

3.3.e	Guidelines/ handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support provided by the unit and opportunities for feedback and reflection
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## VI. Field Lab Experiences and Placement

### Introduction

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

Field lab activities range from general to structured observations and apply to theoretical coursework and are grounded in clinical practices. All field lab experiences are coordinated, supervised, and assessed in relationship to a classroom setting under the supervision of a mentor teacher and a college supervisor.

This handbook outlines the field lab requirements and policies for the College of Education. The provisions of this handbook are not to be regarded as an irrevocable contract between the teacher candidate and the College of Education. While every effort is made to ensure the accuracy of the information available in this handbook, the College of Education reserves the right to make approved changes and will make every effort to notify teacher candidates of changes.

The following shall serve as standards for the licensing of all teacher education programs in New Mexico and reflect the knowledge, skills, and dispositions required of beginning teachers:

### **Northern New Mexico's Conceptual Framework:**

\*see Entry level Competencies Areas A - K for further details regarding the Principles

*The College of Education has developed the conceptual framework that incorporates the entry level competencies to prepare teacher candidates*

- NNMCoE Knowledge Principle 1 *Curriculum*: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

*INTASC Standard One: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students*

- NNMCoE Knowledge Principle 2 *Instruction*: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

*INTASC Standard Four: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.*

- NNMCoE Knowledge Principle 3 *Teaching*: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

*INTASC Standard Six: The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

- NNMCoE Knowledge Principle 4 *Learning*: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

*INTASC Standard Two: Student Learning. The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.*

- NNMCoE Knowledge Principle 5 *Assessment*: The teacher candidate effectively utilizes student assessment techniques and procedures.

*INTASC Standard Eight: Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.*

- NNMCoE Knowledge Principle 6 *Professionalism*: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

*INTASC Standard Five: Learning Environment. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

- NNMC CoE Knowledge Principle 7 *Diversity*: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

*INTASC Standard Three: Diverse Learners. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.*

- NNMC CoE Knowledge Principle 8 *Professionalism*: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

*INTASC Standard Nine: Reflection and Professional Development. The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

- NNMC CoE Knowledge Principle 9 *Collaboration*: The teacher candidate works productively with colleagues, parents and community.

*INTASC Standard Ten: Collaboration, Ethics and Relationships. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being.*

### **NNMC Conceptual Framework: Skills**

The College of Education at Northern New Mexico College is committed to developing the following abilities in

teacher candidates:

- NNMC CoE Skill 1 *Utilization of technology-based tools to support student learning*: Skills in designing learning environments supported by technology, implementing curriculum plans that include applying technology to maximize student learning, and applying technology to facilitate assessment and evaluation strategies.

- NNMC CoE Skill 2 *Utilization of Planning and Assessment tools*: Skills in designing, implementing and adjusting lesson, unit, and integrated plans to develop effective learning experiences. Skills in designing and implementing multiple assessment instruments.

*INTASC Standard Seven: Planning Instruction. The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

### **NNMC Conceptual Framework: Dispositions**

We strive to help our candidates develop the following dispositions:

- NNMC CoE Disposition 1 *A belief that all students can learn*: Teacher Candidates learn child and adolescent development and educational psychology to ensure their understanding that all students can learn. Teacher Candidates learn sensitivity to community and cultural norms while learning to work collaboratively with students, colleagues, parents and the community to ensure success for all students.
- NNMC CoE Disposition 2 *Ethical behavior*: Teacher Candidates will accept responsibility for adhering to the high ethical standards inherent in teaching and necessary for earning the respect of students, colleagues, parents, and community members. Ethical behavior is defined in the New Mexico Code of Ethics.

### **Resources:**

- **New Mexico Public Education Department**

New Mexico Content Standards with Benchmarks and Performance Standards

<http://www.ped.state.nm.us/standards/>

- New Mexico, 44 other states, and the District of Columbia have adopted the Common Core State Standards (CCSS). The CCSS are a set of high quality-standards in mathematics and English language arts (ELA). The CCSS also include reading and writing standards for social studies, science, and technical subjects. The New Mexico CCSS may be accessed through the Public Education Department (PED) <http://newmexicocommoncore.org/>

**Degree Programs:**

**Associate of Arts**

*Early Childhood Education*

*Elementary Education*

**Bachelor of Arts**

*Elementary Education*

**Alternative Licensure Program**

*Elementary Education*

*Secondary Education*

**The Following tables illustrate courses for which a field lab experience is required:**

**Bachelor of Arts**

*Elementary Education*

## 1.Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)  All 300+ level courses require formal admittance  into the BA Program	Course Hours
ED 213	Lab I	ED 201, Foundations of Education	37.5 clock hours
ED 311	Lab II	ED 201, ED 326, Successful Classroom Strategies	37.5 clock hours
ED 411	Lab III	ED 201, ED 410, Teaching and Diagnosis of Reading	37.5 clock hours
ED 313	Science and Math I	ED 201, and Math 130	10 clock hours
ED 423	Science and Math II	ED 201, Pre-requisite Math for Educators I	10 clock hours
ED 479	Student Teaching	ED 201, ED 480, Student Teaching Seminar	15 weeks

\*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

## Associate of Arts Early Childhood Education Program

### 1.Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
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ECE 238	Lab Practicum: Birth to age 4 (Spring)	ECE 225	75 clock hours
ECE 264	Lab Practicum: Age 3 to grade 3 (Fall)	ECE 254	75 clock hours

\*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

### **Alternative Licensure Program (ALP) Elementary Education**

#### 1. Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
ED 401	Foundations of Education	Acceptance to ALP Program	10 clock hours
ED 412	Teaching and Diagnosis of Reading	Acceptance to ALP Program	10 clock hours
ED 492	Assessment and Evaluation of Student Learning	Acceptance to ALP Program	10 clock hours
ED 493	The Integrated Elementary Classroom	Acceptance to ALP Program	10 clock hours
ED 496L	Supervised Field Lab Experience	Acceptance to ALP Program,  Completion of all ALP Courses	100 (75 clock hours + 25 Assessment and Accountability Framework hours)

\*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

## **Secondary Education**

### 2.Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
ED 401	Foundations of Education	Acceptance to ALP Program	10 clock hours
ED 462	Secondary Reading and Writing across the Curriculum	Acceptance to ALP Program	10 clock hours
ED 474	Methods and Materials in Secondary Education	Acceptance to ALP Program	10 clock hours
ED 492	Assessment and Evaluation of Student Learning	Acceptance to ALP Program	10 clock hours
ED 496L	Supervised Field Lab Experience	Acceptance to ALP Program,  Completion of all ALP Courses	100 (75 clock hours + 25 Assessment and Accountability Framework hours)

\*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

## **Special Education**

### 1.Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
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SPED 401	Foundations of Education	Acceptance to ALP Program	10 clock hours
SPED 465	Reading for Special Learners	Acceptance to ALP Program	10 clock hours
SPED 480	Curriculum Methods & Materials for Special Education	Acceptance to ALP Program	10 clock hours
SPED 485	Teaching Reading in Special Education	Acceptance to ALP Program	10 clock hours
SPED 497L	Supervised Field Lab Experience	Acceptance to ALP Program,  Completion of all ALP Courses	100 (75 clock hours + 25 Assessment and Accountability Framework hours)

\*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

## College of Education Policy and Procedures

### Orientation and Identification

#### 1. Field Lab Experiences (AA, ECE, BA, and ALP)

1. All entering teacher candidates will receive pertinent information regarding the completion of the requirements pertaining to field lab experiences for courses. The orientation will take place during the class for the course in which student is conducting the field lab experience and will be scheduled by the instructor in coordination with the Field Placement Coordinator. If student fails to be present for class at the time of the orientation, he/she needs to arrange for a meeting with the Field Placement Coordinator. Failure to attend the required orientation or make necessary arrangements may delay or cancel field lab experience. Additionally, instructors will embed field lab experiences within the course of study and delaying or failing to complete any such experiences may negatively impact the course grade. Additionally, instructors will embed field lab experiences within the course of study, which may include placement

within specific areas of study and delaying or failing to complete any such experiences may negatively impact the course grade.

2. A *Site-Request Form* must be completed during the orientation for courses with field lab experiences.
3. Background checks must be initiated promptly. Failure to complete a background check via the 3M Cogent system (<http://ped.state.nm.us/ped/LicFingerprinting.html>), may result in a delay with field lab experiences.
4. All NNMC students must wear proper student identification tags while visiting schools during any field lab experience.
5. All NNMC students must sign-in and sign-out during each field lab experience visit. Students will check with each school for instructions regarding sign-in and sign-out procedures.
6. The teacher candidate and the mentor teacher are to review and adhere to the school's safety and emergency procedures at the beginning of the placement as well as periodically and throughout their student teaching and any other field lab experience.
7. All field lab experiences must be completed during the course for which that lab experience is required. Field lab experience Log Sheets and Disposition form(s) must be submitted to the Instructor of Record for that assigned course.
8. If the teacher candidate believes he/she has evidence or suspicion of possible child abuse, it is imperative to discuss the concerns in confidence with the mentor teacher immediately.
9. ECE lab practicum candidates, field lab experience candidates, and student teacher candidates are to refrain from discussing students by name or revealing specific student/family information or records except to his or her cooperating mentor teacher or school officials when it is necessary for the student's educational program. When discussing experiences in seminar or methods classes, it is appropriate to describe situations objectively and with anonymity. Failure to respect confidentiality issues may result in probation or removal from the program.
10. Disrespectful or violent verbal or physical interactions with colleagues or students are considered serious problems and, if substantiated, will result in probation or removal from the program.

**2. Student Teacher Candidates (BA)**

1. All teacher candidates **must** complete a *Site-Request Form* one semester **prior** to beginning their full-time student teaching experience.
2. Fall teacher candidates **must** request their placement by April of the previous semester and Spring student teacher candidates **must** request their placement by October of the previous semester.

Full-time Student Teaching	Placement Request Deadline
Fall	April - Spring
Spring	October - Fall

3. Prior to the semester of student teaching, student teacher candidates will complete a *Pre-Interview* conducted by a CoE teacher education screening committee. Teacher candidates must pass the screening interview with a minimum passing score to continue with the full-time teaching experience. The screening committee will recommend continuation in student teaching or remediation course(s) prior to full-time student teaching. Upon recommendation from the committee, any students who fail the initial screening interview will be given resources to better prepare for the interview process and allowed a second screening; however, if a student fails the second interview, the student must appeal the decision through the Appeals Committee.

4. In addition, teacher candidates will be required to complete a *Post-Interview* with the CoE teacher education screening committee nearing the culmination of their experiences.

**4. Field Lab Experience Teacher Candidates (ALP)**

0. All ALP teacher candidates **must** complete a *Site-Request Form* one semester **prior** to beginning their supervised field lab experience.

1. Fall ALP teacher candidates **must** request their placement by April of the previous semester and Spring ALP field experience teacher candidates **must** request their placement by October of the previous semester.

ALP Teacher Candidate Field Lab Experience	Placement Request Deadline
Fall	April - Spring
Spring	October - Fall

### **Classroom Procedures, Requirements, and Policies**

#### **4. Child Abuse, Reporting**

1. Teachers are increasingly faced with evidence and disclosures of child physical, emotional, and/or sexual abuse. Schools have written policies which specify the legal responsibilities related to reporting such incidents and confidentiality of such information. Mentors and/or principals should inform the teacher candidate of these regulations and advise him/her of support services for children, families, and the candidate at the beginning of the student teaching or field lab experience. *If the teacher candidate believes he/she has evidence or suspicion of possible child abuse, it is imperative to discuss the concerns in confidence with the mentor teacher immediately.*

#### **5. Classroom Emergencies**

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

#### **6. Classroom Management**

1. Mentor teachers work hard to develop classroom management approaches which encourage the integration of the teaching of constructive, pro-social behaviors into regular instruction. Teacher candidates are to work collaboratively with the mentor teacher to support all students to promote success and to demonstrate their own classroom leadership.
2. Classroom Management is addressed using the NNMC Performance-Based Lesson Plan which references the NM Teacher Competencies Benchmarks for New Mexico Teacher Competencies for Licensure Levels I, II, and III (*Framework: Skill 6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment*).

3. Teacher Candidates (BA) and Field Lab Experiences Candidates (ALP) are assessed using the NNMC Teacher Candidate Evaluation Rubric which includes Domain 2: *Creating an Environment for Learning* from NMTEACH regarding Classroom Management.
4. ECE Practicum Candidates are assessed using the *NNMC ECE Teacher Candidate Evaluation Rubric* which includes the Common core Content and Competencies regarding Classroom Management.
5. Student teacher candidates and field lab experience candidates create a *Classroom Management Plan* as part of their Professional Competency-Based Collection of Artifacts.

**7. Confidentiality Issues**

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

**8. Contact, Staff, and Parent(s)/Guardian(s)**

1. Classroom teachers are responsible for ensuring that students' daily school experiences are safe and appropriate; for addressing problems fairly, respectfully, and confidentially; and for keeping the family and the office informed of significant situations, achievements, or concerns. Teacher candidates are to support the mentor teacher/classroom teacher as he/she carries out these responsibilities and are to demonstrate the same professional qualities.

**9. Failure to Act**

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

**10. Field Trips**

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

**11. Non-instructional and Extracurricular Duties**

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

**12. Full-time Student Teacher Candidates as Substitute Teachers**

1. The practice of substituting is not allowed.

**Attendance Policy and Procedures**

**13. AA and ECE Lab Practicum Courses**

1. Lab Practicum hours (75 contact hours per lab practicum – ECE or 37.5 - AA) must be completed during the registered semester. Failure to complete the minimum required hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.

**14. Student Teaching (BA)**

1. 15 weeks of student teaching must be completed during the registered semester. Failure to complete the minimum required weeks/hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.
2. Student teacher candidates are permitted **five** absences during their 15 weeks of student teaching. After five absences, the candidate will repeat the entire full-time student teaching experience. Student teaching candidates are required to notify the

mentor teacher, the principal's office, and the college supervisor of the absence **prior** to the absence.

**15. Field Lab Experience (ALP)**

1. Practicum hours must be completed during the registered semester. Failure to complete the minimum required hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.

**Professional Development Policy and Procedures**

**16. AA and ECE Lab Practicum Students**

1. ECE lab practicum students may document and submit up to 8 hours of professional development towards contact hours via NNMC Log Sheet. AA Practicum Students may NOT document and submit professional development hours towards contact hours.

**17. Student Teachers (BA)**

1. Student teachers may participate in all professional development opportunities in correspondence with their mentor teachers during the 15 weeks of student teaching.
2. Student teachers will document and submit professional development hours towards contact hours via NNMC Log Sheet.

**18. Field Lab Experience Students (ALP)**

1. Field lab experience students may document and submit up to 8 hours of professional development towards contact hours via NNMC Log Sheet.

**Policy and Procedures: Student Teaching (BA) and Field Lab Experience (ALP)**

**19. AA and ECE Lab Practicum Students**

1. AA and ECE lab practicum student candidates are placed with a Mentor Teacher from the partnering school districts for one semester.

**20. Student Teaching (BA)**

1. Student teacher candidates are placed with a Mentor Teacher from the partnering school districts for one semester. Candidates must meet all Student Teaching Seminar requirements including a *Professional Competency-Based Collection of Artifacts*.
2. Student teacher candidates must complete the following prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit): 1. Provide evidence of passing the following exams: a. New Mexico Teacher Assessment--Content

Knowledge [Elementary], b. New Mexico Teacher Assessment--Competency [Elementary], and c. NES® Essential Components of Elementary Reading Instruction.

3. Student teacher candidates must submit a completed Student Teaching Application packet to the CoE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
4. Student teacher candidates may enroll in only one other additional course concurrent with ED479 Student Teaching and ED480 Student Teaching Seminar.
5. Student teacher candidates who are employed in a school district or have any other type of employment will be allowed to complete their practice teaching concurrently as long as their work responsibilities do not interfere with any of their student teaching activities and responsibilities. The CoE requires that student teachers are completely involved in the classroom in a teaching role and that they put forth their best effort in their school work during this period. . Students may appeal this policy following the guidelines associated with the NNMCoE Field Placement Appeals Committee. *\*refer to the Appeals Committee Policy see for further details*
6. All student teacher candidates must meet all CoE exit and seminar requirements in order to graduate.

### Intervention Policy

**21.** BA Student Teaching Candidates, AA and ECE lab Practicum Candidates, and ALP Field Lab Experience Students: (fix font)

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

☐ If satisfactory growth toward competency is not evident, the following steps will be taken:

1. A conference will be scheduled involving the college supervisor, the teacher candidate, and the mentor teacher to specify the problem areas and develop a *Professional Growth Plan* for support.



2. The teacher candidates will sign an *Professional Growth Plan* form stating that he/she will improve his/her performance in the areas of concern; the college supervisor and the mentor teacher will sign the *Professional Growth Plan* committing to implementing the plan for support and growth.
3. Follow-up by the college supervisor will ensure the teacher candidate shows growth in the area(s) of concern. A follow-up conference will take place in a timely manner to determine evidence of growth.
4. Non-compliance with terms of the agreement or lack of sufficient growth as reflected using the *Professional Growth Plan* form will result in withdrawal from the program at the discretions of a committee representative of faculty and staff.

### **Formal Evaluations**

23. Formal Evaluations determined by the CoE and completed by the students, college supervisors, mentor teachers, and instructors (\*see syllabus)
  1. **AA and ECE** Practicum Student Evaluation forms include: Disposition Form and Log Sheet
  2. **BA** Student Teacher Evaluation forms include: Log Sheet, NNMC ACT, NMTeach, Disposition form, and NNMC *Professional Competency-Based Collection of Artifacts*.
  3. **ALP** Field Lab Experience Evaluation forms include: Log Sheet, NNMC ACT, NMTeach, Disposition form, and NNMC *Professional Competency-Based Collection of Artifacts*.

### **Fingerprinting, Background Checks, and Behavior Guidelines**

24. All students conducting practicums, field lab experiences, and/or student teaching are required to be fingerprinted in order to establish positive identification for a state and federal (FBI) criminal history background check.
25. If you are currently substituting or under contract with a school while working on your licensure (ALP), an additional background check is not necessary.
26. Students will be required to submit evidence of their fingerprinting for background checks and drug testing to the Field Placement Office. A copy will be placed in their file.
27. Fingerprints should be taken by a public law enforcement official or their agency staff trained by the New Mexico Department of Public Safety (DPS) or equivalent state agency in another state. Public law enforcement agencies include the Department of Public Safety, county sheriff, as well as state, municipal, campus, military and tribal police.

- 28.** Fingerprinting is required for initial licensure. All applicants for initial educator licensure are required to be fingerprinted in order to establish positive identification for a state and federal (FBI) criminal history background check.
- 29.** Fingerprints need to be taken by an authorized 3M Cogent site. Registration and information can be found at: [https://www.cogentid.com/nm/index\\_NM.htm](https://www.cogentid.com/nm/index_NM.htm) Select the "**Register Online for a Background Check**" option. ORI# to be utilized is **NM920140Z**. [CLICK HERE](#) for more detailed instructions.
- 30.** To ensure that the College of Education has a copy of the report, the student will need to complete the *Request for Copy of FBI Criminal History Report* which can be found on the PED website (<http://ped.state.nm.us/Licensure/index.html>) which releases the student's information; the student will need to specify where he/she would like the information sent. If the student releases the information to himself/herself, he/she needs to provide copies of the original documents to the College of Education or he/she may release the information directly to NNMC (attention: College of Education) 921 Paseo de Onate, Espanola, NM 87532.
- 31.** All fingerprints are valid for two years.
- 32.** Teacher candidates are to remember that they are guests in the school.
- 33.** Dispositional complaints from the school, the cooperating mentor teacher, and/or the college supervisor may result in removal from the school and/or dismissal from the program which may negatively impact the course grade and/or degree requirements.
- 34.** Teacher candidates are required to dress and behave appropriately and in accordance with their professional roles. In addition, they are required to obtain a behavior and dress code handbook from their school site and are required to comply with those policies.
- 35.** Teacher candidates are asked to follow these behavior guidelines:
1. Observations at school site are not a time to complete college/course assignments. Scheduled observations are not to be used as a time to do homework.
  2. Candidates are not to chew gum during observations.
  3. Candidates are not to bring food or drink to a site visit.
  4. Personal use of cell phone is prohibited.
  5. Firearms or other weapons (e.g., knives) are illegal. \*
  6. Site-based School equipment (e.g., computers) are not for personal use and prohibited.
  7. Alcohol, tobacco, and drugs are prohibited at schools.

8. Inappropriate advances to either students or faculty will not be tolerated and may be illegal.\*
9. Any form of sexual harassment will not be tolerated.\*
10. Interactions with students and faculty should be appropriate and educational, NOT intimate.\*
11. Obscene vulgar language and slang expressions are not appropriate.\*

\*See *Code of Ethics* with the Public Education Department website:

<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>

### **Grading Policy**

**36. AA Lab and ECE Lab Practicum** student candidates will participate in practicum courses and grading will be addressed by the instructor of record. Any grade below a C will constitute repeating the course.

**37. BA Student Teacher** candidates must complete their full-time student teaching experience with a C or better to achieve a passing grade. Any grade below a C will constitute repeating the course.

**38. ALP Field Lab Experience** candidates must complete their field supervision experience with a B or better to achieve a passing grade. Any grade below a B will constitute repeating the full experience.

**39. Appeals for Grading (College Catalog, 34):**

1. *Only you, the affected student, may challenge or appeal a grade which you feel is improper or incorrect, and you must do so within twelve months of the date the grade was assigned and recorded in your records. To initiate the appeal, you must complete the following steps:*
2. 1. *Discuss the situation with the instructor who gave the grade. If the matter is not resolved to your satisfaction, you may appeal to the instructor's immediate supervisor (usually the department chairperson, although some departments will have an intermediary step, the department director).*
3. 2. *Provide the responsible department chairperson with a written summary of the situation and a detailed, specific statement of what you want. If the matter is not resolved to your satisfaction by the department chairperson, you may appeal to the Scholastic Standards Committee, a faculty committee.*
4. 3. *Proved the Scholastic Standards Committee chairperson with a written summary of the situation and a detailed, specific statement of what you want. The Committee*

*recommendation will be forwarded to the Provost for appropriate action. (Update April 2007).*

## **Placement Procedures**

### **40. Candidate Placement Forms**

1. The Field Placement Coordinator in coordination with course instructor will place the teacher candidate at the approved school site. Efforts will be made to honor the candidate's request for site preference. To ensure diverse experiences of a variety of placements and sites, all placements will be recorded and reviewed prior to placement each semester.

### **41. Site Request**

1. Before placement, a *Site-Request* form must be completed by the candidate requesting his/her first and second school site preferences.
2. In conjunction with NNMC's Catalog, candidates' placement in a school is decided by the College of Education contingent upon being accepted by the school in which he/she will be completing practicums (ECE) , student teaching (BA), or field lab experience Labs (AA, BA, ALP).
3. Student candidates who wish to appeal their placement must file with the Dean of Education and will be reviewed by the appeals committee.

### **42. Log Sheet**

1. The Log Sheet with signatures from mentor teachers are to be submitted to the Instructor of Record for the course who will then submit forms to the Field Experience and Placement Office at the end of the semester prior to your capstone course, your file will be audited to assure that all field lab contact hours have been completed. If not, you may be required to complete the missing hours prior to enrolling in the capstone course.
2. To ensure accountability, please retain copies of all of your Log Sheets for your record prior to submitting them to the Instructor of Record for each course.

## **Legalities**

### **43. Background Checks**

1. Statute 22-10-3.3 NMSA1978: Local school boards and regional education cooperatives shall develop policies and procedures to require background checks on an applicant who has been offered employment, a contractor or a contractor's employee with unsupervised access to students at a public school, including a charter school.

2. NNMC Teacher Education candidates must apply for fingerprinting and background checks the semester of admission to the program. Forms are available in the Field Experience and Placement Office and on the PED website <http://ped.state.nm.us/ped/LicFingerprinting.html> \*see Fingerprinting, Background Checks, and Behavior Guidelines (in handbook)

#### **44. Ethical Behavior and Responsibilities**

1. NNMC Teacher Education Candidates must be knowledgeable of the New Mexico's Board of Education Regulation Code of Ethics of the Education Profession:  
<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>

#### **45. Professional Liability Issues and Coverage**

1. Students are encouraged to protect themselves against legal action by purchasing a professional liability policy from a local insurance agency. Student candidates are strongly urged to join American Federation of Teachers (AFT) in order to obtain liability insurance before placement in a field experience. Information on membership and coverage is available in the General Education Building, Office 108. We strongly encourage the candidate to obtain and maintain this coverage throughout the duration of the program and especially during the student teaching experience.
2. All pre-professional and certified teachers are held responsible for the health, safety, and learning environment for each child under their supervision. The district personnel are primarily responsible for the student's welfare. Legal action could be taken against you if you behave in a manner not consistent with your level of knowledge. Protect yourself from any legal vulnerability by familiarizing yourself with district policies concerning students, certified personnel, and liability coverage.
3. In addition, protect yourself by purchasing a professional liability policy from a local insurance agency or through the National Education Association ([505\) 982-1916](tel:5059821916), [www.nea-nm.org](http://www.nea-nm.org) and/or the New Mexico or American Federation of Teachers ([505\) 266-6638](tel:5052666638), <http://nmaft.org>.
4. Teachers have legal *in loco parentis* responsibilities for the safety and well-being of all students in their care during school hours. Teachers are also responsible for ensuring that the civil rights of all children are maintained throughout the school program. These issues include confidentiality of student records, equal access to educational opportunities, delivery of services documented on Individualized Education Programs (IEP) for students with special needs, and the guarantee of procedural safeguards and due process appeal. NNMC teacher education candidates are under the supervision of a mentor teacher, but must be aware of and responsible for ensuring these legal responsibilities. The college field supervisor, mentor teacher, and principal or his/her

designees should review these issues with the teacher candidate and monitor compliance with school rules and district policies.

### **College of Education Placement Appeals Committee Procedures**

1. On occasion, BA student teaching candidates, AA and ECE lab practicum candidates, and ALP field lab experience teacher candidates may find it difficult to meet program requirements for varied, legitimate reasons. Therefore, the College of Education – Placement Appeals Committee was established with the following procedures:

46.1. The student must submit a written statement to the Field Experience and Placement Coordinator detailing his/her reason(s) for the appeal with evidence supporting the appeal and the action he/her seeks.

2. The Dean of the College of Education will provide a written summary of the appeal decision to the teacher candidate.