NAME OF CANDIDATE _____ TEACHING FIELD _____
 MAJOR _____ MINOR _____

Candidate- Please **initial and date** one of the statements below:

- I request a confidential reference and hereby waive my right to inspect it _____/_____
- I request a non-confidential reference and do reserve the right to inspect it _____/_____

Evaluator-Please check on each line under the rating which most closely represents your evaluation of each trait. If you have had insufficient opportunity to observe a particular trait, please check "unknown".

	Exceptional	Good	Competent	Needs Work	Unknown
	Top 10%	Top 30%	Top 70%	Bottom 30%	

PERSONAL

Enthusiastic	_____	_____	_____	_____	_____
Reliable	_____	_____	_____	_____	_____
Courteous	_____	_____	_____	_____	_____
Cooperative	_____	_____	_____	_____	_____
Responsible	_____	_____	_____	_____	_____
Well-organized	_____	_____	_____	_____	_____
Creative	_____	_____	_____	_____	_____

ACADEMICS

Writes well	_____	_____	_____	_____	_____
Completes on time	_____	_____	_____	_____	_____
Accepts criticism	_____	_____	_____	_____	_____
Makes good decisions	_____	_____	_____	_____	_____
Knows subject matter	_____	_____	_____	_____	_____

PROFESSIONAL

Indicates desire to teach	_____	_____	_____	_____	_____
Works well w/peers	_____	_____	_____	_____	_____
Accepts supervision	_____	_____	_____	_____	_____
Flexible	_____	_____	_____	_____	_____
Shows potential to become a good teacher	_____	_____	_____	_____	_____

ADDITIONAL COMMENTS (on back of this sheet)

Name of Evaluator (print) _____ Position _____
 Department _____ Phone Number _____
 Length of time you have known candidate _____
 Capacity in which you've known candidate _____
 Evaluator's Signature _____

OTHER REQUIRED INFORMATION

University Supervisor Approval: _____
(Signature of Approval and Date)

University Supervisor Contact Information:

Name: _____

Address: _____

Phone: _____ (office) _____ (other)

E-mail: _____

Indicate School Preference **(no guarantees)**

1st Choice _____

2nd Choice _____

3rd Choice _____

Indicate Grade Level Preference **(no guarantees):**

Primary (PK-2) _____

Intermediate (3-6) _____

Middle School (6-8) _____

High School (9-12) _____ Content Area _____

**LAS CRUCES PUBLIC SCHOOLS
APPROVAL PAGE**

1. Instruction

(Signature of Director of Elementary or Secondary Instruction/Date)

1. School Assignment _____
2. Grade Level _____
3. Teacher _____

2. Human Resources

(Signature/Date)

1. Packet complete
2. Background Check
 - \$7.00 (cash only) to Human Resources
 - money order for other fees
3. Other
 - Orientation class (child abuse, sexual harassment, safety/universal precautions)

3. School

(Signature of Principal/Date)

Elementary Professional Development Schools (PDS) Rotation

FALL 2012	SPRING 2013
Alameda	Jornada
Fairacres	Mesilla
Desert Hills	Mesilla Park
Columbia	Booker T. Washington
Hillrise	Loma Heights
Tombaugh	MacArthur
Highland	Dona Ana
Sonoma	East Picacho
Monte Vista	Cesar Chavez
White Sands	Sunrise

Other Circumstances

No student teacher placements at these NMSU "block" sites	Central Hermosa Heights
Opted out for 2012-2013 (No student teacher or practicum placements)	Conlee University Hills Valley View