

NORTHERN NEW MEXICO COLLEGE



**Department of Teacher Education
Student Handbook**

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Teacher Education Center

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Student Handbook Table of Contents

Department of Teacher Education.....	5
Vision.....	5
Mission.....	5
Values.....	5
Department of Teacher Education Conceptual Framework.....	5
Conceptual Framework Development.....	6
Assessment as a Continuous Cycle of Improvement.....	6
Knowledge Principle.....	8
Purpose of Handbook.....	11
Pathways to Success Student Success Checklist.....	11
Before Classes Begin.....	11
Steps to Academic Success.....	11
Transitioning Through Program.....	12
Admission Procedures.....	12
Associate of Arts Degree.....	12
Bachelor of Arts Degree.....	12
Alternative Licensure Program Certificate.....	13
Associate of Arts Degrees with Scope and Sequence.....	14
Associate of Early Childhood Education.....	14
Associate of Elementary Education.....	15
Bachelor of Arts Degrees with Scope and Sequence.....	17
Bachelor of Arts in Early Childhood Education: Age 3 – Grade 3 (Licensure).....	17
Bachelor of Arts in Elementary Education: K-8 (Licensure).....	18
Alternative Licensure Program with Scope and Sequence.....	21
Alternative Licensure Program: Elementary Education.....	22
Alternative Licensure Program: Secondary Education.....	22
Alternative Licensure Program: Special Education.....	22
Field Experiences, Procedures, Placement and Student Teaching Requirements.....	23
Field Experiences (AA,BA).....	23
Student Teacher Candidates (BA).....	24
Student Teacher Candidates (ALP).....	24
Placement Procedures.....	25
Student Teaching Requirements-Final Capstone Experience (BA, ALP)	26
Classroom Procedures, Requirements and Responsibilities.....	26
Behavior Guidelines.....	26
Child Abuse Reporting.....	27
Classroom Emergencies.....	27
Classroom Management.....	27
Confidentiality Issues.....	28
Contact, Staff, And Parents(s)/Guardians(s)	28
Failure to Act.....	28
Field Trips.....	28
Non-instructional and Extracurricular Duties.....	28
Full-time Student Teacher Candidates as Substitute Teachers.....	29

Professional Development Opportunities.....	29
Student Responsibilities.....	29
Background Checks.....	29
Professional Liability Issues and Coverage.....	29
Advisement.....	30
Books.....	30
Blackboard Courses.....	30
Email.....	31
Ethical Behaviors and Responsibilities.....	31
Standards of Conduct.....	31
Cyber-Bullying.....	32
Departmental Processes, Policies and Procedures.....	32
Good Standing Designation.....	32
Incomplete Policy.....	33
Grading Procedures for Practicum and Student Teaching Experience.....	33
Dispositions Checklist Assessment.....	33
Dispositions Checklist Interventions.....	33
Appeals for Grading.....	34
Process for Submitting Complaints.....	34
Chain of Command.....	34
Grade or Performance Intervention.....	34
Candidate Growth Plan.....	34
Intervention Policy.....	35
Dismissal from the Educational Program.....	35

Department of Teacher Education

The Department of Teacher Education (DTE) at Northern New Mexico College (NNMC) takes pride in the following vision, mission and values.

Vision

As a Hispanic and Native American-serving institution, the Department of Teacher Education at Northern New Mexico College is an educator preparation program that serves as an example of a culture of quality learning and responsiveness to teacher candidates as they receive the highest possible transformative education that will nurture and cultivate a growth mindset of competent, caring and contributing members of an educational community that will positively impact students in K-12 schools.

Mission

To prepare the highest quality teachers in partnership with New Mexico school districts and communities by celebrating the uniqueness of northern New Mexico's multicultural, multilingual students, communities and pueblos.

Values

The Department of Teacher Education espouses the following:

- Belief that all students can learn;
- Creating the conditions where all students can learn;
- Adherence to ethical behavior;
- Responsiveness to the uniqueness of the multicultural and multilingual communities and pueblos of northern New Mexico;
- Building sustainable partnerships across the institution, with public schools, private schools, community agencies, and the pueblos.
- Responsibility to follow guidelines and regulations provided by the institution, New Mexico Public Education Department, and national standards for high quality teacher preparation programs.

Goals

The Department of Teacher Education works collaboratively with schools, districts, and state partners to meet the following goals:

- Recruit and retain a high-quality diverse candidate pipeline;
- Develop and implement high quality student advising and program support systems; and
- Prepare and retain highly educated, competent, and caring graduates prepared to teach in the multicultural and multilingual communities and pueblos of New Mexico

Department of Teacher Education Conceptual Framework

The Conceptual Framework graphic of the Department of Teacher Education at Northern New Mexico College is represented by two enduring symbols. The *Vallero Star*, a motif of the Rio Grande Hispanic weaving tradition, and the *Avanyu*, an enduring Native American Pueblo

symbol of water and life. The *Vallero Star* is an eight-pointed star that can be traced back to the fifteenth century Spanish carpet trade. It began appearing in Mexican, Navajo, and Rio Grande weaving in the mid to late 1800's, and is often attributed to having been developed by two sisters in El Valle, a small community in northern New Mexico. The weaving motif symbolizes the building of community through the sharing of knowledge, skills and dispositions that serve local and, by extension, global communities. The Vallero Star is incorporated into the design of the conceptual framework and symbolizes the uniqueness of northern New Mexico's multicultural, multilingual and pueblo communities.

In pueblo traditions, the Avanyu, represents the unity of water and life, the unity of the Eight Northern Pueblo communities of New Mexico. Conceptually, for the Department of Teacher Education, the Avanyu represents the unity of voices from the local and state entities that inform our work with aspiring teachers. Together, the public schools, charter schools, local early childhood providers, businesses, New Mexico Public Education Department (NMPED), Rio Arriba Early Childhood Education Council, and other entities invested in education and the youth of New Mexico, inform the policies, procedures, and curriculum of the NNMC Department of Teacher Education and our work with aspiring teachers.

Conceptual Framework Development

In 2001, Northern New Mexico College instituted a work group to plan for the reinstitution of a teacher preparation program. Mr. Atencio gathered a group of educators including Gina Padilla-Vigil, Cathy Martinez Berryhill, Kersti Tyson, Lorenzo Gonzales, Dr. Rudy Montoya, and Dr. José Griego, then Dean of Northern New Mexico Community College. These individuals were representative of northern New Mexico communities.

Dr. Rudy Montoya proposed the idea that the Vallero Star be used in the design. There was a strong desire to incorporate a pueblo design in the conceptual framework as well. It was not until the program had been approved and was in its first year that the Department of Teacher Education was able to hire a graphic designer, Cruz Lopez, a local artist with deep generational artistic roots in northern New Mexico. Cruz entered into discussion with the group and offered the suggestion of using the Avanyu, a pueblo design. Cruz' mother, Irene Lopez, an award-winning weaver had woven a blanket called, "The Potter's Dream" that integrated the Avanyu. Irene Lopez was inspired by her families' traditional stories handed down from Cruz' great grandmother Luz Gonzales, a full pueblo woman. Luz Gonzales was married to Jesus Maria Gonzales, her great grandfather who was of Hispanic descent. Their life together is an example of the blending of cultures unique to northern New Mexico. These stories are part of the Lopez family tradition, and the Department of Teacher Education was honored to include this design and the story of unity and blending of cultures that it depicts. The tradition of Story Telling is important to both Hispanic and Native American cultures, and the blending of the Vallero Star and the Avanyu in the Conceptual Framework of the Department of Teacher Education at Northern New Mexico College is representative of the great blending of the cultures in northern New Mexico.

The conceptual framework includes eight knowledge principles that correspond with each of the eight points of the Vallero Star. The *Avanyu*, pueblo symbol of the unity of water and life, is

TABLE 1: Alignment_NMPED Elevate New Mexico Domains_InTASC_Early Childhood Competencies_DTE Knowledge Principles			
ELEVATE NM Domain	Knowledge Principle	InTASC Competencies	NMPED Early Childhood Competencies
#2- Creating an Environment for Learning 1. The Learner and Learning	Learning	A. Learner development	A. Child growth, development, & learning
	Diversity	B. Learning differences	B. Health, safety, nutrition
		C. Learning environments	E. Learning environment & curriculum implementation
#3- Teaching for Learning 2. Content	Curriculum	D. Content knowledge	H. Knowledge of content
	Teaching	E. Application of content	
#1 Planning and Preparation 3. Instructional Practice	Assessment	F. Assessment	F. Assessment of children & evaluation of programs
	Instruction	G. Planning for instruction	D. Developmentally appropriate content
		H. Instructional strategies	I. Curriculum and content knowledge
#4- Professionalism 4. Professional Responsibility	Professionalism	I. Professional learning & ethical practice	G. Professionalism
	Collaboration	J. Leadership & collaboration	C. Family & community collaboration

used as a circle to encapsulate the importance of the sharing of knowledge, skills and dispositions represented by the *Vallero Star*. The knowledge principals are aligned to the New Mexico Public Education Department (NMPED) entry-level competencies. While the knowledge principles have remained consistent and foundational to the DTE program, the NMPED entry-level competencies have been updated. We have realigned the knowledge principles and competencies to reflect these changes.

The eight knowledge principles, Curriculum, Instruction, Assessment, Teaching, Learning, Diversity, Professionalism, and Collaboration are each represented as a point of the star, and then aligned to the NMPED Entry-level Competency.

Domain 1. Planning and Preparation/ Instructional Practice

- **Knowledge Principle 3, Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.
- **Knowledge Principle 2, Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

- **INTASC Competency F: Assessment.** 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.
- **INTASC Competency G: Planning for instruction:** 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 NMPED pedagogy, as knowledge of learners and the community context.
- **INTASC Competency H: Instructional Strategies.** 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.
- **NMPED ECED Competency D: Developmentally appropriate content:** Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in term of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.
- **NMPED ECED Competency F: Assessment of children and evaluation of programs:** Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs
- **NMPED ECED Competency I: Curriculum and content knowledge**

Domain 2: Creating an Environment for Learning/ The Learner and Learning

- **Knowledge Principle 5, Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
- **Knowledge Principle 6, Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
- **INTASC Competency A: Learner development.** The teacher candidate understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- **INTASC Competency B: Learning differences.** The teacher candidate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
- **INTASC Competency C: Learning Environments:** 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.

- **NMPED ECED Competency A:** Child growth, development, and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.
- **NMPED ECED Competency B:** Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.
- **NMPED ECED Competency E: Learning environment and curriculum implementation:** Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth to eight years. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.

Domain 3: Teaching for Learning/ Content

- **Knowledge Principle 1, Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.
- **Knowledge Principle 4, Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- **INTASC Competency D: Content knowledge.** 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.
- **INTASC Competency E: Application of Content:** 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.
- **NMPED ECED Competency H: Knowledge of Content:** Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus, early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.

Domain 4: Professionalism/ Professional Responsibility

- **Knowledge Principle 7, Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. The teacher candidate demonstrates a willingness to examine and implement change as appropriate.
- **Knowledge Principle 8, Collaboration:** The teacher candidate works productively with colleagues, parents and community.
- **INTASC Competency I: Professional learning and ethical practice.** 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.
- **INTASC Competency J: Leadership and collaboration.** Leadership and collaboration: 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
- **NMPED ECED Competency G: Professionalism:** Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in ongoing professional development to enhance their knowledge and skills.

Assessment as a Continuous Cycle of Improvement

There are three circles of assessment that inform the Northern New Mexico College's Department of Teacher Education that are depicted in the graphic. The inner circle of the Conceptual Framework represents the inner workings of NNMC and the institutional assessments required of the DTE. At this level, student evaluations of DTE faculty are reviewed to ensure student voices are heard and validated. Each student can provide input for every class. Institutional data include numbers of students, numbers of graduates, demographics, student GPAs, and data gathered by the institutional review committee. The Provost requires the submission of syllabi for review each term. This submission helps to sharpen the focus of syllabi and offerings. NNMC requires a provost's program report annually and a septennial program review to strengthen programming and to determine program viability. Additionally, this data is essential to the ongoing funding of all college programs.

The circle that separates the inner circle from the Avanyu represents the assessment requirements of NMPED. The DTE adherence to state guidelines, standards, and teacher requirements are evidenced by the documentation the DTE requires of students, mentors, cooperating teachers and DTE faculty. The syllabi for classes demonstrate the NMPED requirements for entry level teachers. These syllabi are reviewed by DTE every semester and include a review of the NMPED requirements outlined on the syllabi. Alignment with state requirements are an important part of

the continuous program review done by DTE to ensure the program follows NMPED requirements. DTE documents student progress at multiple transition points and submits documentation, as required, to NMPED.

The gold circle on the outside of the Avanyu represents the assessment requirements at the national level and as a program candidate for accreditation through the Council for the Accreditation of Educator Preparation (CAEP) in 2023. The assessment requirements for CAEP includes a self-study report which reviews the DTE program's content and pedagogical knowledge; clinical partnerships and practice; candidate recruitment, progress, and support; program impact; and systems for quality assurance and continuous improvement. This comprehensive assessment allows NNMC to carefully review the DTE program and ensure the quality and programmatic health at national standards.

The three circles of assessment provide ongoing and detailed information about the teacher preparation program and allow for flexibility to make changes as needed based on assessment data and or the recommendations of partners.

Purpose of this Handbook

The information in this handbook is your guide as you prepare to be a teacher. The handbook provides policies, procedures and requirements in the Department of Teacher Education at Northern New Mexico College. The provisions of this handbook are not to be considered as an irrevocable contract between the teacher candidate and the Department of Teacher Education. While every effort is made to ensure the accuracy of the information available in this handbook, the Department of Teacher Education reserves the right to make approved changes and will make every effort to notify teacher candidates of changes.

Pathways to Success: Student Success Checklist

Before Classes Begin:

- Schedule advising with a Department of Teacher Education faculty
- ty advisor at least one time every semester;
- Submit and have on file with the Department of Teacher Education a program application with current information; and
- Have a current background clearance on file with the Field Experience and Placement Office.

Steps to Academic Success:

- Maintain the specific GPA determined by the Department of Teacher Education to remain in good standing in the program;
- Demonstrate the Teacher Candidate Dispositions and standards defined in the Department of Teacher Education's Conceptual Framework;
- Follow the selected program's scope and sequence;
- Complete Field experiences during the course for which the field experience is required;
- Complete Practicum hours during the registered semester;

- Participate in professional growth activities;
- Adhere to course, department and institution deadlines; and
- Take the appropriate New Mexico Teacher Assessments and have passing scores on file with the Department of Teacher Education.

Transitioning Through Program:

Monitoring Candidate Progression by Field Experiences	Prerequisite Qualifications by Gateways	BA ELEM Course(s)	BA ECED Course(s)	Alternative Program	QAS Key Data Assessments
Initial Practicum Field Experiences	Entrance Gateway -2.75 GPA -C's or better in prerequisite courses - Completed DTE Applications and related paperwork (i.e., Assurance Form, etc.) - Completed and successful background checks -Two professional letters of recommendation -Entrance Interview	Co-requisite Course/Practicum EDUC 1120/1190 45 hrs.	Co-requisites Course/Practicum ECED 2120 ECED 2121 75 hrs. ECED 2130 ECED 2131 75 hrs.	Initial program interview to determine work/course experience	- Lesson Plan formative assessment - Dispositional Survey in practicum course (formative)
Methods' Practica or Field Experiences	Midpoint Gateway -2.75 GPA -C's or better in prerequisite courses - Completed DTE Applications and related paperwork - Completed and successful background checks -NMPED reading test (optional for licensure)	Midpoint Course EDUC 3310 Required obs. and lab Hrs. 15 EDUC 3320 Required obs. and lab Hrs. 15	Midpoint Practicum ECED 4478 75+ hrs.	Midpoint Course EDUC 4495 Required obs. and lab Hrs. 15	- Lesson Plan formative assessment - Classroom Management Project (TBD) Dispositional Survey in every practicum course (formative)
Student Teaching/Capstone Experiences	Exit Gateway -2.75 GPA -C's or better in prerequisite courses - Completed DTE Applications and related paperwork - Completed and successful background checks - Completed Student Teaching Entrance Interview -NMPED reading test taken or passed (optional for licensure only)	Exit Course EDUC 4479 16 weeks	ECED 4479 16 weeks	EDUC 4479L 16 weeks	- Lesson Plan summative assessment - Classroom Management Project (TBD) - Dispositional Survey in every course (summative)
Completion/ Graduation Requirements	-C's or better in prerequisite courses - Completed DTE Applications and related paperwork				-NM Praxis- (optional for licensure only) - Professional

	-Successfully completed NNMC Educator Professional Portfolio (To begin Fall 2023) - NMPED reading test taken (optional for licensure only)				Portfolio beginning fall 2023
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Admission Procedures

Associate of Arts Degree

Admission to the Associate of Arts in Early Childhood Education or the Associate of Arts in Elementary Education program

1. **DTE Advisement** - Phone or email to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203. www.COE@nnmc.edu
2. **NNMC Admission** – Obtain or retain current admission status with Northern Mexico College Admissions Office. Teacher candidates may apply or reapply online at <https://nnmc.edu/home/student-gateway/admissions/> or apply in person by filling out a hard copy application in the Admissions Office. Students’ official college transcripts must be provided to the Office of Admissions.
3. **Program Degree Form** – Work collaboratively with DTE to keep and have on file with the DTE, a program degree plan with current information.
4. **Declaration of Major** – Declare a major with NNMC Registrar’s Office. Teacher candidates may choose either an AA in Early Childhood Education or an AA in Elementary Education. A change of major form can be found at the NNMC Registrar Office, 505-747-2115 or online at https://nnmc.edu/wp-content/uploads/2020/07/Change-Major_Change-Catalog_fillable.pdf.
5. **Provide verification that a successful Background Check can be obtained** – Provide results of your background check to the DTE Administrative Office, Teacher Education Center, Room 203, 505-747-5431.
6. **Registration** – See your teacher education program advisor to register for an education course or courses.
7. **Scope and Sequence** – Follow the selected program’s scope and sequence in order to complete the program within the projected time frame-a two-year time frame. If you choose not to follow the two-year scope and sequence, it is not guaranteed that you will graduate in two years.

Bachelor of Arts Degree

Admission to the Bachelor of Arts in Early Childhood (Age 3 to Grade 3) Licensure, or Elementary Education (K-8) Licensure.

1. **DTE Advisement** – Phone or e-mail to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203, www.COE@nnmc.edu.
2. **NNMC Admission** - Obtain or retain current admission status with Northern Mexico College Admissions Office. Teacher Candidates may apply or reapply online at <https://nnmc.edu/home/student-gateway/admissions/> or apply in person by filling out a hard

copy application in the Admissions Office. Students' official college transcripts must be provided to the Office of Admissions.

3. **Grade Point Average** – Have a cumulative grade point average of at least 2.75 and complete credits of coursework toward an Associate of Arts in Early Childhood Education or Elementary Education. (See current NNMC catalog for details).
4. **Complete a Bachelor of Arts in Elementary Education Application Packet** – Provide the DTE a complete program application with current information. This application and rubric can be found in the appendices of the handbook and on the Department of Teacher Education web page found at <https://nnmc.edu/home/academics/schools-and-departments/college-of-education/> web site, or it can be picked up at the Department of Teacher Education Administrative Office, 505-747-5431.

The application packet includes:

- **Application for acceptance into the BA Program.**
- **Letter of Intent:** a one-page letter stating a) reasons for wanting to become a teacher, b) experience, and c) personal strengths.
- **Personal Philosophy of Education Statement:** a one-page statement describing personal beliefs about a) education, b) learning, and c) working with students.
- **Assurance Form**
- **Unofficial transcripts:** to be submitted to the Department of Teacher Education Administrative Office, Teacher Education Center, Room 203, 505-747-5431.
- **Two Professional Letters of Recommendation.**
- Completed application materials will be reviewed by the Department of Teacher Education and teacher candidates will be advised accordingly.
- **BA Entrance Interview (Sophomore Status)** – After all application materials have been received and prior to acceptance into the BA Program, potential candidates will be interviewed by the DTE Interview Committee.
- **Transfer Students:** Teacher candidates transferring from other institutions must have been granted admission in regular status (i.e., all transcripts have been received) prior to applying to the BA Program.

Alternative Licensure Program Certificate-

Admission to the Alternative Licensure Program in Education (K-8), Secondary Education (7-12), and Special Education (K-12)

1. **DTE Advisement** – Phone or email to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203, www.COE@nnmc.edu.
2. **NNMC Admission** – Obtain or retain current admission status with Northern New Mexico College Admissions Office. Teacher candidates may apply or reapply online <https://nnmc.edu/home/student-gateway/admissions/> or apply in person by filling out a hard copy application in the Admissions Office. On the official NNMC Admission Application, teacher candidates must declare ALP Certificate Seeking on their admission application and choose one from the following program: ALP Elementary K-8, ALP Secondary 7-12, ALP Special Education K-12. Students' official college transcripts must

be provided to the Office of Admissions documenting the degree posted for a minimum of a BA or BS degree.

3. **ALP Program Application Packet** - Provide the DTE a complete program application with current information. The application and rubric can be found in the appendices of the handbook and on the Department of Teacher Education web page found at www.nnmc.edu web site, or it can be picked up at the Department of Teacher Education Administrative Office, 505-747-5431.

The application packet includes:

- **Application for acceptance into the ALP program.**
- **Letter of Intent:** a one-page letter stating a) your reasons for wanting to become a teacher, b) experience, and c) personal strengths.
- **Personal Philosophy of Education Statement:** a one-page statement that describes your beliefs about a) education, b) learning, c) working with students.
- **Assurance Form**
- **Unofficial copies of your transcripts:** to the Department of Teacher Education Administrative Office, Teacher Education Center, 505-747-5431.
- **Two (2) Professional Letters of Recommendation.**
- **ALP Entrance Interview** – After all application materials have been received and prior to acceptance into the ALP Program, potential candidates will be interviewed by the DTE Interview Committee.

Associate of Arts Degrees with Scope and Sequence

Associate of Arts in Early Childhood Education

The Associates in the Early Childhood Education Program at Northern New Mexico College is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The program offers instruction and practical experience in working with young children and their families. Upon completion of this program students will be able to demonstrate the entry level competencies of the New Mexico Early Childhood Education, Birth-Grade Three Competencies. The program provides a seamless transition to the Department of Teacher Education’s Bachelor Degree in Early Childhood Education. The General Education requirements are 31 credits, and the Early Childhood Education Foundational courses are 29 credits, with a **total of 60 credit hours.**

AA Early Childhood General Education Requirements – 31 Credits					
Area	Required	CR	Options	CR	Total Required Cr
Communications	ENGL 1110	3	ENGL 1120 ENGL 1210	3 3	6
Mathematics			MATH 1350 MATH 1220 MATH 1130 ENGR 1121 & ENGR 1122	3 3 3 2 2	3
Laboratory Sciences with Lab			Choice	4	4

Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Course HIST 1110 HIST 1120 POLS 1110 POLS 1120 SOC 2310 One Literature Course ENGL 1410 ENGL 2310 ENGL 2650 ENGL 2660	3 3 3 3 3 3 3 3 3 3	9

Early Childhood Education Foundational Courses – 31 Credits

Course Number	Course Title	Credits
ECED 1110	Child Growth, Development and Learning	3
ECED 1115	Health, Safety, Nutrition	2
ECED 1120	Guiding Young Children	3
ECED 1125	Assessment of Children and Evaluation of Programs	3
ECED 1130	Family and Community Collaboration	3
ECED 2110	Professionalism	2
ECED 2115	Introduction to Language, Literacy and Reading	3
ECED 2120	Curriculum Development through Play, Birth through Age 4	3
ECED 2121	Curriculum Development, Birth through Age 4 Practicum	2
ECED 2130	Curriculum Development & Implementation, Birth through Age 4	3
ECED 2131	Curriculum Development, Birth through Age 4, Practicum	2

Associate of Arts in Elementary Education: K – 8

The program prepares educators to work in diverse educational settings in grades kindergarten through eighth grade. The curriculum is aligned to the New Mexico State’s Transfer Module and Northern New Mexico College’s General Education Common Core offerings. It also provides a seamless transition to the Department of Teacher Education’s Bachelor Degree in Elementary Education. The General Education requirements are 31 credits, the Professional Preparation Requirements are 16 credits, and Professional Program requirements are 13 credits, with a **total of 60 credit hours**.

Elementary Education General Education Requirements – 31 credits					
Area	Required	CR	Options	CR	Total Required CR
Communications	ENGL 1110	3	ENGL 1120	3	6

			ENGL 1210	3	
Mathematics			MATH 1350	3	3
			MATH 1220	3	
			MATH 1130	3	
			ENGR 121L &	2	
			ENGR 122L	2	
Laboratory Sciences with lab			Choice	4	4
Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Course		9
			HIST 1110	3	
			HIST 1120	3	
			POLS 1110	3	
			POLS 1120	3	
			SOCI 2310	3	
			One Literature Course		
			ENGL 1410	3	
			ENGL 2310	3	
			ENGL 2650	3	
			ENGL 2660	3	
Professional Preparation Requirements – 16 credits					
Area					Total Required CR
Math Elective					3
Laboratory Science Elective					4
Social or Behavioral Science Elective					3
Humanities/Language Requirement					6
Elementary Education Foundational Requirements – 13 credits					
Course number	Course name				Credits
EDUC 1120	Introduction to Education				3
EDUC 1190	Introduction to Education Practicum				1
EDUC 2221	Educational Psychology				3
EDUC 2330	The Effective Classroom				3
EDUC 2440	Teaching Elementary School Math				3

Bachelor of Arts Degrees with Scope and Sequence

Bachelor of Arts in Early Childhood Education: Age 3 – Grade 3 (Licensure)

The Department of Teacher Education at Northern New Mexico College offers an Early Childhood Education Bachelor's degree leading to a New Mexico Early Childhood Teacher license. This competency-based program is part of the New Mexico Early Childhood Higher

Education Articulation and will prepare students to teach children age 3 through grade 3. Upon successful completion of the BA program and passing scores on the required New Mexico Teacher Assessments, teacher candidates will be eligible to apply for a teacher license through the New Mexico Public Department of Teacher Education. Graduates of the program will be able to provide high-quality care and education to young children through experiential learning and developmentally appropriate practices. The general education and elective coursework totals fifty-three (53) credits, the early childhood foundational coursework includes sixty-seven (67) credits, for a program total of **one hundred and twenty (120) credits**.

Early Childhood Education General Education Requirements – 31 credits					
Area	Required	CR	Options	CR	Total Required CR
Communications	ENGL 1110	3	ENGL 1120 ENGL 1210	3	6
Mathematics			MATH 1130 MATH 1220 MATH 1350 ENGR 1121L & ENGR 1122L	3 3 3 2 2	3
Laboratory Sciences with Lab			Choice	4	4
Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Courses HIST 1110 HIST 1120 POLS 1110 POLS 1120 SOCI 2310 One Literature Course ENGL 1410 ENGL 2310 ENGL 2650 ENGL 2660	3 3 3 3 3 3 3 3 3 3	9
Professional Preparation Requirements (22 NMNMPED Additional General Education Requirements)					
Area			Total Required		
Math Elective			3		
Laboratory Science Elective			4		
Social or Behavioral Science Elective			3		
Humanities, Fine Arts or Language Electives			6		

Electives/Test Prep		6
Early Childhood Foundational Requirements NMNPED Licensure – 67 Credits		
Course Number	Course Title	Credits
ECED 1110	Child Growth, Development and Learning	3
ECED 1115	Health, Safety, & Nutrition	2
ECED 1120	Guiding Young Children	3
ECED 1125	Assessment of Children & Evaluation of Programs	3
ECED 1130	Family and Community Collaboration	3
ECED 2110	Professionalism	2
ECED 2115	Introduction to Language, Literacy & Reading	3
ECED 2120	Curriculum Development-Birth through Age 4	3
ECED 2121	Curriculum Development-Birth through Age 4 Practicum	2
ECED 2130	Curriculum Development & Implementation-Age 3 to Grade 3	3
ECED 2131	Curriculum Development & Implementation Practicum-Age 3-Grade 3	2
ECED 3302	Research in Child Growth and Development	3
ECED 3303	Family, Language & Culture	3
ECED 3304	Young Children with Diverse Abilities	3
EDUC 3310	Teaching and Diagnosis of Reading	3
ECED 4475	Teaching and Learning Math & Science	3
ECED 4476	Teaching and Learning Reading & Writing	3
ECED 4477	Teaching and Learning Social Studies, Fine Arts, and Movement	3
ECED 4478	Teaching and Learning Practicum	2
EDUC 4495	Assessment & Evaluation of Student Learning in the Culturally & Linguistically Diverse Classroom	3
CAPSTONE		
ECED 4479	Student Teaching	11
ECED 4480	Student Teaching Seminar	1

Bachelor of Arts in Elementary Education: K-8 (Licensure)

The Elementary Education program is designed for teacher candidates to earn a baccalaureate degree in Elementary Education. Upon successful completion of the BA program and passing scores on the required State and New Mexico Teacher Assessments, teacher candidates will be eligible to apply for a teacher license through the New Mexico Public Department of Teacher Education. The program meets the New Mexico Public Department of Teacher Education's (NMPED) Entry-level Teacher Competencies – the Interstate New Mexico Teacher Assessment and Support Consortium (INTASC) Standards. This program prepares teacher candidates to work in diverse educational settings in grades kindergarten through eight. The program will incorporate and align licensure course offerings with the TESOL endorsement competencies as well as incorporate a stronger focus on working with exceptional students within the inclusive classroom environment. The TESOL and InTASC competency alignment will ensure that all Bachelor of Arts in Elementary Education graduates will earn a TESOL endorsement as part of

program requirements. The General Education requirements are 31 credits, the Professional Preparation NMPED Additional General Education requirements are 16 credits, the Professional Preparation NMPED Licensure requirements are 49 and the endorsement or content area teaching field is 24 credits, with **a total of 120 credits**. Teacher candidates can choose from one of the following (1) Bilingual endorsement or one of four (4) content area teaching fields; Social Studies, Language Arts, Mathematics, and Science.

Elementary Education General Education Requirements – 31 credits					
Area	Required	Cr	Choice	Cr	Total Required Cr
Communications	ENGL 1110	3	ENGL 1120 ENGL 1210	3	3
Mathematics			MATH 1350 MATH 1220 MATH 1130 ENGR 121L & ENGR 122L	3 3 3 2 2	3
Laboratory Sciences with Lab			Choice	4	4
Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Courses POLS 1110 POLS 1120 SOCI 2310 HIST 1110 HIST 1120 One Literature Course ENGL 1410 ENGL 2310 ENGL 2650 ENGL 2660	3 3 3 3 3 3 3 3 3 3	9
Professional Preparation Requirements (16 NMPED Additional General Education Requirements)					
Area		Total Required			
Math Elective Pre-Requisite: Math 1215		3			
Laboratory Science Elective		4			
Social or Behavioral Science Elective		3			
Humanities/Language Electives		6			
Elementary Education Foundational Requirements NMPED Licensure (49 credits)					
Course Number	Course Title				Credit
EDUC 1120	Introduction to Education				3

EDUC 1190	Introduction to Education Practicum	1
EDUC 2221	Educational Psychology	3
EDUC 2330	The Effective Classroom	3

EDUC 2440	Teaching Elementary School Math	3
EDUC 3310	Teaching and Diagnosis of Reading	3
EDUC 3314	Introduction to Linguistics	3
EDUC 3322	Math for Educators	3
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
SNMPED 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4460	Reading and Writing Across Content Areas in Culturally & Linguistically Diverse Classrooms	3
EDUC 4475	Methods, Strategies and Materials for Diverse Learners	3
EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally & Linguistically Diverse Classrooms	3
CAPSTONE		
EDUC 4479	Student Teaching	11
EDUC 4480	Student Teaching Seminar	1

Endorsement or Content Teaching Requirements-Choose 1 (one) of the following (24 credits)

Bilingual Endorsement (24 Credits) (<i>*Courses taught in Spanish. Successful passing of the New Mexico Spanish Proficiency Assessment is required for Bilingual Endorsement.</i>)		
Course Number	Course Title	Credit
EDBE 3305	*Spanish Literacy for Bilingual Education	3
EDBE 3306	*Spanish for the Bilingual Classroom	3
EDBE 4403	Foundations of Bilingual/ESL Multicultural ED	3
EDBE 4406	Methods and Materials of Teaching Bilingual/ESL	3
EDBE 4412	Formal/Informal Assessments	3
EDBE 4416	Second Language Acquisition	3
EDBE 4481	*Linguistics and Phonetics for the Bilingual Teacher	3
EDBE 4482	*Spanish Language and Folklore for New Mexico for the Bilingual Teacher	3

Social Studies (24 Credits – minimum of 12 upper division) (History, Geography, Economics, Civics, Government) *Credits must meet the NMPED 6.64.6 NMAC Competencies for Entry-level history, geography, economics, civics and government teachers.*

Course Number	Course Title	Credits
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3

Social Studies Elective		3
Language Arts (24 Credits – minimum of 12 upper division)		
<i>*Credits must meet the NMPED 6.64.2 NMAC Competencies for Entry-level language arts teachers.</i>		
Course Number	Course Title	Credits
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Mathematics (24 Credits – minimum of 12 upper division)		
<i>*Credits must meet the NMPED 6.64.4 NMAC Competencies for Entry-level mathematics teachers.</i>		
Course Number	Course Title	Credits
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Science (24 Credits – minimum of 12 upper division)		
<i>*24 credits of science electives that meet the NMPED remaining 6.64.5 NMAC Competencies for Entry-level science teachers.</i>		
Course Number	Course Title	Credits
Science Elective		
Science Elective		
Science Elective		
Science Elective		
Science Elective		
Science Elective		
Science Elective		
Science Elective		

Alternative Licensure Program with Scope and Sequence

The Department of Teacher Education is accredited by the New Mexico Public Education Department and nationally accredited by NCATE and is CAEP eligible. These programs of study lead to teacher licensure for individuals who already hold a degree (bachelor’s, master’s or doctorate) from a regionally accredited college or university. Teacher candidates can choose from one of the following courses of study: Elementary Education (K-8th grades) work in

diverse education settings in grades kindergarten through eight, Secondary Education (7th-12th grades) work in diverse educational settings in grades seven through twelve, Special Education (K-12th grades) work with students with special needs and acquire strategies that are effective for all learners in grades kindergarten through twelve.

Alternative Licensure Program: Elementary Education

Course Number	Course Title	Credits
EDUC 3310	Teaching and Diagnosis of Reading	3
EDUC 3322	Math for Educators	3
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
NMPED 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4460	Reading and Writing Across Content Areas in Culturally & Linguistically Diverse Classrooms	3
EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally Linguistically Diverse Classroom	3
EDUC 4480	Student Teaching Seminar	1
EDUC 4479L	Student Teaching	2

Alternative Licensure Program: Secondary (7-12)

Course Number	Course Title	Credits
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
EDUC 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4460	Reading and Writing Across Content Areas in Culturally & Linguistically Diverse Classrooms	3
EDUC 4475	Methods and Materials for Diverse Learners	3
EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally Linguistically Diverse Classroom	3
EDUC 4480	Student Teaching Seminar	1
EDUC 4479L	Student Teaching	2

Alternative Licensure Program: Special Education (K-12)

Course Number	Course Title	Credits
EDUC 3310	Teaching and Diagnosis of Reading	3
EDUC 3322	Math for Educators	3
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
EDUC 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4475	Methods and Materials for Diverse Learners	3

EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally Linguistically Diverse Classroom	3
EDUC 4480	Student Teaching Seminar	1
EDUC 4479L	Student Teaching	2

Field Experiences, Procedures, Placement and Student Teaching Requirements

The Department of Teacher Education at Northern New Mexico College offers professional core courses towards teacher licensure. Field experiences are required with partnering school sites. These courses are strategically identified to provide teacher candidates the opportunity to learn in interactive professional communities. These learning experiences connect the theoretical component of education with the practical aspect of teaching and learning. Field experiences begin once the teacher candidate enrolls in the Department of Teacher Education (DTE) courses.

Field experience activities range from general to structured observations and apply to theoretical coursework and are grounded in clinical practices. Field experiences are coordinated, supervised, and assessed in relationship to a classroom setting.

Field Experiences (AA, BA)

- The field experiences are taken as a co-requisite course as outlined in the course schedule and program requirements. Field experiences are embedded within the course of study which may include placement within specific areas of study. Delaying or failing to complete any such experiences may negatively impact the course grade, as well as the field experience course grade.
- *Site-Request Form* must be completed during the initial orientation for courses with field experiences.
- Background checks must be initiated promptly. Failure to complete a background check may result in a delay with field experiences.
- All NNMC students must wear proper student identification tags while visiting schools during any field experience.
- All NNMC students must sign-in and sign-out during each field experience visit. Students will check with each school for instructions regarding sign-in and sign-out procedures.
- All field experiences must be completed during the course for which that field experience is required. Field experience *Log Sheets* and *Disposition* form(s) must be submitted to the Instructor of Record for that assigned course.

Student Teacher Candidates (BA)

- All teacher candidates **must** complete a *Site-Request Form* during the semester **prior** to beginning their full-time student teaching experience.
- **BA teacher candidates must** request their placement *by the previous semester*.
- For student candidates that are employed by a school district or school agency, they must disclose they are employees. The Department of Teacher Education recognizes that many student candidates would be unable to complete their student teaching experience if they were forced to take a leave of absence. The Field Placement Coordinator will work collaboratively with the school site administrator/school

- mentor to provide student the necessary support to continue in their school/district position while also meeting all student teaching experiences as outlined in the course description and syllabus.
- School/district administrator must give permission for student teaching candidate to complete placement experience at designated site
 - Prior to the semester of student teaching, student teacher candidates will complete a *Pre-Student Teaching Interview* conducted by a DTE teacher education screening committee. Teacher candidates must pass the screening interview with a minimum passing score to continue with the full-time teaching experience. The screening committee will recommend continuation in student teaching or remediation course(s) prior to full-time student teaching. Upon recommendation from the committee, any students who fail the initial screening interview will be given resources to better prepare for the interview process and allowed a second screening; however, if a student fails the second interview, the student must appeal the decision through the Appeals Committee.
 - Background checks must be initiated promptly. Failure to complete a background check may result in a delay with field experiences.
 - All NNMC students must wear proper student identification tags while visiting schools during any field experience.
 - Sixteen weeks of full-time student teaching must be completed during the registered semester. Failure to complete the minimum required weeks/hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.
 - Student teacher candidates are permitted **five** absences during their 16 weeks of student teaching. After five absences, the candidate will repeat the entire full-time student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal's office, and the college supervisor of the absence **prior** to the absence.
 - In addition, teacher candidates will be required to complete an *Exit Program Interview* with the DTE teacher education screening committee nearing the culmination of their experiences.

Student Teacher Candidates (ALP)

- All ALP teacher candidates **must** complete a *Site-Request Form* one semester **prior** to beginning their full-time student teaching experience.
- **ALP teacher candidates must** request their placement *during the previous semester*.
- For student candidates that are employed by a school district or school agency, they must disclose they are employees. The Department of Teacher Education recognizes that many student candidates would be unable to complete their student teaching experience if they were forced to take a leave of absence. The Field Placement Coordinator will work collaboratively with the school site administrator/school mentor to provide student the necessary support to continue in their school/district position while also meeting all student teaching experiences as outlined in the course description and syllabus.
 - School/district administrator must give permission for student teaching candidate to complete placement experience at designated site

- Background checks must be initiated promptly. Failure to complete a background check may result in a delay with field experiences.
- All NNMC students must wear proper student identification tags while visiting schools during any field experience.
- All NNMC students must sign-in and sign-out during each field experience visit. Students will check with each school for instructions regarding sign-in and sign-out procedures.
- All field experiences must be completed during the course for which that field experience is required.
- Sixteen weeks of full-time student teaching must be completed during the registered semester. Failure to complete the minimum required weeks/hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.
- Student teacher candidates are permitted **five** absences during their 16 weeks of student teaching. After five absences, the candidate will repeat the entire full-time student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal's office, and the college supervisor of the absence **prior** to the absence.
- In addition, teacher candidates will be required to complete an *Exit Program Interview* with the DTE teacher education screening committee nearing the culmination of their experiences.

Placement Procedures

- The Field Placement Coordinator, in collaboration with District designee, will place the teacher candidate at the approved school site. Efforts will be made to honor the candidate's request for site preference. Final placement decisions are maintained by the participating school district. To ensure experiences of a variety of placements and sites, all placements will be recorded and reviewed prior to placement each semester.
- Before placement, a *Site-Request* form must be completed by the candidate requesting his/her first and second school site preferences.
- Candidates that have a documented disability with NNMC or a need for special accommodations are not required to disclose information to the DTE. In the event special accommodations are required, the Department of Teacher Education will work collaboratively with the teacher candidate and the placement site if necessary if there is disclosure.
- For student candidates that are employed by a school district or school agency, they must disclose they are employees. The Department of Teacher Education recognizes that many student candidates would be unable to complete their student teaching experience if they were forced to take a leave of absence. The Field Placement Coordinator will work collaboratively with the school site administrator/school mentor to provide student the necessary support to continue in their school/district position while also meeting all student teaching experiences as outlined in the course description and syllabus.
 - School/district administrator must give permission for student teaching candidate to complete placement experience at designated site
- Student candidates who wish to appeal their placement must file with the Chair of Education and will be reviewed by the appeals committee.

Student Teaching Requirements- Final Capstone Experience (BA, ALP)

- Sixteen weeks of full-time student teaching must be completed during the registered semester. Failure to complete the minimum required weeks/hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.
- Student teacher candidates are permitted **five** absences during their 16 weeks of student teaching. After five absences, the candidate will repeat the entire full-time student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal's office, and the college supervisor of the absence **prior** to the absence.

Classroom Procedures, Requirements and Responsibilities

Behavior Guidelines

The following guidelines must be followed at all times:

- Teacher candidates are to remember that they are guests in the school.
- Dispositional complaints from the school, the cooperating mentor teacher, and/or the college supervisor may result in removal from the school and/or dismissal from the program which may negatively impact the course grade and/or degree requirements.
- Teacher candidates are required to dress and behave appropriately and in accordance with their professional roles. In addition, they are required to obtain a behavior and dress code handbook form their school site and are required to comply with those policies.
- Teacher candidates are asked to follow these behavior guidelines:
- Observations at school site are not a time to complete college/course assignments. Scheduled observations are not to be used as a time to do homework.
- Candidates are not to chew gum during observations or bring food or drink to a site visit.
- Personal use of cellphones is prohibited.
- Firearms or other weapons (e.g., knives) are illegal.*
- Site-based School equipment (e.g., computers) are not for personal use and prohibited.
- Alcohol, tobacco, and drugs are prohibited at schools.
- Inappropriate advance to either students or faculty will not be tolerated.*
- Any form of sexual harassment will not be tolerated.*
- Interactions with students and faculty should be appropriate and educational, NOT intimate.*
- Obscene vulgar language and slang expressions are not appropriate.* See* *Code of Ethics* with the Public Education Department website and NAEYC Code of Ethical Conduct: <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Child Abuse Reporting

Teachers are increasingly faced with evidence and disclosures of child physical, emotional, and/or sexual abuse. Schools have written policies which specify the legal responsibilities related to reporting such incidents and confidentiality of such information. Mentors and/or principals

should inform the teacher candidate of these regulations and advise him/her of support services for children, families, and the candidate at the beginning of the student teaching or field experience. Teacher candidates are required by law to report suspension of child physical, emotional, and/or sexual abuse. Reporting procedures should adhere to the school site and district policies.

Classroom Emergencies

The teacher candidate and the mentor teacher are to review and adhere to the school's safety and emergency procedures at the beginning of the placement and throughout their student teaching and any other field experience.

Classroom Management

- Mentor teachers work hard to develop classroom management approaches which encourage the integration of the teaching of constructive, pro-social behaviors into regular instruction. Teacher candidates are to work collaboratively with the mentor teacher to support all students to promote success and to demonstrate their own classroom leadership.
- Classroom Management is addressed using the NNMC Performance-Based Lesson Plan which references the NM Teacher Competencies Benchmarks for New Mexico Teacher Competencies for Licensure Levels I, II, and III. (*Framework: Skill 6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment*). Early education teacher candidates follow the NM Teacher Competencies for Early Childhood Education.
- Teacher Candidates (BA) and Field Experiences Candidates (ALP) are assessed using the NNMC Teacher Candidate Evaluation Rubric which includes Domain 2: *Creating an Environment for Learning* from NMTEACH regarding classroom management.
- ECE Practicum Candidates are assessed using the *NNMC ECE Teacher Candidate Evaluation Rubric* which includes the Common Core Content and competencies regarding classroom management.
- Student teacher candidates and field experience candidates create a *Classroom Management Plan* as part of their Professional Competency-Based Collection of Artifacts.

Confidentiality Issues

Field experience candidates, and student teacher candidates are to refrain from discussing students by name or revealing specific student/family information or records except to his or her cooperating mentor teacher or school officials when it is necessary for the student's educational program. When discussing experiences in seminar or methods classes, it is appropriate to describe situations objectively and with anonymity. Failure to respect confidentiality issues may result in probation or removal from the program.

Contact, Staff, and Parent(s)/Guardian(s)

Classroom teachers are responsible for ensuring that students' daily school experiences are safe and appropriate; for addressing problems fairly, respectfully, and confidentially; and for keeping the family and the office informed of significant situations, achievements, or concerns. Teacher

candidates are to support the mentor teacher/classroom teacher as he/she carries out these responsibilities and are to demonstrate the same professional qualities.

Failure to Act

- Accidents and oversights can and do happen at partnering school sites despite careful planning and teachers' best efforts. Northern New Mexico College expects that teacher education candidates are knowledgeable, conscientious, and use good judgment to prevent such occurrences and that every effort is made to ensure a safe and positive learning environment for all students.
- A special effort must be made to maintain respectful, calm, and developmentally appropriate strategies at all times.
- Disrespectful or violent verbal or physical interactions with colleagues or students are considered serious problems and, if substantiated, will result in probation or removal from the program.

Field Trips

Field experience and student teacher candidates are encouraged to help plan, follow district policies, secure parent permissions, arrange transportation, supervise field trips, and lead follow-up activities as an integral part of a comprehensive instruction program. *Teacher candidates are not to lead field trips off school grounds. Teacher candidates may attend field trips without the presence of the mentor teacher.*

Non-instructional and Extracurricular Duties

Field experience and student teacher candidates are to participate actively in all duties and responsibilities of the mentor teacher/supervisor. These duties may include supervision duties, bus duty, club sponsorship, team events, staff meetings, in-service sessions, parent conferences, parent/Guardian Teacher Organization meetings, and other related duties. However, teacher candidates should not be assigned to assistant-teacher assigned duties which may include duplicate papers, clean classrooms, check records, or other non-teaching tasks unless they contribute directly to developing instructional competencies.

Full-time Student Teacher Candidates as Substitute Teachers

The practice of substituting is not allowed during the full-time student teaching experience unless the Student Teacher Candidate is employed as a long-term substitute and is the teacher of record for only one school site and school placement.

Professional Development Opportunities

- Student teachers may participate in all professional development opportunities in correspondence with their mentor teachers during the 16 weeks of student teaching.
- Student teachers will document and submit professional development hours towards contact hours via *NNMC Log Sheet*.

Student Responsibilities

Background Checks

- Statute 22-10-3.3 NMSA 1978: Local school boards and regional education cooperative shall develop policies and procedures to require background check on an applicant who has been offered employment, a contractor or a contractor's employee with unsupervised access to students at a public school, including a charter school.
- NNMC Teacher Education candidates must apply for fingerprinting and background checks the semester of admission to the program. Forms are available in the Field Experience and Placement Office and on the NMPED website <http://NMPED.state.nm.us/NMPED/LicFingerprinting.html> * See Fingerprinting, Background Checks, and Behavior Guidelines in handbook.
- NNMC Teacher Education candidates (early childhood) must follow background check requirements as required by their site placements.

Professional Liability Issues and Coverage

- Students are encouraged to protect themselves against legal action by purchasing a professional liability policy from a local insurance agency. Student candidates are strongly urged to join American Federation of Teachers (AFT or NEA) in order to obtain liability insurance before placement in a field experience. Information on membership and coverage is available in the General Education Building, Office 108. We strongly encourage the candidate to obtain and maintain this coverage throughout the duration of the program and especially during the student teaching experience.
- All pre-professional and certified teachers are held responsible for the health, safety, and learning environment for each child under their supervision. The district personnel are primarily responsible for the student's welfare. Legal action could be taken against you if you behave in a manner not consistent with your level of knowledge. Protect yourself from any legal vulnerability by familiarizing yourself with district policies concerning students, certified personnel, and liability coverage.
- In addition, protect yourself by purchasing a professional liability policy for a local insurance agency or through the national Education Association (505) 982-1916, www.nea-nm.org and/or the American Federation Teachers (505) 266-6638, <http://nmaft.org>

Advisement

- Teacher candidates should receive advisement each semester. Teacher candidates are encouraged to come in as soon as possible but at least four weeks before the semester starts and again at midterm to obtain advisement.
- Teacher candidates are encouraged to phone, visit, or email to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203, www.COE@nmmc.edu
- Teacher candidates must adhere to the important deadlines outlined in the Northern New Mexico College's Academic Calendar.
- Teacher candidates can obtain a more detailed course schedule (DTE Internal Schedule) which provides specific face-to-face meeting dates. Please pick up at Department of Teacher Education Internal Course Schedule at DTE Administrative Office, Teacher Education Center, Room 203, email COE@nmmc.edu at 505-747-5431.
- Teacher candidates are required to register for a course or courses the semester of admission and acceptance into the program.

- Teacher candidates are encouraged to follow their respective program's scope and sequence in order to complete the program within a reasonable time frame (AA – 2 years, BA – 4 years, ALP – 18 months, Endorsements – 2 years). If teacher candidates choose not to follow the proposed scope and sequence, we cannot guarantee that you will graduate in two years.

Books

- Teacher candidates are required to obtain required book(s) prior to the first day their course begins. Please adhere to the NNMC Course Schedule available online at www.nnmc.edu.
- Book information can be obtained from Northern New Mexico College website via the bookstore link. Teacher candidates will need the course number in order to look up the book information on the bookstore website.

Blackboard Courses

- Teacher candidates who enroll in a Blackboard course need to have access to a computer, the internet, a word processing software, a presentation software, and Adobe Acrobat reader.
- By activating a personal NNMC Gmail Account, teacher candidates have access to the google suite which includes access software that can be utilized to email instructors, write papers and create presentations.
- Teacher candidates who need Blackboard orientation should contact the Center of Distance Education Officer at 505-747-5428. Information regarding blackboard can be found at <http://distance.nnmc.edu/>
- Teacher candidates who are having technical difficulties with Blackboard should contact the Center of Distance Education Officer at 505-747-5428. Information regarding blackboard can be found at <http://distance.nnmc.edu/>

E-Mail

- Teacher candidates are required to activate a NNMC email account and use it for college correspondence.
- The NNMC DTE faculty and staff will not correspond with students via personal email.
- Teacher candidates can activate their NNMC email by visiting www.nnmc.edu and following the steps to activate email.
- Teacher candidates who are having technical difficulties with email should contact NNMC IT Services at 505-747-2259 or itservice@nnmc.edu

Ethical Behavior and Responsibilities

- 44.1 NNMC Teacher Education candidates must be knowledgeable of the New Mexico's Board of Education Regulation Code of Ethics of the Education Profession: <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>
- NNMC Teacher Education candidates (early childhood) must be knowledgeable of the NAEYC Ethical Code of Conduct: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Standards of Conduct –

- Refer to NNMC Academic Catalog, <https://nnmc.edu/home/academics/catalogs/>
- Teacher candidates must comply with the New Mexico Public Education Department's Code of Ethics:
<file:///C:/Users/Tamara/Downloads/NMPED%20Educator%20Code%20of%20Ethics.pdf>
Teacher candidates are responsible for understanding and complying with the CODE OF ETHICAL RESPONSIBILITY OF THE EDUCATION PROFESSION.
- Teacher candidates (early childhood) are responsible for understanding and complying with the NAEYC of Code of Ethical Conduct:
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf
- In addition, NNMC also has standards of conduct. Refer to NNMC Academic Catalog, <https://nnmc.edu/home/academics/catalogs/>.

Cyber-Bullying

- Cyber-bullying involves the use of information and communication technologies (i.e. cellular phones) to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.
- The IT System of Northern New Mexico College imposes certain responsibilities and obligations, and is subject to College policies, and federal laws. In making appropriate use of Northern New Mexico computing resources students are not permitted to use mail or messaging services to harass, intimidate, or otherwise annoy another person, for example, by broadcasting unsolicited messages, or sending unwanted mail.
- If the Dean of Student Services is made aware that cyber-bullying/harassment is taking place through the use of Northern New Mexico IT service, and/or personal technological devices, such actions may result in college-imposed sanctions.

Departmental Processes, Policies and Information (NNMC Catalog Supersedes Departmental Policy)

Good Standing Designation

- Teacher candidates must be enrolled in coursework aligned to their respective programs and making satisfactory progress to program completion
- Teacher candidates in their respective programs are required to maintain a specific minimum cumulative GPA; and obtain a specific individual grade for individual courses.
- Teacher candidates pursuing an AA are required to maintain a minimum cumulative GPA of 2.75; obtaining grades of a C- or better for individual courses. Teacher candidates who receive below a C- will have to retake the course for it to count towards graduation requirements.
- Teacher candidates pursuing a BA are required to maintain a minimum cumulative GPA of 2.75; obtaining a grade of a C- or better for individual courses. Teacher candidates who receive below a C- will have to retake the course for it to count towards graduation requirements.

- Teacher candidates pursuing an endorsement to a teaching license are required to maintain a minimum cumulative GPA of 2.75; obtaining grades of a C- or better for individual courses. Teacher candidates who receive below a C- will have to retake the course for it to count towards graduation requirements.
- **If satisfactory growth toward competency is not evident, the following steps will be taken:** A conference will be scheduled involving the college supervisor, the teacher candidate, and the mentor teacher to specify the problem areas and develop a *Professional Growth Plan* for support.
- The teacher candidate will sign a *Professional Growth Plan* form stating that he/she will improve his/her performance in the areas of concern; the college supervisor and the mentor teacher will sign the *Professional Growth Plan* committing to implementing the plan for support and growth.
- Follow-up by the college supervisor will ensure the teacher candidate shows growth in the area(s) of concern. A follow-up conference will take place in a timely manner to determine evidence of growth.
- Non-compliance with terms of the agreement or lack of sufficient growth as reflected using the *Professional Growth Plan* form will result in withdrawal from the program at the discretion of a committee representative of faculty and staff.

Incomplete Policy

- Refer to NNMC Academic Catalog, <https://nnmc.edu/home/academics/catalogs/>

Grading Procedures for Practicum and Student Teaching Experience

- **Field Experience (Practicum) AA:** Field experience student candidates will participate in practicum courses and grading will be addressed by the instructor of record. Any grade below a C will constitute repeating the course.
- **Field Experience BA:** Student Teacher candidates must complete their full-time student teaching experience with a C- or better to achieve a passing grade. Any grade below a C- will constitute repeating the course.
- **Field Experience ALP:** Student Teacher candidates must complete their full-time student teaching experience with a C or better to achieve a passing grade. Any grade below a C will constitute repeating the course.

Dispositions Checklist Assessment

- Teacher candidates' dispositions will be assessed by faculty members/instructors and mentor teachers throughout their respective program, especially in courses that require field experience.
- Teacher candidates will be introduced to the *Dispositions Checklist* at the beginning of their program in order to understand the required dispositions for the classroom and required field experiences.
- A faculty member/instructors or mentor teacher can complete a *Dispositions Checklist* when a teacher candidate's disposition or behavior has been identified in need of improvement or remediation.
- The *Dispositions Checklist* is utilized to provide support to a teacher candidate or to counsel a teacher candidate out of the teaching profession which may lead to dismissal

from the program. For more information, please see *Dispositions Checklist* intervention section to understand the intervention process.

Dispositions Checklist Interventions

- If and when a teacher candidate's disposition or behavior has been identified in need of improvement, a faculty member may schedule a conference to review areas in need of improvement by completing a *Dispositions Checklist*. The first *Dispositions Checklist* will be completed and documented in the teacher candidate's program folder. The *Dispositions Checklist* will be used to complete a candidate *Growth Plan*.
- The faculty member will discuss with the teacher candidate strategies for improving his/her disposition or behavior by completing a candidate's *Growth Plan* form. The candidate's *Growth Plan* form will be completed and placed in the teacher candidate's program folder within a reasonable amount of time from the faculty member's completion of the first *Disposition Checklist*. If the teacher candidate does not show growth, the faculty member will provide a report to the Admission, Retention, and Dismissal (ARD) Committee along with copies of the *Dispositions Checklist(s)* and the candidate's *Growth Plan* in order to review the teacher candidate's status.
- An Admission, Retention, Dismissal (ARD) Committee Member will provide the committee's decision to the faculty member, the teacher candidate, and the program. The decision will recommend further action such as probation or dismissal from the program. **The ARD Committee's decision is final**

Appeals for Grading: *Refer to NNMC College Catalog.*

Process for Submitting Complaints: *Refer to NNMC College Catalog*

Chain of Command

- A teacher candidate wanting to address a concern or resolve an issue related to their program of study must follow the chain of command.
- The first level is the student, the second level is the instructor, and the third level is the Department of Teacher Education Chair.
- The issue or concern brought to the ARD Committee or the Department of Teacher Education Chair may be documented.

Grade or Performance Intervention

- The faculty members/instructors may facilitate a conference with teacher candidates to review a concern(s) about their grade or performance.
- Based on the concern with the teacher candidate's grade or performance, the faculty members/instructors may develop an informal or formal candidate growth plan no later than the first week after midterms. The instructor must file documentation of the candidate's growth plan in their Department of Teacher Education folder.
- If the teacher candidate does not fulfill the candidate *Growth Plan*, then he/she may be placed on probation until the candidate's *Growth Plan* is met. The requirements of candidate's *Growth Plan* may take precedence over the requirements of the course syllabus.

- If the teacher candidate fails the course, he/she may appeal their grade with the Admission, Retention, and Dismissal (ARD) Committee. **The Admission, Retention, Dismissal (ARD) Committee's decision is final.**

Candidate Growth Plan

- The faculty member may facilitate a conference with the teacher candidate to review a concern with their grade or performance.
- Based on the concern with the teacher candidate's grade or performance, the faculty member may develop an informal or formal *Growth Plan* no later than the first week after midterms. The instructor must file documentation of the candidate's *Growth Plan* in their Department of Teacher Education program folder.
- If the teacher candidate does not fulfill the candidate *Growth Plan*, then they may be put on probation and or further action until the candidate's *Growth Plan* is met. The requirements of the candidate's *Growth Plan* may take precedence over the requirements of the course syllabus.
- If the teacher candidate fails the course, he/she may appeal their grade with the Admission, Retention, and Dismissal (ARD) Committee. **The Admission, Retention, Dismissal (ARD) Committee's decision is final.**

Intervention Policy

- Northern New Mexico Department of Teacher Education candidates will sign an assurance agreement abiding by the guidelines and competencies set forth in the NNMC Handbook. The agreement states that continuation and completion of the program are contingent upon satisfactory progress towards meeting requirements and program competencies. Documentation of the teacher candidate's progress or lack thereof, in specified growth area, will be recorded on an on-going basis by the DTE.
- Appeals may be made based on academic standing, unfavorable disposition reports, issues involving field placement, unfavorable background check.

Dismissal from the Educational Program

- Teacher candidates can be dismissed from the program for: not remaining in good standing, not complying with program assurance form requirements, not demonstrating favorable dispositions, and not complying with the standards of conduct.
- Teacher candidates may be dismissed if he/she does not remain in good standing. The candidate must maintain the required GPA and earn the grades required for graduation, as described in the Good Standing section.
- Teacher candidates may be dismissed if he/she does not comply with assurance form requirements. All requirements should be completed as delineated in the program assurance form, as described in Assurances Section.
- Teacher candidates may be dismissed if he/she does not work towards receiving proficient dispositions checklists, as described in the Dispositions Checklists Section.
- Teacher candidates may be dismissed if he/she does not receive a favorable background check, as described in the Field Placement Section.
- Teacher candidates may be dismissed if he/she does not comply with the New Mexico Code of Conduct and the NNMC Standards of Conduct and cyberbullying, as described in the Standards of Conduct and Cyberbullying sections.