

Alternative Teacher Licensure Program



Student Guide
2021-2022

Welcome to the ATL Program

Dear ATLP Student,

Congratulations on your acceptance into the Alternative Teacher Licensure Program (ATLP) here at CNM!

As a teacher candidate, you are enrolled in our Program to become licensed as an educator with the ultimate goal of being the teacher of record in a classroom. We understand the end goal, however, often times teacher candidates begin teaching in a classroom while in the Program and place the ATL Program on the backburner. With a new job, their priorities shift. Don't let that be you.

ATLP coursework should remain to be your priority, then required assessments, then your new teaching job, in that order.

Teaching is a profound calling; it is not a profession to choose lightly. It is highly demanding and stressful and there will be many days in which you will question your new career choice. Yet, it can be one of the most rewarding and enriching experiences of your life. You can make a profound difference for kids and we are eager to support you in this endeavor.

Please read this student guide thoroughly. On the next page, you will find the Student Responsibility Form. Your signature on the form is evidence you have read this student guide and will be responsible for knowing and understanding the content as well as applying and following the guidelines herein. Be sure to keep this copy, as it constitutes our agreement with you for providing your academic training in educator preparation.

Thank you for joining CNM's Alternative Teacher Licensure Program. We are happy you are here!

Sincerely,
Education Programs Director and Staff Members



ATL Program Student Responsibility Form

I understand that I am responsible for reading the information presented in the ATL Program Student Guide:

I will review these materials carefully; and if I have questions concerning any of the information presented, it is my responsibility to contact the Education Programs staff to request more information to obtain clarification at teachered@cnm.edu.

Signing this document indicates that I agree to abide by the policies and procedures described within the ATL Program Student Guide. Signing this document also indicates that I authorize Central New Mexico Community College and the Education Programs staff and faculty to provide any information regarding my participation in the ATL Program which may include, but is not limited to: name, student ID number, program enrollment/admissions status, dispositional concerns, licensure assessment status/scores and details of progress through the ATL Program to local educational agencies, independent schools, the New Mexico Public Education Department, or any third party payment provider.

This consent will expire six months after my completion of or withdrawal from the Alternative Teacher Licensure Program.

I have downloaded a copy of the ATLP Student Guide and I understand the information contained within the Guide.

[Click here to sign, date, & submit this form electronically](#)

Signature	Date
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Printed Name	CNM Student ID
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Frequently Used Program Terminology & Acronyms

- **ATL or ATLP:** Alternative Teacher Licensure Program
- **CKA:** Content Knowledge Assessment
- **CNM:** Central New Mexico Community College
- **Cooperating Teacher:** A level II or III NM licensed teacher who serves as a support/mentor for the CNM Teacher Candidate doing Supervised Field Experience. For students doing field experience in early childhood settings or in independent schools, a Cooperating Teacher may have a minimum of 5 years of teaching experience in lieu of a level II or III license, with the approval of the Director of Education Programs.
- **Endorsement:** is attached to a teaching license to specify the teaching field in which a teacher is authorized to teach.
- **EPP:** Educator Preparation Program
- **Field Experience:** Field-based assignments that involve observing and/or working with children in schools, child care settings and program sites.
- **GEN ED:** General Education
- **LEA:** Local Educational Agency. A LEA may be a public school district or a state-chartered charter school.
- **NMPED:** New Mexico Public Education Department
- **PLT:** Principles of Learning and Teaching Assessment administered through Praxis.
- **Practicum:** Classroom observation, students are not expected to take on full teacher responsibility.
- **SFE:** Supervised Field Experience – Capstone course of the Program. **Demonstrating full responsibilities of a teacher of record.**
- **SPED:** Special Education
- **Student Teacher:** Student teaching refers to the field experience placements of Teacher Candidates who are working in the classroom of a host Cooperating Teacher during SFE.
- **Teacher Candidate:** A CNM student enrolled in the Alternative Teacher Licensure Program.
- **Teacher Dispositions:** Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.
- **Teacher of Record:** The recipient of an alternative teaching license named in an employment contract with an LEA or private school responsible for teaching students and managing a classroom the majority of the time. The teacher of record is responsible for lesson planning, assigning grades, meeting with parents, and completing all duties of a classroom teacher with a standard teaching license.

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ATL Program Policy Statement

The Central New Mexico Community College Alternative Teacher Licensure Program reserves the right to make any revisions, deletions or additions to the policy and procedures contained herein. Those changes will be provided to students in updated versions of this ATL Program Student Guide and provided to current students through email or other written means of communication.

Policies listed here apply to all students in the ATL Program. These policies are in addition to or compliment school and college policies.

2021-2022 ATLP Student Guide Updated 8/17/21.

Our Story

CNM's Mission and Vision

At Central New Mexico Community College, our mission is to be a leader in education and training with the vision of changing lives and building community.



Be Caring

"Caring about others, running the risk of feeling, and leaving an impact on people, brings happiness."

— Harold Kushner

Be Connected

"Whatever affects one directly affects us all indirectly."

— Martin Luther King Jr.

Be Courageous

"Courage is the most important of all the virtues because without courage, you can't practice any other virtue consistently."

— Maya Angelou

Be Ethical

"Relativity applies to physics, not ethics."

— Albert Einstein

Be Exceptional

"You are not lucky to be here. The world needs your perspective. They are lucky to have you."

— Antonio Tijerino

Be Inspiring

"The future belongs to those who believe in the beauty of their dreams."

— Eleanor Roosevelt

Our Mission and Core Values



The mission of the Alternative Teacher Licensure Program (ATLP) at Central New Mexico Community College (CNM) is to transform the educational landscape of New Mexico so that students and teachers embrace creative, curious and critical thinking, and collaborative problem solving. The ATLP is a competency-based, professional program that prepares teachers to address educational inequalities through the design of cohesive, rigorous curriculum and assessment, and meaningful instruction. ATLP graduates value and support student diversity and individual student needs by enhancing the college, career, and life aspirations of their students.

The Education Department, guided by professional standards and practices and input from our professional partners, has defined five core values that inform our curriculum, student assessment and program assessment. CNM ATL Program students are expected to uphold these core values.

Critically Reflective Practice

We believe that educators must be critically reflective practitioners. We model and teach critically reflective practice through knowledge and skills that will enable our students to address the following questions:

- (1) Who am I as an educator?
- (2) Why do I do what I do?
- (3) How do I engage in continuous improvement?

Professionalism

We advocate that our students, many currently working in the field, must be recognized as professionals and in turn will validate such recognition by understanding and upholding the moral, ethical and behavioral guidelines for their chosen profession.

Diversity

We respect the diversity that students bring to the classroom and as such model inclusive teaching and learning practices in which students' diverse needs are not only met but also celebrated as integral to meaningful learning experiences.

Multicultural Perspectives

We embrace the various cultural perspectives that shape the diverse communities in which we live and thus emphasize knowledge of how multicultural perspectives shape the context of our interactions with community and our construction of meaning, and skills for working in multicultural environments.

Collaboration

We believe in the value of collaboration with colleagues, students, families, and communities and build skills needed to engage in effective and authentic collaborative relationships.

Teacher Candidate Dispositions

The Alternative Teacher Licensure Program's Core Values are based on the professional attitudes, values, beliefs, and positive behaviors that support student learning and development, and result in positive interactions and relationships with students, families, colleagues, and communities.

Critically Reflective Practice

- ✓ Accepts critical feedback in a professional manner
- ✓ Reflects upon his/her teaching practice for continuous improvement
- ✓ Seeks and accepts help when needed
- ✓ Is able to think critically and effectively solve problems

Professionalism

- ✓ Addresses issues/concerns in a professional manner
- ✓ Is enthusiastic toward teaching and learning
- ✓ Understands and complies with laws, policies, and ethical standards of the profession
- ✓ Demonstrates academic honesty
- ✓ Maintains confidentiality as appropriate
- ✓ Advocates for social justice in education

Diversity

- ✓ Recognizes and addresses the learning differences among students
- ✓ Considers and is informed by diverse opinions and perspectives
- ✓ Values the methodology of differentiated instruction
- ✓ Respects the uniqueness of individuals and cultures

Multicultural Perspectives

- ✓ Values and respects alternate cultural perspectives
- ✓ Demonstrates non-discriminatory behaviors and practices
- ✓ Understands New Mexico's unique linguistic and cultural diversity

Collaboration

- ✓ Collaborates with peers and supports their development
- ✓ Promotes family involvement in the educational process
- ✓ Communicates in a positive and professional manner with peers, family, and community



Staff and Faculty Directory

CNM Education Department website:
CNM Alternative Teacher Licensure website:
Teacher Education Contact:

www.cnm.edu/teachered
www.cnm.edu/atl
teachered@cnm.edu

ATL Program Staff

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(505) 224-4000 ext. 53144

Interim Director of Education Programs
apoppe@cnm.edu

Merissa Lowe
(505) 224-3607

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Jules Flores
(505) 224-3239

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fieldexp@cnm.edu

Full-Time ATL Program Faculty

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Department Location

The Education Programs department is located on the 3rd floor of the EC Building on CNM's Main Campus in room 308 (EC308).

We have a designated indoor and outdoor study area that is equipped with a printer available to CNM students next door to our office in EC301.

The CNM Main Campus map can be found at: <https://www.cnm.edu/campuses/main-campus/main-campus-map>.

Grading

The CNM Alternative Teacher Licensure Program is aligned to the state teacher competencies and national Interstate New Teacher Assessment and Support Consortium (InTASC) teacher core standards. The ATL Program is an approved Alternative Educator Preparation Program by the New Mexico Public Education Department.



Competency Based Curriculum and Grading

The CNM ATL Program uses a competency-based framework, in which all coursework is based on skills and knowledge that are foundational to effective practice as a teacher. As such, our courses are designed to teach and assess specific competencies through performance tasks and other summative assessments. All final grades are based on performance on these assessments, CNM ATL Program student grades in the program should reflect their competence as a teacher, rather than their competence as a college student. As a program, we collect data from teacher candidate's performance on course assessments for both candidate and program evaluation.

Review the [CNM Supervised Field Experience Teaching Observation Rubric](#) found in the ATLP Resources section of this guide.



Meeting Competency

The CNM ATL Program is academically challenging and models rigorous coursework designed to meet teacher competencies. Each course is aligned to final program outcomes and all students must demonstrate competency by passing one or more performance tasks in each course. Students who fail to pass the final assessment will be required to repeat the course.

Meeting competency is demonstrated with a final grade of a B or A.



Repeating a Course – 3peat

Students who are unable to meet competency after two attempts and wish to take the course for a third and final time, will be required to submit a written request to the Education Programs via email to teachered@cnm.edu. The Education Programs staff will review the teacher candidate's file and inquire with ATLP Faculty regarding the teacher candidate's dispositions to determine whether the student will remain in the program and be granted a third attempt. Any third attempts will require a signed contract with the Education Programs Department stating it is a third and final attempt. This process may include a formal Success Plan and adequate continued progress to complete the program in the time specified.

If a third attempt is not successful, the teacher candidate will be removed from the Program for all licensure pathways.

If a third attempt is not granted, the teacher candidate will be removed from the Program for all licensure pathways.



ATLP Coursework

Teacher candidates should expect to spend 5-7 hours per week outside of the classroom per 3-credit course. Courses are offered in an online hybrid format or in the evenings at CNM's

Main and Westside campuses based on student enrollment.

The CNM Alternative Teacher Licensure Program coursework is rigorous and is equivalent to graduate level work but is numbered at the 200 level which is not considered graduate credit.

Some in state institutions such as Eastern New Mexico University and Western New Mexico University will accept our coursework as either transfer credit or credit for prior learning towards a master's degree in education.



Student Success Plan

The purpose of the Student Success Plan is to help teacher candidates identify strengths and strategies to overcome the gaps in knowledge, skills, or behaviors. It is implemented when a problem is identified associated with student performance either academically or behaviorally. It is a communication tool between faculty and a student which describes the problem, provides strategies and describes expected student outcomes with timelines.

The Success Plan will be developed in collaboration with the ATLP faculty, the student, and the Education Programs Staff (as needed).

First Semester ATLP Students



New Student Orientation

Teacher candidates are required to attend the ATL Program New Student Orientation before their first semester of coursework. Failing to do so will result in inactivation from the ATL Program.



Maximum Credit Hours

First semester teacher candidates may **only** take 6 credit hours of ATL Program coursework. Coursework outside of the ATL Program can be taken at the discretion of the teacher candidate.



Content Knowledge

Students entering the program should have strong content knowledge in their subject area based on previous coursework. The ATL Program is designed to support content experts with pedagogy, but does not have specific content area courses.

It is expected for teacher candidates pursuing a Secondary Education license to take their content knowledge assessments during the first semester in the Program. Teacher candidates will need to remain current in their subject area throughout the course of the Program. If we deem teacher candidates content knowledge is below expected standards, they will be asked to take additional coursework before continuing in the Program.

Content knowledge is crucial to passing the final supervised field experience course and to maintain or obtain licensure.



Background Check

Verification of a District background check is required to be reported to the Education Programs Department by the 3rd week of the first semester in the Program.

ATL Program students are provided information about the background check clearance process upon acceptance into the Program. Background check questions can be directed to fieldexp@cnm.edu.

Teacher candidates will be required to do field-based assignments throughout the Program, which means they will be observing and interacting in a school setting. APS and RRPS have specific requirements for conducting field-based assignments in their schools. For students wishing to complete field-based assignments in schools that are not part of APS or RRPS, please contact the school administrator to inquire about their requirements.

Processes, procedures, and requirements for background clearances are subject to change without notice according to state or district requirements. Teacher candidates are expected to meet district background checks at all times.



ATL Program Graduation Hold

Every student accepted into the ATL Program has had a graduation hold placed on their CNM student account. This hold will not prohibit students from registration or receiving financial aid.

This hold only affects CNM graduation and will be removed when the teacher candidate's ATLP Exit Process is complete.

Communication



Email

Email is the primary means of communication in the ATL Program. Teacher candidates are required to access and maintain their CNM email accounts. The CNM email address is the only email address that the Education department will use to communicate with enrolled students. Students should check their email daily, but absolutely must check their email at least twice a week. While it is possible to forward email from the CNM account to other accounts, it is not recommended because it often results in message failure, which is not considered a valid excuse for missing information.

Teacher candidates are held responsible for the information contained within the emails (this includes attachments), whether they read them or not.

Students are responsible for contacting the CNM Information Technologies help desk via telephone at 224-4357 or at servicedesk@cnm.edu to resolve any email problems.



Etiquette

It is expected for teacher candidates to uphold standards of professional conduct in all forms of communication with all CNM faculty, CNM staff, and community partners.

We have limited staff support and will do our best to respond to email inquiries within 5 business days. This does not include off duty hours, weekends or holidays. Email communications should be clear, concise, and professional. If a student feels that an issue is pressing, teacher candidates are encouraged to indicate urgency in the subject line of that email, but this does not guarantee a faster response.

Emailing the same request to all of our Education Programs email accounts and staff, also does not guarantee a faster response. Doing so will reflect poorly on a teacher candidate's teacher dispositions and will result in a delayed response.



Required Information for Efficiency

When emailing the Education Programs department, teacher candidate's must include first and last name, CNM ID number and licensure pathway(s). We recommend creating an email signature with this information.



Family Educations Rights and Privacy Act (FERPA)

To ensure the protection of your privacy, and in compliance with FERPA, the Education Department can only accept documents and respond to emails sent from teacher candidate's CNM email address. CNM staff will not open email attachments from non-CNM email accounts.

More information regarding your FERPA rights as a CNM student can be found at:
<https://www.cnm.edu/depts/enrollment/academic-records/student-academic-records/FERPA>

Classroom and School Sites



CNM Policies and Codes

As a student of CNM, students in the ATL Program are responsible of being aware of and abiding by the CNM Student Code of Conduct both on campus and at school sites. School sites are considered an extension of the CNM campus and any incidents at a school site will be subject to the CNM Code of Conduct and policies outlining professional behavior for the ATL Program.

Incident reports submitted by faculty or school site personnel will be addressed by the faculty member, the student, the Director of Education Programs and may involve the Dean of Students.

CNM's Student Code of Conduct can be found at:
<https://www.cnm.edu/depts/student-services/dean-of-students/student-code-of-conduct>



Education Program Professional Code of Conduct

Students in the ATL program are evaluated upon their academic abilities as well as their professional behaviors, which are aligned to the program's conceptual framework and New Mexico's Code of Ethical Responsibility of the Education Profession.

New Mexico's Code of Ethical Responsibility of the Education Profession can be found at:
<https://www.srca.nm.gov/parts/title06/06.060.0009.html>

How this applies to SFE:

Students who have a history of disciplinary action and faculty concerns and have been cleared for SFE, will not be provided placement assistance from our Program. All issues will be evaluated on a case-by-case basis.



Standards of Professional Conduct

CNM ATL Program students are taking courses that prepare them to be an educational professional who are placed in a position of great responsibility by the public. As such, they are expected to model the behavior expected of those professionals and the behavior you would like to see from somebody who is potentially going to be educating your loved ones. Among the behaviors expected are:

- Punctuality
- Respect for the facilities, faculty, staff, and other students
- Student advocacy
- Accountability
- Responsibility
- Maturity
- Empathy
- Preparedness
- Professional appearance
- Professional tone when speaking to others
- Professional use of vernacular and body language
- Ability to listen and use constructive feedback

These are only some examples of the types of behavior expected from those who would have the public trust them. The responsibility of the CNM ATL Program faculty and staff is broader than to prepare students for licensure, we also have a responsibility to the public, to ensure that those who graduate are deserving of the public's trust.

This general philosophy carries over into all the following guidelines:

- 1) The CNM ATL Program will not permit a student who demonstrates inappropriate behavior to be placed in a position of trust by the public by obtaining a license and possible employment in education. At any point, if a student demonstrates behaviors that are inconsistent with the expected professional standard, they will be counseled, and potentially enter a disciplinary process.
- 2) The disciplinary process can range from a verbal warning up to and including removal from the ATL Program. All interactions will be documented and placed in the

student's administrative file.

- 3) The CNM ATL Program reserves the right to remove a student for behaviors unbecoming of a professional educator even if the student is in good academic standings.



Student Behavior or Incident Procedure

1. If any faculty member, staff member, or school site identifies a student behavior that is inconsistent with the teacher candidate dispositions of the Program or the New Mexico Code of Ethical Responsibility of the Education Profession he/she will first alert a student to the observed behavior that is a concern and provide expectations for the change in behavior.
2. Faculty members are expected to document any such concerns and submit them to the Director of Education Programs and/or the Dean of Students.
3. If the behavior persists beyond this verbal conversation, the faculty member and/or another Education Programs staff member will meet with the student outside of class time and use the [Teacher Candidate Disposition Support Form](#) or SFE Teaching Observation Rubric to facilitate and document this discussion. An action plan in the form of a Student Success Plan will specify goals, expectations, and a timeline for student behavior to change. If for any reason the student refuses to meet, they will be removed from the ATL Program.
4. Any student who fails to meet the action plan outlined through a Student Success Plan or Teacher Candidate Disposition Support Form may be removed from the Program and may not be considered for re-admittance into the ATL Program.

DRC

Accessibility and Accommodations for Students with Disabilities

CNM is committed to accessible learning environments that meet the needs of its diverse students. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor or the Disability Resource Center (DRC) as soon as possible. The DRC supports faculty in designing accessible learning environments and assists students who have disabilities with accommodations to remove barriers where they exist.

Students with disabilities are invited to get started with the DRC by filling out the “First Time Request for Disability Services” on the website (www.cnm.edu/drc) or by contacting the DRC for more information (505.224.3259, DRC@cnm.edu).



Attendance

Because of the highly interactive nature of the courses, candidates are required to attend all scheduled classes on time. Arriving late or leaving early may also accumulate as absences as outlined in course syllabi. If teacher candidate's must miss a class, it is important that the instructor is contacted in advance to inform him/her of the absence.

Instructors have the right to ask a candidate to drop the course, fail a candidate or initiate an instructor withdrawal if there are excessive absences (15% or more of total course hours).



Technology

The use of computers and other technology is integrated into the delivery of courses and other information throughout the Program. Students are expected to be proficient in word processing, email, and internet use, as well as maintain access to a computer for coursework and communication purposes. CNM maintains many computer labs throughout the campuses to assist students with access and technical support.

Students may borrow computers from our ITS department by submitting a request:

<https://www.cnm.edu/depts/information-technology-services/its-services-catalog/student-computer-loaner-program>

Program Progression



Program Advisement

All advisement, course repeat requests, and questions relating to CNM's ATL Program are done through the Education Programs Department.

Each teacher candidate is responsible for setting up meetings for advisement with the appropriate Education Department staff when needed.

For general ATL Program advisement contact our Education Programs Specialist at teachered@cnm.edu.

For specific ATL Program Advisement regarding background checks or field experience contact our Field Experience Coordinator at fieldexp@cnm.edu.



Program Plan

It is the teacher candidate's responsibility to manage program progress towards completion.

Each licensure pathway has a Program Plan and can be found in the ATL Program Plan section of this guide. The courses are laid out in sequential order based on course prerequisites. Teacher candidates should follow the program plan sequentially. The required licensure assessments are included in each Program Plan. Teacher candidates are expected to use the provided Program Plan as a means of tracking their Program progression for their licensure pathway.



Sequence of Coursework

The ATL Program is designed for students to take two ATLP courses (6 credit hours) per semester in the sequence outlined in each Program Plan to meet course prerequisites and ensure timely program completion.



Prerequisites

Due to the curriculum of these courses, we do not allow students to take these courses as co-requisites:

EDUC 2260: Emergent Literary is the pre-requisite to EDUC 2262: Intermediate Literacy**.

EDUC 2285: Curriculum Development, Assessment and Evaluation I is the prerequisite to both EDUC 2286: Curriculum Development, Assessment and Evaluation II and SPED 2260: Methods and Materials for Special Learners**.

How this applies to SFE:

Supervised Field Experience (EDUC 2190 and SPED 2390) is to be taken as the final course in the Program, after successful completion of all other required coursework.



Registering for Classes

It is the responsibility of the teacher candidate to register for ATL Program coursework as laid out in the Program Plan for their licensure pathway. Each term, every CNM student is assigned a specific registration date and time. Registration dates and times can be viewed in Degree Works and accessed through [myCNM](#).

Teacher candidates can view the most current course offerings through the [Schedule of Classes](#).

If the course needed is full, it is expected for teacher candidates to add their name to the waitlist. The Education Department monitors the waitlists closely so we can be as responsive as possible, however, it is not guaranteed an additional section will open up.

If you have questions on how to add your name to the waitlist, using EduNav, or questions regarding holds not specific to the ATLP please contact CNM's Registration Department: <https://www.cnm.edu/depts/enrollment/registration/contact-registration>

If you are having difficulty registering for ATLP specific classes and are receiving errors that are related to the ATL Program, email the Education Programs Department at teachered@cnm.edu and include:

- CNM ID number
- ATL Program licensure pathway
- The specific class or classes for which you are attempting to register
- The specific error message you receive when registering



Withdrawing from the ATL Program

Teacher candidates who wish to withdraw from the ATL Program must notify the Education Programs staff via email to teachered@cnm.edu.



Adding or Updating a Licensure Pathway(s)

Teacher candidates who wish to add an additional pathway to their Program, will be required to submit a written request to the Education Programs via email to teachered@cnm.edu. The procedure will be provided upon request.



Dual Licensure Course Requirements

Dual licensure students must first be approved to be a dual licensure student. Once approved, students will need to follow the dual Program Plan for the licensure pathways they are pursuing simultaneously.

How this applies to SFE:

Dual licensure students have the option of completing one SFE course that meets the requirements of both licensure areas or completing two separate SFE courses, one for each licensure area. Each option has benefits and disadvantages. Students should speak with the Education Programs Staff if assistance is needed in deciding.

Inactive Student Status



Inactive Student Status

Any teacher candidate who does not take ATL Program coursework 2 consecutive semesters will be inactivated from the Program due to inactivity.

Please communicate with the Education Department if you anticipate taking time off from your coursework.



Reapply to the Program

Students will be required to reapply to the Program if their student status in the Program becomes inactive.



Additional Coursework

Due to curriculum and/or catalog changes, rejoining the ATL Program after more than two semesters of inactivity may result in additional coursework or a repeat of coursework.

Removal from the ATLP & the Appeal Process



Removal from the Program

If students are removed from the Program for any reason, they will be removed from all licensure pathways they are pursuing and will not be allowed to return to the ATL Program for any licensure area.

In all cases of removal, the student will be notified in writing via CNM email.



Appeal Process

Students who wish to appeal dismissal from the ATL Program, the receipt of a specific grade or any other faculty or program action should follow the CNM school process as outlined in the Student Code of Conduct.

Required Licensure Assessments



Accepted Timeframe of Assessments

CNM's ATL Program accepts scores of any NMPED accepted teacher assessments.



Entry Assessments

To be accepted into the CNM Alternative Teacher Licensure Program, applicants are required to provide passing results on the Praxis Core in Reading, Writing and Mathematics as part of their application to the Program.



Additional Assessments

Each Licensure pathway has additional assessments required for licensure. The assessments and links are listed under both the Recommended Course Sequencing section and the Program Plan for each licensure pathway. Students are expected to thoroughly review and abide by the Praxis assessment policies and procedures outlined on the Praxis website: <https://www.ets.org/praxis/nm>.



Reporting Assessment Results Procedure

Completion of all required licensure assessments must be reported to the Education Programs Department, assessment results reported via email will not be accepted. The two acceptable reporting options are:

- **Option 1:**
Report Central New Mexico Community College as a reporting institute when initially registering for all required Praxis Assessments. Praxis sends us a report directly when final scores are available.
- **Option 2:**
Manually upload assessment results to our department by using the following form: <https://forms.office.com/r/2pYQn8vwr4>



Dual Licensure Assessments

Students pursuing dual licensure must pass the required licensure assessments for all pathways they are approved to pursue.



Alternative Testing Arrangements and Requests for Additional Time

If you have a documented disability (physical, learning or cognitive) or if English is not your first language and you feel you need extra time for testing, you may submit a request for alternative testing arrangements when you register for Praxis assessments.

Disability Accommodations: <https://www.ets.org/praxis/register/disabilities>

Praxis English Second Language (PLNE) Accommodations:
https://www.ets.org/praxis/register/plne_accommodations/

If your primary language is not English and you need assistance with the request for extended time, contact us at teachered@cnm.edu.

Licensure



Alternative Level 1 License

Students may, upon receiving acceptance to the Alternative Teacher Licensure Program, apply for an Alternative Level 1 license. This license allows students to apply for open teaching positions at their own discretion. CNM ATL Program students are not required to possess a teaching license while in the Program, however, they are strongly encouraged to do so before enrolling in SFE. Possession of an Alternative Level 1 License does not guarantee teacher candidates will successfully complete the Program.

It is the responsibility of the teacher candidate to understand which grade levels their Alternative Level 1 license covers and when their license expires.

NMPED Licensure Information

<https://webnew.ped.state.nm.us/bureaus/licensure/>



ATLP Letter of Acceptance

An official acceptance letter into the CNM ATL Program is required to be uploaded with the NMPED licensure application. Acceptance letters are provided to teacher candidates via CNM email after teacher candidates officially accept their seat into the Program.



Licensure Extensions

An Alternative Level 1 license is issued as a two-year license and may be extended an additional year upon request and with the support of their Educator Preparation Program.

The teacher candidate must be in “good standing” in the ATL program. Licensure extension requests are processed in the Spring term each year. Licensure extension procedures change year to year based off NMPED requirements. It is the responsibility of the teacher candidate to keep track of when their license(s) expire and adhere to the procedures and deadlines put in place for the year in which their license expires.

If a teacher candidate fails to meet the deadline put in place by the ATL Program, a licensure extension request will not be supported by the Program.



“**Good Standing**” is defined as:

- Successfully completed ATLP coursework within the last academic year,
- Has met competency for all completed ATL Coursework (grade of B or better) &

- No conduct or dispositional issues from Education/CNM Staff, Faculty & School sites

Teacher candidates requesting a licensure extension must meet with Education Staff to develop and sign a contract that outlines completion of all remaining program requirements and licensure assessments.

If NMPED grants the extension, it is expected for teacher candidates to complete the ATL Program (including required licensure assessments) within the allotted one-year extension.



Level 1 Teaching License

Students must graduate from the CNM Alternative Teacher Licensure Program and complete all required assessments to apply for full Level I licensure.

Upon program completion, students who already have a current Alternative Level 1 license are only required to submit the following to *NMPED via email to obtain full level 1 licensure:

1. Official CNM transcripts conferring completion of the Alternative Teacher Licensure Certificate Program,
2. Official Letter of Completion from the Education Programs department &
3. Copy of passing scores of required licensure assessments

<https://webnew.ped.state.nm.us/bureaus/licensure/alternative-licensure-programs-opportunities/alternative-educator-prep-program/>

Students applying for teacher licensure for the first time after completing the ATL Program (this includes those that have current substitute or educational assistant licenses or who have a NM Teaching license – Level 1 or higher – in another area) will complete the New (initial) licensure application through the Online Licensure Portal.

*NMPED procedures are subject to change, updated procedures will be provided to program completers in the ATLP Alumni Packet upon program completion.



Fully State Certified: Elementary and Special Education Licenses

If teacher candidates are teaching in a single-subject classroom on an Elementary or Special Education license, they must be considered Fully State Certified. To be considered Fully State Certified, teacher candidates must:

- Have 24 credit hours of coursework in the content area on their transcripts
- OR**
- Pass the content knowledge assessment (middle grades or secondary)

How this applies to SFE:

Teacher candidates must be considered fully state certified for their Supervised Field Experience setting.

Graduation



Program Completion

The ATL Program may take as little as 3-4 semesters to complete dependent upon starting semester and course offerings. Teacher candidates are expected to complete the ATL Program **within 3 years of beginning ATLP coursework.**

How this applies to SFE:

Supervised Field Experience must be completed within 1 year of teacher candidates completing all other ATLP coursework. Failure to do so, will result in removal of the Program for all licensure pathways.

If a student's Alternative Teacher License expires, teacher candidate's must complete Supervised Field Experience within 1 full year of the license expiring. Failure to do so, will result in removal of the Program for all licensure pathways.



Letter of Completion

Official Letters of Completion are provided to students once final grades have posted in their final semester in the ATL Program. All students will receive their letter of completion in their CNM email. A hard copy will not be mailed out. This document is required when applying for a full level 1 teaching license through NMPED.



ATLP Exit Process

CNM ATL Program students must complete the ATL Program exit process as well as the CNM graduation process in order to graduate from both the Program and CNM.

The purpose of the exit process is to allow the candidate to evaluate the program quality and content as well as to determine whether or not the candidate has met competency (program knowledge, skills and dispositions) and is well prepared to begin teaching.

Before the exit process can be completed the student must:

- Complete all required coursework with a final grade of B or higher,
- Have passing results on file for all required licensure assessments,
- Satisfactorily complete the supervised field experience demonstrating satisfactory development of the New Mexico teacher competencies &
- Complete the online survey to evaluate the Program

Students will receive the ATLP Exit Packet details and deadlines the same term in which they are enrolled in Supervised Field Experience. The exit packet includes an online survey to evaluate the program. The purpose of this survey is not only to assess individual growth, but is used to assess our program curriculum.

Once the ATLP Exit Process is complete, the teacher candidate's ATLP Graduation Hold will be removed and will be notified via CNM email that they have been cleared to complete the CNM Graduation Application.



CNM Graduation Application

CNM ATL Program students must first complete the ATL Program exit process and be cleared to complete the CNM Graduation Application.

Students must complete the CNM Graduation Application by the assigned deadline or completion of licensure certificate program will not be conferred. The graduation application opens on the second day of each term and closes on the last day of each term. Once degrees and certificates have been awarded for a given term, any additional requests will be processed at the end of the next term.

Program completion must be reflected on Official transcripts as “Certificate Awarded”. NMPED will not accept a transcript that only shows the program coursework. It takes approximately one month after the end of the term for program completion to be posted on transcripts.

Students must check their unofficial transcripts via *myCNM* to ensure certificate completion has been posted prior to ordering official transcripts.

For information on Graduation Completion and Application, please go to:

<https://www.cnm.edu/depts/student-services/student-activities-office/graduation/graduation-completion-application>

For information on requesting transcripts from CNM, please go to:

<https://www.cnm.edu/student-resources/academic-records/academic-records-list/transcript-request>

Additional Policy Details

Field Experience

Throughout the CNM ATL Program, teacher candidates will be expected to complete assignments and observations in PK-12 classrooms. The experience gained from participating in classrooms and working with children is essential for contextualizing what students are learning in their ATLP courses. In addition, it is a wonderful opportunity to start networking and to find a teacher and a school that will serve as a supervised field experience site.

In the initial class of the Program, EDUC 2250/SPED 2250, teacher candidate’s will be asked to complete 25 hours in the field. Students should expect to spend about 10-15 hours in the field for each additional class in the program. Students should have at least 50 observation hours before applying for SFE. We encourage teacher candidates to get experience in the four quadrants of Albuquerque and to seek out opportunities in a variety of schools and grade levels. In addition, we recommend getting experience in special education classrooms and with English language learners.

Teacher candidates are expected to keep track of their hours on the [field experience log](#) and submit their field experience log as part of the SFE application process. Teacher candidates may be asked to show their instructors this log

throughout the program to verify that they are seeking out diverse schools and experiences.

Field Assignment Protocols:

- Always check-in at the office and follow school policies regarding visitors.
- Be professionally dressed and groomed: You are a representative of CNM and your appearance and demeanor should denote your role as a pre-service teacher. Professional dress is always appreciated and noted.
- Complete the background check before scheduling observations at APS or Rio Rancho Public Schools. If you are at a private school, or school not part of APS or RRPS, please follow their background check policies.
- Please have the classroom teacher sign the verification column of the log to document your hours.
- Write a “Thank you” note or email to the teacher letting them know their time and the opportunity to observe are appreciated. It is very considerate of any teacher to allow you in their classroom, so please acknowledge this in your communication.

Supervised Field Experience

The purpose of the Supervised Field Experience is to ensure that students in the CNM ATL Program have supervised opportunities to practice teaching in a classroom, ultimately demonstrating entry-level proficiency of the New Mexico Teaching Competencies in the licensure area they are pursuing. This experience varies for our students as we have students that are already teaching full time, students who are educational assistants and students who have full-time careers outside of education. Supervised Field Experience students will meet regularly as a class with their faculty field supervisor over the course of the semester.

Students are expected to demonstrate professional behavior aligned with CNM’s Student Code of Conduct, the ATL Program’s Student Code of Conduct and the New Mexico teacher Code of Ethics and Standards of Professional Conduct (<https://www.srca.nm.gov/parts/title06/06.060.0009.html>). Failure to do so at a school site or in the ATL Program will result in permanent removal from the program, including all licensure pathways.

As part of the Program, teacher candidates will have many opportunities to observe in classroom settings. Students are *strongly encouraged* to begin networking early in their program with schools, teachers, and principals to find a teacher and a school that will serve as a supervised field experience site. Volunteering and substitute teaching can be very successful ways to get your foot in the door. **All candidates should have 50 hours of observation prior to SFE. Students pursuing dual licensure will have more than 50 hours.**

Students can conduct SFE placements in the following areas: Albuquerque, North to Rio Rancho and Bernalillo, South to Los Lunas, and East to Edgewood. Students wishing to do SFE at a site outside this service area should contact the Education Department as soon as possible. It is at the discretion of the department if an out-of-district site will be considered for SFE due to faculty scheduling and travel.

SFE is the final course in the ATL Program and should be taken after completing all other ATLP coursework. Teacher candidates must fill out an application to participate in SFE and abide by the given deadlines. Failure to continuously meet SFE deadlines will reflect poorly on a teacher candidate’s dispositions and may result in removal of the Program.

Apply for SFE the Spring or Fall term before you want to complete it.

To take SFE in the **Spring term**, teacher candidates must apply by **October 1**

To take SFE in the **Fall term**, teacher candidates must apply by **March 1**

Supervised Field Experience Information Sessions are held each term and further information can be found at:
<https://www.cnm.edu/programs-of-study/communication-humanities-and-social-sciences/educ/field-experience/alternative-licensure-field-experience>

To be eligible to apply for SFE teacher candidates must:

- ✓ Complete all ATL Program coursework except for EDUC 2190 or SPED 2390,
- ✓ Meet competency by earning a grade of B or higher in all ATL Program courses,
- ✓ Report passing results to the Education Programs Department on all required licensure assessments for their pathway(s)* &
- ✓ Have an Alternative Level 1, EA or Substitute license or provide proof of a recently passed district background check

Students only have two attempts at completing SFE. Students who are not successful in a first attempt of SFE are required to meet with the Education Department faculty and will be required to complete a Success Plan. Any student who does not successfully complete their SFE over the course of 2 separate semesters will not be allowed to continue in the program and will not be allowed to return to the ATL Program for any licensure area.

Review the How this applies to SFE sections of the ATLP policies carefully.

***Dual Licensure Teacher Candidates**

Dual licensure students have the option of completing one SFE that meets the requirements of both licensure areas or completing two separate SFE courses, one for each licensure area. Each option has benefits and disadvantages and different availability, students are encouraged to speak to ATL faculty and Education Staff to discuss their options.

All Dual licensure SFE candidates must submit a dual placement request for faculty approval as part of the application process.

Required licensure assessments must be completed for both pathways.

New Mexico Requirements for Alternative Teacher Licensure

I. Degree Requirements

- A. Bachelor’s Degree (or higher) from a regionally accredited college or university.
 - a. **Early Childhood Licensure (PK – 3)** candidates must have 30 undergraduate semester hours (OR a Master’s/Doctoral Degree with 12 graduate credits) in early childhood related coursework).
 - b. **Elementary Licensure (K-8) & Special Education Licensure (PK-12)** candidates must have 30 undergraduate semester credit hours which include a minimum of 6 credits in each of the core subject areas (Science, Math, Language Arts, Social Studies) for a total of 24 credit hours.
 - c. **Secondary Licensure (7-12)** candidates must have 30 undergraduate credit hours (OR a Master’s/Doctoral Degree with 12 graduate credits) in a teaching field.
 - i. The secondary “teaching field” is a specific content area recognized on a license as an endorsement. See Endorsement Areas on the next page for a list of all endorsement (content areas) recognized by the NMPED and typical coursework accepted for each area.

NOTE: Currently the Public Education Department requires that within the 30 credits a candidate must have earned a “C” or better in all coursework. For individuals seeking a secondary content area, the state may require 12 credits of coursework from upper division courses in the content area.

II. New Mexico Licensure Assessments

Successful completion of the Praxis Core Academic Skills for Educators and additional NMPED required Praxis assessments for specific licensure being sought is a requirement to receive an Alternative Level One (2 year) Internship License from the New Mexico Public Education Department.

Required Licensure Assessments for each licensure pathway can be found on the NMPED website:
<https://webnew.ped.state.nm.us/bureaus/licensure/assessment-requirements-for-educators/>

III. Professional Education Requirement

This is the requirement the CNM ATL Program fulfills. The CNM ATL Program is a State approved Alternative Educator Preparation Program (EPP).

Early Childhood (PK-3)	21 credit hours
Elementary (K-8)	21 credit hours
Secondary (7-12)	18 credit hours
Special Education (PK-12)	21 credit hours

IV. Fingerprinting and Criminal Background Check

These requirements are subject to change to align with changes to New Mexico State Statute and NMPED licensure requirements: <https://webnew.ped.state.nm.us/bureaus/licensure/>

For more detailed information on Alternative Teacher Licensure routes and advancement, visit:
<https://webnew.ped.state.nm.us/bureaus/licensure/alternative-licensure-programs-opportunities/>

Endorsement Areas: Typical Coursework Accepted

For each of the content areas indicated, suggestions are listed for typical coursework accepted for that academic content area's competencies.

- **Agriculture:** Any agriculture related coursework is acceptable
- **Business Education:** Business law, accounting, marketing, management, office machines, office procedures, shorthand, secretarial skills, computers, public relations, retailing, business policy, business analysis, finance, advertising, interviewing, and business math
- **Family & Consumer Science:** Food science, family studies, nutrition, marriage & family relations, consumer decisions, consumer education, parent-community interaction, clothing & textiles, interior design, contemporary family lifestyles, family management theories, entrepreneurship, child development, family finance, food preparation, housing, costume design, tailoring, experimental foods, etc.
- **Health:** First aid, safety, personal health, nutrition, drugs & behavior, human sexuality, human anatomy and physiology, human growth & development, life skills, conflict resolution, stress management, family relationships, mental health, community resources, wellness. Some nursing coursework also accepted
- **Information Technology Coordinator:** Any coursework specific to computers. This endorsement has the distinction of allowing an alternative route through submission of a portfolio based on experience in the field. The portfolio must include the matrix and checklist forms available on Licensure's portion of the NMPED website
- **Language Arts:** Poetry, theatre, rhetoric, literature, writing, communication, composition, drama, English grammar, speech, journalism, English linguistics, and reading, English as a second language, public speaking, and handwriting
- **Library Media:** Design and utilization of media, instructional design and development, selection and acquisition of materials, reference and bibliography, cataloging and classification of materials, children's literature, educational uses of computers and research. Some literacy coursework also accepted
- **Mathematics:** Calculus, algebra, geometry, number theory, differential equations, computations, algorithms, modern analysis, statistics, chemical engineering, bioengineering, biomedical engineering, industrial engineering, mechanical engineering, finance, microeconomics, macroeconomics, chemistry, physics, biochemistry, biophysics, civil engineering, electrical engineering
- **Modern & Classical Languages:** Foreign language, culture & civilization, literature and linguistics in another language, (coursework must all be the same language to receive the endorsement)
- **Performing Arts:** Music, theatre or dance, with a concentration of 30 hours in one of those areas
- **Psychology:** All psychology coursework and child or human development
- **Physical Education:** All areas of sports, weight training, kinesiology, movement, dance, coaching, methods for physical education and most recreation courses
- **Reading:** All coursework for teaching of reading or any literacy courses that are reading methods coursework. This includes the teaching of writing
- **Science:** Biology, electricity, chemistry, geology, astronomy, meteorology, agricultural science courses, mineralogy, physics, physical science, ecology, botany, zoology, microbiology, anatomy & physiology, human growth & development, environmental science/studies, chemical engineering, bioengineering, biomedical engineering, industrial engineering, mechanical engineering, electrical engineering, civil engineering, health science, nutrition, kinesiology, biochemistry; evolutionary biology, biophysics, biological anthropology, nursing coursework also accepted
- **Social Studies (History, Geography, Economics, Civics and Government):** American history, world history, government, sociology, economics, geography, anthropology, political science, and art history. Also accepted are law courses, criminal justice coursework and military coursework
- **Technology Education:** Welding, drafting, industrial arts, woodworking, and any coursework specific to computers
- **Visual Arts:** Drawing, painting, sculpture, art history, art appreciation, photography, art lab, visual art design, basics of line, shape, form, color texture, art and culture, art of the southwest, computer graphic design

Applying for Jobs

There is a consistent need for teachers in New Mexico, particularly in certain licensure and geographic areas. Upon acceptance into the program, students are eligible for a 2-year NM Alternative Level I Teaching License. This allows the students to apply for any teaching position in their licensure area at any school district in New Mexico while completing the ATL Program.

We strongly encourage students to take a few semesters of coursework before applying for teaching positions. Our coursework is rigorous; we expect students to build a firm foundation within the Program before becoming a teacher of record. If teaching as a teacher of record while active in the ATL Program, students are expected to prioritize the ATL coursework and required licensure assessments above their new teaching position. Exceptions will not be made for students who fall behind on Program deadlines due to the demands of their teaching position.

Employment While in the Program

CNM ATL Program does not monitor where students are working while in the Program. It is up to the teacher candidate to ensure they are employed in a position that will allow them to complete their desired licensure pathway, including dual licensure, and that they meet the state qualifications required for the position. The Education Department will review a student's placement and requirements for licensure during the Supervised Field Experience Application process. It is the responsibility of each teacher candidate to understand which grade levels their Alternative Level 1 license covers and when their license expires. It is expected for teacher candidates to review the NMPED licensure information first, then seek clarification from the Education Department regarding questions or concerns about employment meeting licensure qualifications.

If a teacher candidate is employed by a school district or independent school as a licensed professional (teacher, substitute, coach, EA, etc.) while active in the ATL Program, the Education Staff and Faculty reserves the right to contact the school/district of employment regarding the teacher candidate's performance in the classroom and progress within the ATL Program.

CNM's Job Connection Center

As a CNM student you have access to CNM's Job Connection Services. Not only is this where we are encouraging districts and schools to upload employment opportunities, this is also a place to get assistance with updating your resume, writing a strong cover letter, and guidance on interview preparation.

CNM Job Connection Services

<https://www.cnm.edu/student-resources/connect-services/job-connection>

CNM students must create an account to access the online job database

<https://cnm-csm.symlicity.com/students/>

Many, if not most, of the students in our program who get jobs during and after their program do so at schools where they have established relationships and spent time in the classroom. As part of your program you will have many opportunities to observe in classroom settings. Students are highly encouraged to begin networking early in their program with schools, teachers, and principals. Volunteering and substitute teaching can be very successful ways to get your foot in the door.

Information on substituting can be found at the following websites:

- Rio Rancho Public Schools: <https://www.rpps.net/Administration/HR/substituting.htm>

- Albuquerque Public Schools <https://www.aps.edu/human-resources/substitute-services>
- Kelly Services: <http://www.kellyeducationalstaffing.us/>
(Serves many area charter schools)

All major school districts maintain current job openings on their websites. Search below for more information:

- Albuquerque Public Schools: <https://www.aps.edu/jobs>
- Rio Rancho Public Schools: <https://riorancho.tedk12.com/hire/index.aspx>
- Los Lunas Schools: <http://www.llschools.net/>

Teaching in Other States

Most states will not issue a license strictly based upon completion of an alternative licensure program, but will issue a license under reciprocity regulations when someone holds a New Mexico Teaching License (Level I or higher). Some states may have additional requirements for out-of-state applicants and will issue a provisional license; providing applicants a time-period for completing their specific state requirements (this is true regardless of the pathway to licensure).

Students intending to move to another state should check with the state's department of education for specific licensure requirements.

ATLP Course Descriptions

ECED 2860: Emergent Literacy: Foundations for PreK-Grade 3 Literacy Instruction

(3 credits) Prerequisite EDUC 2250 or SPED 2250

Applies theoretical knowledge needed to guide the literacy development of young children. Explores the developmental influences on early learning, examines the role of language in supporting literacy and numeracy development students and identifies methods that support early literacy development. Uses research-based early literacy principles to develop curriculum that builds phonemic and phonological awareness, print concepts, phonics, vocabulary development, and foundations for fluency and comprehension.

ECED 2862: Developmentally Appropriate Observation, Assessment, and Learning Environments

(3 credits) Prerequisite EDUC 2250 or SPED 2250

Examines developmentally appropriate practice for PreK-3rd grade classrooms with a specific focus on observational assessment and learning environments. Investigates formal and informal methods of evaluating student growth and learning including observational techniques and content area assessments. Introduces the design of learning environments in all content areas including literacy, social studies, mathematics, science, and the arts. A focus on the importance of play and social interaction will inform this course.

ECED 2864: Child Guidance and Supporting Positive Behavior: Child, Family, Community and Culture

(3 credits) Prerequisite EDUC 2250 or SPED 2250

Applies developmental theory and positive behavior support practices to facilitate child guidance in a classroom setting. Examines developmentally appropriate methods for supporting each child academically, emotionally, and socially. Includes involvement of families from diverse cultural and linguistic backgrounds and working with children with special needs. Identifying and addressing challenging behaviors through IFSP/IEP support are integrated into all aspects of this course.

EDUC 2250: Foundations of Education

(3 credits) Prerequisite: Acceptance into the ATLP

Examines the historical, philosophical and social paradigms that define the modern teaching profession. Course competencies are built upon national, state, and professional standards and include understandings the need to develop and refine beliefs, goals, and strategies for effective teaching practice, the value of diversity in education, and the ethics of professional practice. Students participate in a 25-hour school-based practicum.

EDUC 2260: Emergent Literacy for Diverse Learners

(3 credits) Pre- or corequisite EDUC 2285

Examines the fundamentals of literacy development for emergent readers. Course competencies are built upon national and state standards for reading and focus on the development and assessment of oral language, phonemic awareness, alphabetic principle, phonics, sight words, fluency, spelling, and student vocabulary. Students will learn about research-based methods, materials, and strategies including differentiation, interventions, and considerations for ensuring accessibility for a diverse student population including struggling readers, students with disabilities, and English language learners. Requires field experience as part of the course.

EDUC 2262: Intermediate Literacy for Diverse Learners

(3 credits) Prerequisite EDUC 2260

Examines the essential components of intermediate literacy instruction with an emphasis on grades 4-8. Course competencies are built upon national and state standards for elementary reading and focus on the development and assessment of student vocabulary, academic language, background knowledge, reading comprehension, and student

research and analysis of narrative and expository texts. Students will learn about research-based methods, materials, and strategies including differentiation, interventions, and considerations for ensuring accessibility for a diverse student population including struggling readers, students with disabilities, and English language learners.

EDUC 2264: Reading & Writing in Secondary Education for Diverse Learners

(3 credits) Pre- or corequisite: EDUC 2285

Examines the essential components of content area literacy instruction for students in grades 7-12. Course competencies are built upon national and state standards for secondary literacy instruction, content area literacy, and focus on the design and integration of explicit reading and writing instruction using differentiated materials and evidence-based strategies. Students will learn about research-based methods, materials, and strategies including differentiation, interventions, and considerations for ensuring accessibility for a diverse student population including struggling readers, students with disabilities, and English language learners.

EDUC 2284: Effective Teaching Methods and Strategies

(3 credits) Prerequisite EDUC 2250

Examines the cognitive, interactive, and student-centered principles and structures of best practice teaching across the curriculum and among students of diverse languages, abilities, backgrounds and learning styles. Investigates effective methods and strategies for increasing K-12 student learning and motivation. Course competencies include best practices for classroom setup and climate, classroom management, student/teacher responsibility and communication, activities and assignments, teacher attitude and outlook. Requires field experience as part of the course.

EDUC 2285: Curriculum Development, Assessment and Evaluation I

(3 credits) Pre- or corequisite EDUC 2250 or SPED 2250

Applies the curricular and assessment principles and tools of Understanding by Design in the development of Common Core State Standard-aligned curriculum, assessment and evaluation. Course competencies are built upon national and state standards and focus on 1) applying the principles of curriculum design for student learning, 2) designing standards-based curricula, 3) developing summative performance tasks using assessment principles, and 4) evaluating data and student work to inform instruction.

EDUC 2286: Curriculum Development, Assessment and Evaluation II

(3 credits) Prerequisite EDUC 2285

Applies the curricular and assessment principles and tools learned in EDUC 2285 Curriculum Development Assessment and Evaluation I to lesson planning for the day-to-day and week-to-week classroom. Course competencies are built upon national and state standards and focus on 1) clearly identifying student learning goals, 2) developing formative assessments for learning, 3) engaging students in their own learning, and 4) differentiating for individual and diverse student needs.

EDUC 2190: Supervised Field Experience

*(3 credits) **Departmental approval required. Application required. Offered in Fall & Spring terms only.*

Applies learning theory and practices from all previous coursework in an advanced supervised fieldwork experience. Course competencies are built upon national and state standards and focus on planning, developing and implementing curriculum for diverse learners. Students are required to meet competencies as defined by the NM Public Education Department through a minimum of 180 contact hours in an approved education setting.

SPED 2250: Foundations of Special Education

(3 credits) Prerequisite: Acceptance into the ATLP

Examines the historical and legal basis for special education services for students with disabilities. Course competencies

are built upon national, state, and professional standards and include understandings of 1) the exceptionality categories included in the Individuals with disabilities Education Act (IDEA, 2004) and NM State Law; 2) the responsibilities of educators and school systems to students with disabilities, including the role of professional ethics; and 3) the importance of and strategies for collaborating with families and other professionals. Students participate in a 25-hour school-based practicum.

SPED 2258: Classroom and Behavior Management for Students with Special Needs

(3 credits) Pre- corequisite SPED 2250

Examines positive behavior supports and environmental management of behavior. Course competencies are built upon national, state, and professional standards and focus on the 1) basic procedures for organizing and managing a classroom and 2) identifying and implementing school setting, including data collection, functional behavior assessment, and developing effective behavior intervention plans. Requires field experience as part of the course.

SPED 2260: Methods and Materials for Special Education

(3 credits) Prerequisite EDUC 2285

Examines appropriate teaching strategies and materials in instructional design and delivery, including classroom-based assessment and data collection for students receiving special education services. Course competencies are built upon national, state, and professional standards and focus on 1) clearly identifying student learning goals, 2) developing formative assessments for learning, 3) engaging students in their own learning, and 4) differentiating for individual and diverse student needs including designing instruction based on student strengths, integrating opportunities for addressing IEP goals within content area lessons developed using grade-level standards, and developing evaluation tools for reporting student progress as related to specific learning goals.

SPED 2390: Special Education Supervised Field Experience

*(3 credits) **Departmental approval required. Application required. Offered in Fall & Spring terms only.*

Applies learning theory and practices from all previous coursework in an advanced supervised fieldwork experience. Course competencies are built upon national and state standards and focus on planning, developing and implementing curriculum for diverse learners. Students are required to meet competencies as defined by the NM Public Education Department through a minimum of 180 contact hours in an approved special education setting.

Additional Endorsement Coursework

CNM offers coursework that is accepted by the New Mexico Public Education Department (NMPED) in the following endorsement areas: Teaching English to Speakers of Other Languages (TESOL), Bilingual Education, and Gifted Education. Teachers with these endorsements may receive additional pay through the district.

These courses are not part of the required coursework of the Alternative Teacher Licensure Program and therefore cannot be substituted for required coursework and may not qualify for Financial Aid.

Upon successful completion of the required coursework and assessments, teacher candidates may apply to NMPED for the endorsement(s). CNM offers the coursework, but does not grant endorsements to licenses.

Review the licensure endorsement requirements and how to get them added to an existing license at:
<https://webnew.ped.state.nm.us/bureaus/licensure/endorsements-how-to-add-a-license/>

TESOL and Bilingual Education

The TESOL endorsement is intended for individuals working with English language learners in any classroom setting. **We encourage all students to add a TESOL endorsement to their license**, but it is not a requirement of the ATL Program.

There are different avenues for adding a TESOL or Bilingual endorsement to a license, the pathway CNM recommends for each is outlined below.

TESOL Endorsement

To add a **TESOL endorsement with CNM coursework** to an existing license you must:

1. Complete a minimum of 6 credit hours in a foreign language other than English (must be the same language).
 - If teacher candidate's successfully pass the Spanish Language proficiency exam: La Prueba de Español para La Certificación Bilingüe or the Navajo Language proficiency exam, you will not need the language credits.
2. Complete a minimum of 6 credit hours of TESOL methods courses:
 - EDUC 2222: Literacy/Language Instruction for ESL Learners
 - EDUC 2224: ESL Across the Content Areas
3. Successfully pass the [Praxis K-12: English to Speakers of Other Languages assessment \(5362\)](#)

Bilingual Endorsement

To add a **Bilingual endorsement with CNM coursework** to an existing license you must:

1. Complete 12 credit hours of Bilingual methods:
 - EDUC 2222: Literacy/Language Instruction for ESL Learners
 - EDUC 2224: ESL Across the Content Areas
 - EDUC 2225: Theories & Principles of Bilingual Education
 - EDUC 2226: Instructional Methods & Strategies for the Bilingual Classroom
2. Successfully pass La Prueba de Español para La Certificación Bilingüe:
<https://www.enmu.edu/academics/academic-resources-services/testing-center/prueba-de-espanol-nm-spanish-language-proficiency-exam>

Course Descriptions for TESOL & Bilingual Methods

EDUC 2222: Literacy/Language Instruction for ESL Learners

(3 credits) Prerequisite EDUC 2250 or department approval

Provides an understanding of second language acquisition and develops a strong basis for instruction of literacy/language to English as a Second Language learners in K-12 classrooms.

EDUC 2224: ESL Across the Content Areas

(3 credits) Prerequisite EDUC 2250 or department approval

Provides an understanding of the goals, strategies and teaching techniques for effectively teaching content to ESL students in K-12 classrooms.

EDUC 2225: Theories and Principles of Bilingual Education

(3 credits) Department approval

Focuses on the foundations of Bilingual Education/ESL in U.S. schooling with an emphasis on program models and issues in schooling for bilingual learners. This course is taught primarily in Spanish.

EDUC 2226: Instructional Methods and Strategies for the Bilingual Classroom

(3 credits) Pre-Requirement EDUC 2225 or Department Approval

Develops knowledge of and use of theories, approaches, methods, and strategies for teaching literacy, biliteracy and other academic skills in English and the native language for elementary classrooms. This course is taught primarily in Spanish.

Please refer to the [CNM Schedule of Classes](#) for course availability.

Gifted Education

Introduction to Gifted Education is a prerequisite to the other Gifted Education coursework. If you have taken an Introduction to Gifted Education course elsewhere, you may contact Kelley Peters at kpeters5@cnm.edu for help in determining if the course is adequate preparation for the remaining CNM gifted education courses.

Gifted Endorsement

To add a **Gifted endorsement with CNM coursework** to an existing license you must:

1. Complete 12 credit hours of Gifted teaching methodology/pedagogy coursework:
 - EDUC 2230: Introduction to Gifted Education
 - EDUC 2231: Curriculum for Gifted Learners
 - EDUC 2232: Strategies for Teaching Gifted Learners
 - EDUC 2233: Twice Exception and Special Populations of Gifted Learners
2. Successfully pass the [Praxis K–12 Assessment: Gifted Education \(5358\)](#)

Course Descriptions for Gifted Education

Course Prerequisite & Departmental Approval

Department Permission is required for EDUC 2230: Introduction to Gifted Education. Students are required to request department permission to teachered@cnm.edu and provide their CNM student ID number and NMPED license number to receive the necessary permissions to register for EDUC 2230. EDUC 2230 is a prerequisite for all other courses in the endorsement coursework sequence.

EDUC 2230 is only offered in the summer and fall terms every year.

EDUC 2230: Introduction to Gifted Education

(3 credits) Department Approval Required

Introductory course in the education of gifted students. Provides overview of current and historical issues in the field. Introduces intellectual, social, emotional, developmental, and educational characteristics of gifted students. Appropriate educational opportunities and programming are discussed. Designed for those students currently working in education.

EDUC 2231: Curriculum for Gifted Learners

(3 credits) Prerequisite EDUC 2230

Focuses on curriculum content, process, and product-evaluation modifications for gifted learners. Students will gain an understanding of various curriculum models to include the enrichment triad, multiple menu, autonomous learner, parallel curriculum, and integrated curriculum models. Students will develop curriculum and lesson plans to meet the needs of gifted education learners. Designed for those students currently working in education.

EDUC 2232: Strategies for Teaching Gifted Learners

(3 credits) Prerequisite EDUC 2230

Presents differentiated instructional strategies for teaching gifted learners, including modifications in content, process, products and environment. Designed for those students currently working in education

SPED 2233: Twice Exception and Special Populations of Gifted Learners

(3 credits) Prerequisite EDUC 2230

Focuses on special populations of gifted learners possessing unique characteristics and needs. Explores the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners. Designed for those students currently working in education.

Please refer to the [CNM Schedule of Classes](#) for course availability

Program Plans



Embrace the journey

General Education - Early Childhood (PK-3)

Early Childhood course sequencing is dependent upon which term teacher candidates begin coursework in.

ECED 2860 & ECED 2862 are currently only available in the Spring term

ECED 2864 is currently only available in the Summer term

ATL Program Plan

General Education Early Childhood (PK-3)		Academic Term planning to take course	Grade/ Score
Program Prerequisite (if not taken prior to the start of the ATLP, must be taken during first term of the Program to continue to remain in the Program):			
*ECED 1110	Child Growth, Development & Learning (or equivalent)		
ATL Program Coursework:			
SPED 2250 OR EDUC 2250	Foundations of Special Education Foundations of Education		
EDUC 2285	Curriculum Development, Assessment and Evaluation I		
ECED 2860	Emergent Literacy: Foundations for PreK-Grade 3 Literacy Instruction		
ECED 2862	Developmentally Appropriate Observation, Assessment and Learning Environments		
EDUC 2260	Emergent Literacy for Diverse Learners		
ECED 2864	Child Guidance and Supporting Positive Behavior: Child, Family, Community and Culture		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment	Test Code	Qualifying Score	
<i>Education of Young Children</i>	5024	160	
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1			
SPED 2390 OR EDUC 2190	Special Education Supervised Field Experience Supervised Field Experience		

General Education – Elementary (K-8)

Recommended Course Sequencing

First Term:	EDUC 2250: Foundations of Education EDUC 2285: Curriculum Development, Assessment and Evaluation I
Second Term:	EDUC 2286: Curriculum Development, Assessment and Evaluation II EDUC 2260: Emergent Literacy for Diverse Learners <u>Elementary Education: Curriculum, Instruction & Assessment (5017)</u>
Third Term:	EDUC 2284: Effective Teaching Methods and Strategies EDUC 2262: Intermediate Literacy for Diverse Learners <u>Teaching Reading: Elementary (5205)</u> <u>Principles of Learning & Teaching (PLT): Grades K-6 (5622)</u>
Fourth Term:	EDUC 2190: Supervised Field Experience

ATL Program Plan

General Education Elementary (K-8) ONLY		Academic Term planning to take course	Grade/ Score
EDUC 2250	Foundations of Education		
EDUC 2285	Curriculum Development, Assessment and Evaluation I		
EDUC 2286	Curriculum Development, Assessment and Evaluation II		
EDUC 2260	Emergent Literacy for Diverse Learners		
EDUC 2284	Effective Teaching Methods and Strategies		
EDUC 2262	Intermediate Literacy for Diverse Learners		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment		Test Code	Qualifying Score
<u>Elementary Education: Curriculum, Instruction & Assessment</u>		5017	153
<u>Teaching Reading: Elementary</u>		5205	159
<u>Principles of Learning & Teaching (PLT): Grades K-6</u>		5622	160
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1.			
EDUC 2190	Supervised Field Experience		

General Education – Secondary (7-12)

Recommended Course Sequencing

- First Term: **EDUC 2250:** Foundations of Education
EDUC 2285: Curriculum Development, Assessment and Evaluation I
Secondary Content Assessment – Primary Content Area (see p40)
- Second Term: **EDUC 2286:** Curriculum Development, Assessment and Evaluation II
EDUC 2264: Reading and Writing in Secondary Education for Diverse Learners
- Third Term: **EDUC 2284:** Effective Teaching Methods and Strategies
Principles of Learning & Teaching (PLT): Grades 7–12 (5624)
- Fourth Term: **EDUC 2190:** Supervised Field Experience

ATL Program Plan

General Education ***Secondary (7-12) ONLY ***Currently NMPED is issuing Secondary Education Licenses for grades 6-12		Academic Term planning to take course	Grade/ Score
EDUC 2250	Foundations of Education		
EDUC 2285	Curriculum Development, Assessment and Evaluation I		
EDUC 2286	Curriculum Development, Assessment and Evaluation II		
EDUC 2264	Reading and Writing in Secondary Education for Diverse Learners		
EDUC 2284	Effective Teaching Methods and Strategies		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment		Test Code	Qualifying Score
<i>Secondary Content Assessment(s) (see p40)</i>		Varies	Varies
<i>Principles of Learning & Teaching (PLT): Grades 7-12</i>		5624	157
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1			
EDUC 2190	Supervised Field Experience		

Secondary Content Knowledge Assessments

Initial Endorsement

Secondary Teaching Licenses require an initial endorsement. To qualify for the initial endorsement, teacher candidates must have 30 credit hours of a specific content area and pass the corresponding Secondary Content Knowledge Assessment.

Additional Endorsement

To add additional endorsement to a Secondary Teaching license, educators must be fully state certified in the content area by either:

- ✓ Having 24 credit hours of coursework in the content area on their transcripts
- OR**
- ✓ Passing the secondary content knowledge assessment

Educators must submit an [Endorsement Application to NMPED](#) to add additional endorsements to an existing license. A fee does apply, please review requirements closely.

Secondary Content Knowledge Assessment (CKA)	Test Code	Qualifying Score
Art: Content Knowledge	5134	158
English Language Arts: Content Knowledge	5038	167
English to Speakers of Other Languages	5362	155
Family and Consumer Sciences	5122	153
French: World Language	5174	162
General Science: Content Knowledge	5435	152
German: World Language	5183	163
Health Education	5551	155
Library Media Specialist	5311	151
Mathematics: Content Knowledge (On-screen graphing calculator provided)	5161	160
Music: Content Knowledge	5113	161
Physical Education: Content Knowledge	5091	148
Psychology	5391	154
Teaching Reading: K-12	5206	156
Social Studies: Content Knowledge	5081	154

Special Education (PK-12)

Recommended Course Sequencing

- First Term:** **SPED 2250:** Foundations of Special Education
SPED 2258: Classroom and Behavior Management for Students with Special Needs
- Second Term:** **EDUC 2285:** Curriculum Development, Assessment and Evaluation I
EDUC 2260: Emergent Literacy for Diverse Learners
- Third Term:** **SPED 2260:** Methods and Materials for Special Education
EDUC 2262: Intermediate Literacy for Diverse Learners
OR
EDUC 2264: Reading & Writing in Secondary for Diverse Learners
[*Special Education: Core Knowledge & Applications \(5354\)*](#)
[*Principles of Learning & Teaching \(PLT\): Grades K–6 \(5622\)*](#)
OR
[*Principles of Learning & Teaching \(PLT\): Grades 7–12 \(5624\)*](#)
- Fourth Term:** **SPED 2390:** Special Education Supervised Field Experience

ATL Program Plan

Special Education (PK-12) ONLY		Academic Term planning to take course	Grade/ Score
SPED 2250	Foundations of Special Education		
SPED 2258	Classroom & Behavior Management for Students with Special Needs		
EDUC 2285	Curriculum Development, Assessment & Evaluation I		
EDUC 2260	Emergent Literacy for Diverse Learners		
SPED 2260	Methods & Materials for Special Education		
EDUC 2262	Intermediate Literacy for Diverse Learners		
<u>OR</u> EDUC 2264	Reading & Writing in Secondary for Diverse Learners		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment		Test Code	Qualifying Score
<i>Special Education: Core Knowledge & Applications</i>		5354	151
<i>Principles of Learning & Teaching (PLT): Grades K-6</i>		5622	160
<u>OR</u>			
<i>Principles of Learning & Teaching (PLT): Grades 7-12</i>		5624	157
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1			
SPED 2390	Special Education Supervised Field Experience		

GEN ED Early Childhood & Special Education: DUAL

Early Childhood course sequencing is dependent upon which term teacher candidates begin coursework in.

ECED 2860 & ECED 2862 are currently only available in the Spring term

ECED 2864 is currently only available in the Summer term

ATL Program Plan

DUAL Pathway Early Childhood (PK-3) & Special Education (PK-12)		Academic Term planning to take course	Grade/ Score
Program Prerequisite (if not taken prior to the start of the ATLP, must be taken during first term of the Program to continue to remain in the Program):			
*ECED 1110	Child Growth, Development & Learning (or equivalent)		
ATL Program Coursework:			
SPED 2250	Foundations of Special Education		
EDUC 2285	Curriculum Development, Assessment and Evaluation I		
ECED 2860	Emergent Literacy: Foundations for PreK-Grade 3 Literacy Instruction		
SPED 2258	Classroom and Behavior Management for Students with Special Needs		
ECED 2862	Developmentally Appropriate Observation, Assessment and Learning Environments		
EDUC 2262	Intermediate Literacy for Diverse Learners		
ECED 2864	Child Guidance and Supporting Positive Behavior: Child, Family, Community and Culture		
SPED 2260	Methods and Materials for Special Education		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment		Test Code	Qualifying Score
<i>Education of Young Children</i>		5024	160
<i>Special Education: Core Knowledge & Applications</i>		5354	151
<i>Principles of Learning & Teaching (PLT): Grades K-6</i>		5622	160
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1			
SPED 2390	Special Education Supervised Field Experience		

GEN ED Early Childhood & Elementary: DUAL

Early Childhood course sequencing is dependent upon which term teacher candidates begin coursework in.

ECED 2860 & ECED 2862 are currently only available in the Spring term

ECED 2864 is currently only available in the Summer term

ATL Program Plan

DUAL Pathway Early Childhood (PK-3) & Elementary (K-8)		Academic Term planning to take course	Grade/ Score
Program Prerequisite (if not taken prior to the start of the ATLP, must be taken during first term of the Program to continue to remain in the Program):			
*ECED 1110	Child Growth, Development & Learning (or equivalent)		
ATL Program Coursework:			
EDUC 2250	Foundations of Education		
EDUC 2285	Curriculum Development, Assessment and Evaluation		
ECED 2864	Child Guidance and Positive Behavior Support: Child, Family, Community and Culture		
ECED 2860	Emergent Literacy: Methods and Materials for Pre-K-Grade 3 Literacy Instruction		
ECED 2862	Developmentally Appropriate Observation, Assessment and Planning		
EDUC 2262	Intermediate Literacy for Diverse Learners		
EDUC 2284	Effective Teaching Methods and Strategies		
EDUC 2286	Curriculum Development and Assessment II		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment		Test Code	Qualifying Score
<i>Education of Young Children</i>		5024	160
<i>Elementary Education: Curriculum, Instruction & Assessment</i>		5017	153
<i>Teaching Reading: Elementary</i>		5205	159
<i>Principles of Learning and Teaching: Grades K-6</i>		5622	160
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1			
SPED 2390	Special Education Supervised Field Experience		

GEN ED Elementary & GEN ED Secondary: DUAL

Recommended Course Sequencing

- First Term: **EDUC 2250:** Foundations of Education
EDUC 2285: Curriculum Development, Assessment and Evaluation I
Secondary Content Assessment – Primary Content Area (see p40)
- Second Term: **EDUC 2286:** Curriculum Development, Assessment and Evaluation II
EDUC 2260: Emergent Literacy for Diverse Learners
Elementary Education: Curriculum, Instruction & Assessment (5017)
- Third Term: **EDUC 2284:** Effective Teaching Methods and Strategies
EDUC 2262: Intermediate Literacy for Diverse Learners
Teaching Reading: Elementary (5205)
- Fourth Term: **EDUC 2264:** Reading and Writing in Secondary Education for Diverse Learners
Principles of Learning & Teaching (PLT): Grades K–6 (5622)
Principles of Learning & Teaching (PLT): Grades 7–12 (5624)
- Fifth Term: **EDUC 2190:** Supervised Field Experience

ATL Program Plan

DUAL Pathway			Academic Term planning to take course	Grade/ Score
Elementary (K-8) and ***Secondary (7-12)				
***Currently NMPED is issuing Secondary Education Licenses for grades 6-12				
EDUC 2250	Foundations of Education			
EDUC 2285	Curriculum Development, Assessment and Evaluation I			
EDUC 2286	Curriculum Development, Assessment and Evaluation II			
EDUC 2260	Emergent Literacy for Diverse Learners			
EDUC 2284	Effective Teaching Methods and Strategies			
EDUC 2262	Intermediate Literacy for Diverse Learners			
EDUC 2264	Reading & Writing Across in Secondary Education for Diverse Learners			
Passing scores are required on the below assessments to be approved for SFE				
Praxis Assessment		Test Code	Qualifying Score	
<i>Secondary Content Assessment(s) (see p40)</i>		Varies	Varies	
<i>Elementary Education: Curriculum, Instruction & Assessment</i>		5017	153	
<i>Teaching Reading: Elementary</i>		5205	159	
<i>Principles of Learning & Teaching (PLT): Grades K-6</i>		5622	160	
<i>Principles of Learning & Teaching (PLT): Grades 7-12</i>		5624	157	
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1				
EDUC 2190	Supervised Field Experience			

GEN ED Elementary & Special Education: DUAL

Recommended Course Sequencing

First Term:	EDUC 2250: Foundations of Education SPED 2250: Foundations of Special Education
Second Term:	SPED 2258: Classroom and Behavior Management for Students with Special Needs EDUC 2285: Curriculum Development, Assessment and Evaluation I
Third Term:	SPED 2260: Methods and Materials for Special Education EDUC 2260: Emergent Literacy for Diverse Learners <i>Special Education: Core Knowledge & Applications (5354)</i> <i>Elementary Education: Curriculum, Instruction & Assessment (5017)</i>
Fourth Term:	EDUC 2262: Intermediate Literacy for Diverse Learners <i>Teaching Reading: Elementary (5205)</i> <i>Principles of Learning & Teaching (PLT): Grades K-6 (5622)</i>
Fifth Term:	SPED 2390: Supervised Field Experience

ATL Program Plan

DUAL Pathway Elementary (K-8) and Special Education (PK-12)		Academic Term planning to take course	Grade/ Score
EDUC 2250	Foundations of Education		
SPED 2250	Foundations of Special Education		
SPED 2258	Classroom & Behavior Management for Students with Special Needs		
EDUC 2285	Curriculum Development, Assessment and Evaluation I		
SPED 2260	Methods and Materials for Special Education		
EDUC 2260	Emergent Literacy for Diverse Learners		
EDUC 2262	Intermediate Literacy for Diverse Learners		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment	Test Code	Qualifying Score	
<i>Special Education: Core Knowledge & Applications</i>	5354	151	
<i>Elementary Education: Curriculum, Instruction & Assessment</i>	5017	153	
<i>Teaching Reading: Elementary</i>	5205	159	
<i>Principles of Learning & Teaching (PLT): Grades K-6</i>	5622	160	
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1.			
EDUC 2190 OR SPED 2390	Supervised Field Experience		

GEN ED Secondary & Special Education: DUAL

Recommended Course Sequencing

First Term:	EDUC 2250: Foundations of Education SPED 2250: Foundations of Special Education Secondary Content Assessment – Primary Content Area (see p40)
Second Term:	SPED 2258: Classroom and Behavior Management for Students with Special Needs EDUC 2285: Curriculum Development, Assessment and Evaluation
Third Term:	SPED 2260: Methods and Materials for Special Education EDUC 2260: Emergent Literacy for Diverse Learners Special Education: Core Knowledge & Applications (5354) Principles of Learning and Teaching (PLT): Grades 7–12 (5624)
Fourth Term:	EDUC 2264: Reading and Writing in Secondary Education for Diverse Learners SPED 2390: Supervised Field Experience

ATL Program Plan

DUAL Pathway ***Secondary (7-12) and Special Education (PK-12) ***Currently NMPED is issuing Secondary Education Licenses for grades 6-12		Academic Term planning to take course	Grade/ Score
EDUC 2250	Foundations of Education		
SPED 2250	Foundations of Special Education		
SPED 2258	Classroom and Behavior Management for Students with Special Needs		
EDUC 2285	Curriculum Development, Assessment and Evaluation I		
SPED 2260	Methods and Materials for Special Education		
EDUC 2260	Emergent Literacy for Diverse Learners		
EDUC 2264	Reading & Writing in Secondary Education for Diverse Learners		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment		Test Code	Qualifying Score
Secondary Content Assessment(s) (see p40)		varies	varies
Special Education: Core Knowledge & Applications		5354	151
Principles of Learning & Teaching (PLT): Grades 7-12		5624	157
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1			
EDUC 2190 OR SPED 2390	Supervised Field Experience		

GEN ED Elementary, GEN ED Secondary, & Special Education TRIPLE Licensure

Recommended Course Sequencing

First Term:	EDUC 2250: Foundations of Education SPED 2250: Foundations of Special Education <i>Secondary Content Assessment – Primary Content Area (see p40)</i>
Second Term:	SPED 2258: Classroom and Behavior Management for Students with Special Needs EDUC 2285: Curriculum Development, Assessment and Evaluation I <i>Elementary Education: Curriculum, Instruction & Assessment (5017)</i>
Third Term:	SPED 2260: Methods and Materials for Special Education EDUC 2260: Emergent Literacy for Diverse Learners <i>Special Education: Core Knowledge & Applications (5354)</i>
Third Term:	EDUC 2262: Intermediate Literacy for Diverse Learners EDUC 2264: Reading and Writing in Secondary Education for Diverse Learners <i>Teaching Reading: Elementary (5205)</i> <i>Principles of Learning & Teaching (PLT): Grades K–6 (5622)</i> <i>Principles of Learning & Teaching (PLT): Grades 7–12 (5624)</i>
Fifth Term:	EDUC 2190/SPED 2390: Supervised Field Experience

**Students can only request to pursue a triple licensure pathway after successfully completing their first term in the Program as either a single pathway or a dual pathway.

ATL Program Plan

TRIPLE Pathway Elementary (K-8), ***Secondary (7-12), and Special Education (PreK-12) ***Currently NMPED is issuing Secondary Education Licenses for grades 6-12		Academic Term planning to take course	Grade/ Score
EDUC 2250	Foundations of Education		
SPED 2250	Foundations of Special Education		
SPED 2258	Classroom and Behavior Management for Students with Special Needs		
EDUC 2285	Curriculum Development, Assessment and Evaluation I		
SPED 2260	Methods and Materials for Special Education		
EDUC 2260	Emergent Literacy for Diverse Learners		
EDUC 2262	Intermediate Literacy for Diverse Learners		
EDUC 2264	Reading and Writing in Secondary Education for Diverse Learners		
Passing scores are required on the below assessments to be approved for SFE			
Praxis Assessment	Test Code	Qualifying Score	
Secondary Content Assessment(s) (see p40)	Varies	Varies	
Elementary Education: Curriculum, Instruction & Assessment	5017	153	
Special Education: Core Knowledge & Applications	5354	151	
Teaching Reading: Elementary	5205	159	
Principles of Learning & Teaching (PLT): Grades K-6	5622	160	
Principles of Learning & Teaching (PLT): Grades 7-12	5624	157	
Apply for SFE the Spring or Fall Term before you want to complete it. Deadlines are Spring SFE = October 1; Fall SFE = March 1			
EDUC 2190 OR SPED 2390	Supervised Field Experience**		

**** In order for one Supervised Field Experience (SFE) placement to satisfy multiple licensure areas, competencies in ALL licensure areas must be met.**

ATLP Resources



Trust the process

CNM Resources



Campus Safety Protocol

<https://www.cnm.edu/covid-19/campus-safety-protocols#students>



Financial Aid & Scholarships

<https://www.cnm.edu/depts/financial-aid>



Registration

<https://www.cnm.edu/depts/enrollment/registration>



Cashier's Office

<https://www.cnm.edu/depts/finance-operations/business-office/cashier>



Disability Resource Center

<https://www.cnm.edu/depts/disability-resource-center>



Job Connection Services

<https://www.cnm.edu/student-resources/connect-services/job-connection>



CNM Libraries

<https://www.cnm.edu/depts/libraries>



Assessment Center

<https://www.cnm.edu/depts/assessment-center>



Little Suncats

<https://www.cnm.edu/student-resources/connect-services/little-suncats-financial-assistance-for-childcare>



Teacher Associations and Organizations



New Mexico Association of Classroom Teachers
<https://nmact.com/>



National Education Association – New Mexico
<https://nea-nm.org/>



Albuquerque’s Teacher Federation
<https://atfunion.org/>



The New Mexico Association for the Education of Young Children
<https://www.nmaeyc.org/>



Association of American Educators
<https://www.aeteachers.org/>



Teacher Candidate Disposition Support Form

CNM Alternative Teacher Licensure Program

Teacher Candidate: _____ CNM ID #: _____ Date: _____ Course/Experience: _____

Term: _____ Name of Evaluator: _____ Signature of Evaluator: _____

INSTRUCTIONS: Please mark whether the disposition is met or there is concern. If concern is marked, please provide an explanation in the comments section and attach appropriate documentation as needed. If the disposition has not been observed, please mark N/A. For any dispositional concerns, follow the Student Behavior or Incident Procedure outlined in the ATLP Student Guide found on page 16.

Critically Reflective Practice

Meets	N/A	Concern	The teacher candidate....	Comments
			Accepts critical feedback in a professional manner.	
			Reflects upon his/her teaching practice for continuous improvement.	
			Seeks and accepts help when needed.	
			Is able to think critically and effectively solve problems.	

Professionalism

Meets	N/A	Concern	The teacher candidate....	Comments
			Addresses issues/concerns in a professional manner.	
			Is enthusiastic toward teaching and learning.	
			Understands and complies with laws, policies, and ethical standards of the profession.	
			Demonstrates academic honesty.	
			Maintains confidentiality as appropriate.	
			Advocates for social justice in education.	

Diversity

Meets	N/A	Concern	The teacher candidate....	Comments
			Recognizes and addresses the learning differences among students.	
			Considers and is informed by diverse opinions and perspectives.	
			Values the methodology of differentiated instruction.	
			Respects the uniqueness of individuals and cultures.	

Multicultural Perspectives

Meets	N/A	Concern	The teacher candidate....	Comments
			Values and respects alternate cultural perspectives.	
			Demonstrates non-discriminatory behaviors and practices.	
			Understands New Mexico's unique linguistic and cultural diversity.	

Collaboration

Meets	N/A	Concern	The teacher candidate....	Comments
			Collaborates with peers and supports their development.	
			Promotes family involvement in the educational process.	
			Communicates in a positive and professional manner with peers, family, and community.	

For any concerns, outline the steps for resolution below:



CNM Alternative Licensure Program Field Experience Log

The experience gained from participating in classrooms and working with children is essential for contextualizing what you are learning in your classes. In addition, it is a wonderful opportunity to start networking and to find a classroom where you would like to do your student teaching.

In your initial class, EDUC 2250/SPED 2250, you will be asked to complete a **minimum** of 25 hours in the field. You should expect to spend about 10-15 hours in the field for each additional class in the program. **By the time you apply for SFE you should have completed and logged approximately 50 hours of practicum/observations.**

Contact your ATLP Instructors for further information regarding what experiences are accepted to be logged on this form.

- During EDUC 2250 or SPED 2250 students **may not** complete more than 15 hours of observations in their own classroom if they are the teacher of record.
- Students should check with faculty before completing hours in their own classroom.

We strongly encourage **all individuals** in the program to get experience in the four quadrants of Albuquerque and to seek out opportunities in a variety of schools, grade levels and after school programs. In addition, we recommend getting experience in special education classrooms and with English language learners. You may be asked to show your teachers this log throughout the program to verify that you are seeking out diverse schools and experiences.

Field Assignment Protocols:

- **Always check-in** at the office and follow school policies regarding visitors.
- **Be professionally dressed and groomed:** You are a representative of CNM and your appearance and demeanor should denote your role as a pre-service teacher. Professional dress is always appreciated and noted.
- **Complete the background check** before scheduling observations at APS or Rio Rancho Public Schools. If you are at a private school or independent charter school please follow their background check policies.
- Please have the **classroom teacher sign the verification** column of the log to document your hours.
- **Write a “Thank you”** note or email to the teacher letting them know their time and the opportunity to observe are appreciated. It is very considerate of any teacher to allow you in their classroom, so please acknowledge this in your communication.

A copy of this log must be submitted with your Supervised Field Experience (SFE) Application.

Assessment Forms: CNM Supervised Field Experience Teaching Observation Rubric

Name:	Date/Time:	Content Area:
Observer:	Grade Level:	Observation Number (1, 2, 3, etc.):

Faculty Supervisor Comments:

Based on my observations of the lesson:

1. The evident strengths of this lesson were:
2. The evident challenges of this lesson were:
3. Based on my observations of this lesson, I would recommend focusing your efforts on improving in the following area(s):

Action Plan:

Teacher Candidate Comments:

1. Evident strengths of lesson:
2. Evident challenges of lesson:
3. Comparisons between envisioned lesson and lesson as delivered:
4. What would I do differently?
5. Areas I would like to improve

Scoring and Grade Calculation:

Element	Score	Element	Score	Element	Score	Element	Score	FINAL SCORE COMPUTATION (End of Term)
1A:	3	2A:		3A:		4A:		Upon completion of SFE, average the scores within each domain, and place the resulting average in the appropriate column to the left. Then, add each domain average and divide by 4. This final score should be in the range of 0-4. Place this final score in the box below.
1B:	3	2B:		3B:		4B:		
1C:	3	2C:		3C:		4C:		
1D:	3	2D:		3D:		4D:		
1E:	3	2E:		3E:		4E:		
1F:	3					4F:		
Domain 1 Average:	3	Domain 2 Average:	End of Term	Domain 3 Average:	End of Term	Domain 4 Average:	End of Term	FINAL SFE SCORE: End of Term

August 2021

DOMAIN 1	4	3	2	1
<p>NMTEACH 1A Demonstrating Knowledge of Content & Pedagogy</p> <p>EDUC 2285/2286 SPED 2260</p> <p>EDUC 2260/2262/2264</p>	<p>3 AND</p> <ul style="list-style-type: none"> • Collaborates with colleagues to use interdisciplinary themes to address real world problems or issues <i>and/or</i> • presents diverse perspectives to engage learners in understanding, questioning, and analyzing ideas. 	<p>Curriculum planning documents include 5-6 of the following:</p> <ul style="list-style-type: none"> • enough detail so that another teacher can teach from the plan • entirely accurate representation of content • appropriate academic language for learners of diverse abilities • relevant content area literacy instruction (e.g., vocabulary, reading comprehension, writing) • opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning • appropriate attention to problems of bias in the representation of content 	<p>Curriculum planning documents includes 2-4 of the following:</p> <ul style="list-style-type: none"> • enough detail so that another teacher can teach from the plan • entirely accurate representation of content • appropriate academic language for learners of diverse abilities • relevant content area literacy instruction (e.g., vocabulary, reading comprehension, writing) • opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning • appropriate attention to problems of bias in the representation of content 	<p>Curriculum planning documents include <2 of the following:</p> <ul style="list-style-type: none"> • enough detail so that another teacher can teach from the plan • entirely accurate representation of content • appropriate academic language for learners of diverse abilities • relevant content area literacy instruction (e.g., vocabulary, reading comprehension, writing) • opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning • appropriate attention to problems of bias in the representation of content
<p>NMTEACH 1B: Designing Coherent Instruction</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND</p> <p>opportunities for assessment <u>as</u> learning (i.e., self- or peer-assessments)</p>	<p>Curriculum planning documents include 6-7 of the following:</p> <ul style="list-style-type: none"> • strong alignment (objectives, assessment and instructional content) • activation of prior knowledge to build on learner strengths • multiple means of representation, including the use of primary language resources • multiple means of engagement • multiple means of action & expression • appropriate scaffolding, differentiation, and academic language • use of formative assessment data to adjust instruction for individuals and/or groups of students 	<p>Curriculum planning documents include 3-5 of the following:</p> <ul style="list-style-type: none"> • strong alignment (objectives, assessment and instructional content) • activation of prior knowledge to build on learner strengths • multiple means of representation, including the use of primary language resources • multiple means of engagement • multiple means of action & expression • appropriate scaffolding, differentiation, and academic language • use of formative assessment data to adjust instruction for individuals and/or groups of students 	<p>Curriculum planning documents include <3 of the following:</p> <ul style="list-style-type: none"> • strong alignment (objectives, assessment and instructional content) • activation of prior knowledge to build on learner strengths • multiple means of representation, including the use of primary language resources • multiple means of engagement • multiple means of action & expression • appropriate scaffolding, differentiation, and academic language • use of formative assessment data to adjust instruction for individuals and/or groups of students
<p>NMTEACH 1C: Setting Instructional Outcomes</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND</p> <p>differentiated learning objectives to provide rigor for all students</p>	<p>Curriculum planning documents include 2-3 of the following:</p> <ul style="list-style-type: none"> • explicit, measurable, and observable learning objectives that align with relevant CCSS/NMPED Content Area standards, as applicable • more than 1 way learning objectives are communicated to students. • address common misconceptions in the content area 	<p>Curriculum planning documents include 1 of the following: explicit, measurable, and observable learning objectives that align with relevant CCSS/NMPED Content Area standards, as applicable</p> <ul style="list-style-type: none"> • more than 1 way learning objectives are communicated to students. • address common misconceptions in the content area 	<p>Curriculum planning documents include none of the following:</p> <ul style="list-style-type: none"> • explicit, measurable, and observable learning objectives that align with relevant CCSS/NMPED Content Area standards, as applicable • more than 1 way learning objectives are communicated to students. • address common misconceptions in the content area

<p>NMTEACH 1D: Demonstrating Knowledge of Resources</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND include appropriate supplementary resources (e.g., from professional organizations, appropriate internet resources, colleagues, families)</p>	<p>Curriculum planning documents include all of the following:</p> <ul style="list-style-type: none"> • best practice or research-based instructional activities and materials • activities and materials that are age and developmentally appropriate • activities and materials that are culturally and linguistically appropriate 	<p>Curriculum planning documents include 1-2 of the following:</p> <ul style="list-style-type: none"> • best practice or research-based instructional activities and materials • activities and materials that are age and developmentally appropriate • activities and materials that are culturally and linguistically appropriate 	<p>Curriculum planning documents include none of the following:</p> <ul style="list-style-type: none"> • best practice or research-based instructional activities and materials • activities and materials that are age and developmentally appropriate • activities and materials that are culturally and linguistically appropriate
<p>NMTEACH 1E: Demonstrating Knowledge of Students</p> <p>EDUC 2286 SPED 2260</p>	<p>3 AND uses primary language to support transfer of language skills and content knowledge and/or provides a variety of opportunities for learners to independently and/or collaboratively work on real world problems or cross-disciplinary work</p>	<p>Curriculum planning documents include 2-3 of the following:</p> <ul style="list-style-type: none"> • grouping descriptions that demonstrate knowledge of any of the following: learner preferences, language proficiency levels, 2nd language acquisition, student interests, cultures, skills, exceptional needs. • varied learning activities to involve whole group, small group and individual work, to develop a range of learner skills • differentiated learning objectives based on an understanding of student learning progressions and student development 	<p>Curriculum planning documents include 1 of the following:</p> <ul style="list-style-type: none"> • grouping descriptions that demonstrate knowledge of any of the following: learner preferences, language proficiency levels, 2nd language acquisition, student interests, cultures, skills, exceptional needs. • varied learning activities to involve whole group, small group and individual work, to develop a range of learner skills • differentiated learning objectives based on an understanding of student learning progressions and student development 	<p>Curriculum planning documents include none of the following:</p> <ul style="list-style-type: none"> • grouping descriptions that demonstrate knowledge of any of the following: learner preferences, language proficiency levels, 2nd language acquisition, student interests, cultures, skills, exceptional needs. • varied learning activities to involve whole group, small group and individual work, to develop a range of learner skills • differentiated learning objectives based on an understanding of student learning progressions and student development
<p>NMTEACH 1F: Designing Student Assessment</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND modifies classroom assessments and testing conditions appropriately to enable all learners (especially learners with disabilities, language learning needs, and gifts and talents) to demonstrate their knowledge and skills</p>	<p>Curriculum planning documents include all of the following:</p> <ul style="list-style-type: none"> • varied formative and summative classroom-based assessment tools • assessment tools that align with standards and learning objectives • required accommodations in assessments and testing conditions for learners with disabilities and language learning needs 	<p>Curriculum planning documents include 2 of the following:</p> <ul style="list-style-type: none"> • varied formative and summative classroom-based assessment tools • assessment tools that align with standards and learning objectives • required accommodations in assessments and testing conditions for learners with disabilities and language learning needs 	<p>Curriculum planning documents include <2 of the following:</p> <ul style="list-style-type: none"> • varied formative and summative classroom-based assessment tools • assessment tools that align with standards and learning objectives • required accommodations in assessments and testing conditions for learners with disabilities and language learning needs

DOMAIN 2	4	3	2	1
<p>NMTEACH 2A: Creating an Environment of Respect and Rapport</p> <p>EDUC 2284 SPED 2258</p>	<p>3 AND promotes positive peer relationships</p>	<p>The classroom environment includes 4-5 of the following:</p> <ul style="list-style-type: none"> • respectful teacher-student interactions that display positive relationships • respectful student-student interactions that display positive relationships • teacher use of positive verbal and nonverbal communication, including positive and specific praise • teacher respect for diverse cultural backgrounds and perspectives • teacher acknowledgement of student strengths/successes verbally and physically (e.g., displays student work, student awards) 	<p>The classroom environment includes 2-3 of the following:</p> <ul style="list-style-type: none"> • respectful teacher-student interactions that display positive relationships • respectful student-student interactions that display positive relationships • teacher use of positive verbal and nonverbal communication, including positive and specific praise • teacher respect for diverse cultural backgrounds and perspectives • teacher acknowledgement of student strengths/successes verbally and physically (e.g., displays student work, student awards) 	<p>• The classroom environment includes <2 of the following:</p> <ul style="list-style-type: none"> • respectful teacher-student interactions that display positive relationships • respectful student-student interactions that display positive relationships • teacher use of positive verbal and nonverbal communication, including positive and specific praise • teacher respect for diverse cultural backgrounds and perspectives • teacher acknowledgement of student strengths/successes verbally and physically (e.g., displays student work, student awards)
<p>NMTEACH 2B: Organizing Physical Space</p> <p>EDUC 2284 SPED 2258</p>	<p>3 AND fosters student self-management of space and materials</p>	<p>Teacher organizes the physical environment such that it is all of the following:</p> <ul style="list-style-type: none"> • ordered and comfortable • resources and materials are visible and accessible • learning objectives and classroom procedures are clearly displayed 	<p>Teacher organizes the physical environment such that it is 2 of the following:</p> <ul style="list-style-type: none"> • ordered and comfortable • resources and materials are visible and accessible • learning objectives and classroom procedures are clearly displayed 	<p>Teacher organizes the physical environment such that it is <2 of the following:</p> <ul style="list-style-type: none"> • ordered and comfortable • resources and materials are visible and accessible • learning objectives and classroom procedures are clearly displayed
<p>NMTEACH 2C: Establishing a Culture for Learning</p> <p>EDUC 2285/86, 2284 SPED 2258, 2260</p>	<p>3 AND uses data on learner performance to set goals for individual student learning</p>	<p>Teacher does 3-4 of the following:</p> <ul style="list-style-type: none"> • sets high expectations for all students • makes the importance and relevance of the content explicit • uses academically grounded routines and procedures • adapts or modifies instruction and materials to address learner needs, including those associated with disabilities, language acquisition, and giftedness 	<p>Teacher does 2 of the following:</p> <ul style="list-style-type: none"> • sets high expectations for all students • makes the importance and relevance of the content explicit • uses academically grounded routines and procedures • adapts or modifies instruction and materials to address learner needs, including those associated with disabilities, language acquisition, and giftedness 	<p>Teacher does <2 of the following:</p> <ul style="list-style-type: none"> • sets high expectations for all students • makes the importance and relevance of the content explicit • uses academically grounded routines and procedures • adapts or modifies instruction and materials to address learner needs, including those associated with disabilities, language acquisition, and giftedness
<p>NMTEACH 2D: Managing Classroom Procedures</p>	<p>3 AND supports student initiative and self-management of routines and</p>	<p>Teacher does all of the following:</p> <ul style="list-style-type: none"> • effectively and efficiently manages instructional groups and transitions • maximizes instructional and learning time 	<p>Teacher does 2-3 of the following:</p> <ul style="list-style-type: none"> • effectively and efficiently manages instructional groups and transitions • maximizes instructional and learning time 	<p>Teacher does <2 of the following:</p> <ul style="list-style-type: none"> • effectively and efficiently manages instructional groups and transitions • maximizes instructional and learning time

<p>EDUC 2284 SPED 2258</p>	<p>procedures.</p>	<ul style="list-style-type: none"> • uses developmentally appropriate routines and procedures • keeps students' interest 	<ul style="list-style-type: none"> • uses developmentally appropriate routines and procedures • keeps students' interest 	<ul style="list-style-type: none"> • uses developmentally appropriate routines and procedures • keeps students' interest
<p>NMTEACH 2E: Managing Student Behavior</p> <p>EDUC 2284 SPED 2258</p>	<p>3 AND allows for student contribution to the development of expectations and consequences, and student self-monitoring.</p>	<p>Teacher sets expectations for student conduct that are all of the following:</p> <ul style="list-style-type: none"> • clearly communicated and modeled • consistently reinforced using positive behavioral supports • fairly upheld through consistent tiered consequences that respect students' dignity. <p>OR</p> <p>Teacher manages classroom behavior through academic and other routines/procedures so that consequences for student behavior are not necessary or observed.</p>	<p>Teacher sets expectations for student conduct that are 2 of the following:</p> <ul style="list-style-type: none"> • clearly communicated and modeled • consistently reinforced using positive behavioral supports • fairly upheld through tiered consequences that respect students' dignity. 	<p>Teacher sets expectations for student conduct that are <2 of the following:</p> <ul style="list-style-type: none"> • clearly communicated and modeled • consistently reinforced using positive behavioral supports • fairly upheld through tiered consequences that respect students' dignity.

DOMAIN 3	4	3	2	1
<p>NMTEACH 3A Communicating with Students in a Manner that is Appropriate to Their Culture and Level of Development</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND connects content to student cultural background knowledge, primary language, and/or language proficiency levels</p>	<p>Teacher does 4-5 of the following using age and developmentally appropriate language:</p> <ul style="list-style-type: none"> communicates lesson learning objectives (stated, posted, and repeated during the lesson) uses scaffolded academic language gives clear activity instructions solicits feedback using wait time, physical or visual cues provides opportunities for student questions and feedback 	<p>Teacher does 2-3 of the following using age and developmentally appropriate language:</p> <ul style="list-style-type: none"> communicates lesson learning objectives (stated, posted, and repeated during the lesson) uses scaffolded academic language gives clear activity instructions solicits feedback using wait time, physical or visual cues provides opportunities for student questions and feedback 	<p>Teacher does <2 of the following using age and developmentally appropriate language:</p> <ul style="list-style-type: none"> communicates lesson learning objectives (stated, posted, and repeated during the lesson) uses scaffolded academic language gives clear activity instructions solicits feedback using wait time, physical or visual cues provides opportunities for student questions and feedback
<p>NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND evidence of student-led discussion or questioning</p>	<p>Teacher provides opportunities for 5-6 of the following:</p> <ul style="list-style-type: none"> teacher-student content-related discussion student-student content-related discussion open-ended questions with appropriate wait time higher-order thinking opportunities for all students to contribute responses using multiple forms of communication including non-linguistic representations 	<p>Teacher provides opportunities for 3-4 of the following:</p> <ul style="list-style-type: none"> teacher-student content-related discussion student-student content-related discussion open-ended questions with appropriate wait time higher-order thinking opportunities for all students to contribute responses using multiple forms of communication including non-linguistic representations 	<p>Teacher provides opportunities for <3 of the following:</p> <ul style="list-style-type: none"> teacher-student content-related discussion student-student content-related discussion open-ended questions with appropriate wait time higher-order thinking opportunities for all students to contribute responses using multiple forms of communication including non-linguistic representations
<p>NMTEACH 3C: Engaging Student in Learning</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND opportunities for student-led instruction</p>	<p>Teacher delivers learning experiences that do all of the following:</p> <ul style="list-style-type: none"> connect to prior understanding/experiences/strengths (e.g., learner preferences, language proficiency levels, 2nd language acquisition, student interests, cultures, skills, exceptional needs) support active student engagement using a variety of learning experiences include flexible groupings use immediate feedback to modify instruction for engagement employs appropriate technologies 	<p>Teacher delivers learning experiences that do 3-4 of the following:</p> <ul style="list-style-type: none"> connect to prior understanding and experiences/strengths (e.g., learner preferences, language proficiency levels, 2nd language acquisition, student interests, cultures, skills, exceptional needs) support active student engagement include flexible groupings use immediate feedback to modify instruction for engagement employs appropriate technologies 	<p>Teacher delivers learning experiences that do <3 of the following:</p> <ul style="list-style-type: none"> connect to prior understanding and experiences/strengths (e.g., learner preferences, language proficiency levels, 2nd language acquisition, student interests, cultures, skills, exceptional needs) support active student engagement include flexible groupings use immediate feedback to modify instruction for engagement employs appropriate technologies
<p>NMTEACH 3D: Assessment in Instruction</p> <p>EDUC 2285/2286</p>	<p>3 AND appropriately modifies classroom assessments and testing conditions</p>	<p>Teacher uses formative assessment in instruction that does 4-5 of the following:</p> <ul style="list-style-type: none"> aligns with lesson/unit objectives communicates performance criteria to students 	<p>Teacher uses formative assessment in instruction that does 2-3 of the following:</p> <ul style="list-style-type: none"> aligns with lesson/unit objectives communicates performance criteria to students includes written or oral, specific feedback with concrete suggestions for improving work 	<p>Teacher uses formative assessment in instruction that does <2 of the following:</p> <ul style="list-style-type: none"> aligns with lesson/unit objectives communicates performance criteria to students includes written or oral

<p>SPED 2260</p>	<p>to enable all learners to demonstrate their knowledge and skills</p>	<ul style="list-style-type: none"> • results in written or oral, specific feedback with concrete suggestions for improving work • provides timely feedback • provides data used to adjust instruction 	<ul style="list-style-type: none"> • Provides timely feedback • uses data to adjust instruction 	<ul style="list-style-type: none"> • specific feedback with concrete suggestions for improving work • Provides timely feedback • uses data to adjust instruction
<p>NMTEACH 3E: Demonstrating Flexibility and Responsive-ness</p> <p>EDUC 2285/2286 SPED 2260</p>	<p>3 AND includes opportunities for students to be active participants in generating questions and designing approaches for answering them</p>	<p>Teacher modifies instruction to address the needs of students using 7-9 of the following:</p> <ul style="list-style-type: none"> • IEP goals and/or accommodations/modifications • language proficiency levels or 2nd language acquisition needs • developmental and/or cognitive levels • Interests • flexible grouping • differentiated instruction for content, process, or product • scaffolding • activities and materials that are culturally and linguistically appropriate • periodic checking for understanding of all students 	<p>Teacher modifies instruction to address the needs of students using 3-6 of the following:</p> <ul style="list-style-type: none"> • IEP goals and/or accommodations/modifications • language proficiency levels or 2nd language acquisition needs • developmental and/or cognitive levels • Interests • flexible grouping • differentiated instruction for content, process, or product • Scaffolding • activities and materials that are culturally and linguistically appropriate • periodic checking for understanding of all students 	<p>Teacher modifies instruction to address the needs of students using <3 of the following:</p> <ul style="list-style-type: none"> • IEP goals and/or accommodations/modifications • language proficiency levels or 2nd language acquisition needs • developmental and/or cognitive levels • Interests • flexible grouping • differentiated instruction for content, process, or product • Scaffolding • activities and materials that are culturally and linguistically appropriate • periodic checking for understanding of all students

DOMAIN 4	4	3	2	1
NMTEACH 4A Communicating with Families SPED 2250	3 AND incorporates the perspectives of students and their families/community into classroom culture	Teacher communication with families is 5-6 of the following: <ul style="list-style-type: none"> parent-friendly culturally appropriate communicates expectations consistent with school/district policies provides updates on curriculum and student performance elicits information about learners and their experiences from families and communities responds to family questions and concerns in a timely manner 	Teacher communication with families is 3-4 of the following: <ul style="list-style-type: none"> parent-friendly culturally appropriate communicates expectations consistent with school/district policies provides updates on curriculum and student performance elicits information about learners and their experiences from families and communities responds to family questions and concerns in a timely manner 	Teacher communication with families is <3 of the following: <ul style="list-style-type: none"> parent-friendly culturally appropriate communicates expectations consistent with school/district policies provides updates on curriculum and student performance elicits information about learners and their experiences from families and communities responds to family questions and concerns in a timely manner
NMTEACH 4B: Participating in a Professional Community EDUC 2250, 2190 SPED 2250, 2390	3 AND models effective instructional strategies for colleagues, leads professional learning activities, or serves in other leadership roles	Teacher participation in a professional community includes 2-3 of the following: <ul style="list-style-type: none"> positive and productive collaboration with colleagues and staff, regular structured individual and group inquiry to deepen teacher knowledge of students and teaching, participation in school-wide initiatives 	Teacher participation in a professional community includes 1 of the following: <ul style="list-style-type: none"> positive and productive collaboration with colleagues and staff, regular structured individual and group inquiry to deepen teacher knowledge of students and teaching, participation in school-wide initiatives 	Teacher participation in a professional community includes none of the following: <ul style="list-style-type: none"> positive and productive collaboration with colleagues and staff, regular structured individual and group inquiry to deepen teacher knowledge of students and teaching, participation in school-wide initiatives
NMTEACH 4C: Reflecting on Teaching EDUC 2190 SPED 2390	3 AND <ul style="list-style-type: none"> advocates in the school or community to meet learner and/or family needs 	Teacher does all of the following: <ul style="list-style-type: none"> elicits feedback from faculty or colleagues provides thorough and accurate reflections on instructional practice including individual and group learner responses to instruction articulates explicit appropriate goals for improving lessons and overall practice 	Teacher does 2 of the following: <ul style="list-style-type: none"> elicits feedback from faculty or colleagues provides thorough and accurate reflections on instructional practice including individual and group learner responses to instruction articulates explicit appropriate goals for improving lessons and overall practice 	Teacher does <2 of the following: <ul style="list-style-type: none"> elicits feedback from faculty or colleagues provides thorough and accurate reflections on instructional practice including individual and group learner responses to instruction articulates explicit appropriate goals for improving lessons and overall practice
NMTEACH 4D: Demonstrating Professionalism EDUC 2190 SPED 2390	3 AND <ul style="list-style-type: none"> supports colleagues in complying with laws/policies or making ethical decisions 	Teacher does all of the following: <ul style="list-style-type: none"> uses appropriate verbal and written communication with colleagues and supervisors makes decisions based on the needs of students follows district/school policies and procedures acts in accordance with the teacher code of ethics accesses information and uses technology in safe, ethical, and legal ways consistently meets obligations and deadlines 	Teacher does 3-5 of the following: <ul style="list-style-type: none"> uses appropriate verbal and written communication with colleagues and supervisors makes decisions based on the needs of students follows district/school policies and procedures acts in accordance with the teacher code of ethics accesses information and uses technology in safe, ethical, and legal ways consistently meets obligations and deadlines 	Teacher does <3 of the following: <ul style="list-style-type: none"> uses appropriate verbal and written communication with colleagues and supervisors makes decisions based on the needs of students follows district/school policies and procedures acts in accordance with the teacher code of ethics accesses information and uses technology in safe, ethical, and legal ways consistently meets obligations and deadlines
NMTEACH 4E:	3 AND	Teacher does 4-6 of the following:	Teacher does 2-3 of the following:	Teacher does <2 of the following:

<p>Growing and Developing Professionally</p> <p>EDUC 2250, 2190 SPED 2250, 2390</p>	<ul style="list-style-type: none"> • initiates opportunities to share knowledge and expertise with colleagues 	<ul style="list-style-type: none"> • accepts and implements feedback and suggestions from colleagues and supervisors without resistance • seeks out professional development opportunities • seeks out and applies current research in their field • evaluates the effects of actions on learners • reflects on fairness of decisions • reflects on how identify affects perceptions and biases 	<ul style="list-style-type: none"> • accepts and implements feedback and suggestions from colleagues and supervisors without resistance • seeks out professional development opportunities • seeks out and applies current research in their field • evaluates the effects of actions on learners • reflects on fairness of decisions • reflects on how identify affects perceptions and biases 	<ul style="list-style-type: none"> • accepts and implements feedback and suggestions from colleagues and supervisors without resistance • seeks out professional development opportunities • seeks out and applies current research in their field • evaluates the effects of actions on learners • reflects on fairness of decisions • reflects on how identify affects perceptions and biases
<p>NMTEACH 4F: Maintaining Accurate Records</p> <p>EDUC 2190 SPED 2260, 2390</p>	<p>3 AND</p> <ul style="list-style-type: none"> • supports students in maintaining instructional and non-instructional records (e.g. student data binders, goal setting, progress charts, etc). 	<p>Teacher does all of the following:</p> <ul style="list-style-type: none"> • maintains instructional records • uses an organized system for record keeping • practices secure record keeping (e.g., password protection, locked cabinets) • analyzes instructional records to adjust instruction 	<p>Teacher does 2-3 of the following:</p> <ul style="list-style-type: none"> • maintains instructional records • uses an organized system for record keeping • practices secure record keeping (e.g., password protection, locked cabinets) • analyzes instructional records to adjust instruction 	<p>Teacher does <2 of the following:</p> <ul style="list-style-type: none"> • maintains instructional records • uses an organized system for record keeping • practices secure record keeping (e.g., password protection, locked cabinets) • analyzes instructional records to adjust instruction

DOMAIN SE	4	3	2	1
SE1: IEP and Case Management Related Requirements and Paperwork SPED 2260, 2390	3 AND IEP/case management responsibilities (e.g., notifying parents, inviting participants, identifying additional data needs).	Teacher maintains all of the following documents (or equivalents) for each caseload student: <ul style="list-style-type: none"> • working folder • IEP • progress toward goal reports • report cards • individualized data on progress toward IEP goals • parent/guardian communications 	Teacher maintains 4-5 of the following documents (or equivalents) for each caseload student: <ul style="list-style-type: none"> • working folder • IEP • progress toward goal reports • report cards • individualized data on progress toward IEP goals • parent/guardian communications 	Teacher maintains <4 of the following documents (or equivalents) for each caseload student: <ul style="list-style-type: none"> • working folder • IEP • progress toward goal reports • report cards • individualized data on progress toward IEP goals • parent/guardian communications
SE2: Students Progress Toward IEP Goals and Instructional Adjustments SPED 2260, 2390	3 AND uses goal attainment scaling to track progress toward IEP goals	Teacher does all of the following for each caseload student: <ul style="list-style-type: none"> • collects baseline data on IEP goals • implements a system for routine data collection • uses data to make curricular adjustments • uses data to individualize instruction 	Teacher does 2-3 of the following for each caseload student: <ul style="list-style-type: none"> • collects baseline data on IEP goals • implements a system for routine data collection • uses data to make curricular adjustments • uses data to individualize instruction 	Teacher does <2 of the following for each caseload student: <ul style="list-style-type: none"> • collects baseline data on IEP goals • implements a system for routine data collection • uses data to make curricular adjustments • uses data to individualize instruction
SE 3: Communication and Collaboration w/ Parents, General Education and Ancillary Services Staff, and Administration, as Needed SPED 2250, 2260, 2390	3 AND routinely communicates non-required information to parents/guardians (e.g., regular newsletters or phone/text messages)	Teacher does all of the following: <ul style="list-style-type: none"> • provides IEP accommodations/ modifications page to relevant general education staff or otherwise directly communicates relevant student information to school staff • provides required communications to parents/guardians (i.e., report cards, progress toward goals) • collaborates with the IEP team, including parents, to draft IEP goals 	Teacher does 2 of the following: <ul style="list-style-type: none"> • provides IEP accommodations/ modifications page to relevant general education staff or otherwise directly communicates relevant student information to school staff • provides required communications to parents/guardians (i.e., report cards, progress toward goals) • collaborates with the IEP team, including parents, to draft IEP goals 	Teacher does 0-1 of the following: <ul style="list-style-type: none"> • provides IEP accommodations/ modifications page to relevant general education staff or otherwise directly communicates relevant student information to school staff • provides required communications to parents/guardians (i.e., report cards, progress toward goals) • collaborates with the IEP team, including parents, to draft IEP goals
SE 4: Classroom Paraprofessional Direction SPED 2390	3 AND elicits feedback from EA(s) on work assignments	Teacher does all of the following: <ul style="list-style-type: none"> • provides a designated space for EA work/belongings • meets at least weekly to discuss student needs and assign tasks • provides written task lists or schedules • shares student management duties 	Teacher does 2-3 of the following: <ul style="list-style-type: none"> • provides a designated space for EA work/belongings • meets at least weekly to discuss student needs and assign tasks • provides written task lists or schedules • shares student management duties 	Teacher does <2 of the following: <ul style="list-style-type: none"> • provides a designated space for EA work/belongings • meets at least weekly to discuss student needs and assign tasks • provides written task lists or schedules • shares student management duties