



Field Experience and Placement Partnership List:

Espanola Public Schools:

Abiquiu Elementary
Alcalde Elementary
Carlos F. Vigil Middle School
Chimayo Elementary
Dixon Elementary
Española Valley High School
Eutimio Tim Salazar III Elementary
Hernandez Elementary
James H Rodriguez Elementary
Los Niños Kindergarten Center
Mountain View Elementary School
San Juan Elementary
Tony E. Quintana Elementary (Sombrillo)
Velarde Elementary
Carinos Elementary

Pojoaque Valley School District:

Pojoaque Intermediate School
6th Grade Academy
Pojoaque Middle School
Pojoaque Valley High School
Pablo Roybal Elementary

Ohkay Owingeh Pueblo Schools:

Ohkay Owingeh Community (Day) School

McCurdy Charter Schools:

Elementary & Secondary

Los Alamos Public Schools:

Aspen Elementary School
Barranca Mesa Elementary School
Chamisa Elementary School
Mountain Elementary School
Pinon Elementary School
Los Alamos Middle School
Los Alamos High School

College of Education

NORTHERN New Mexico College



Taos Municipal Schools:

Arroyos Del Norte Elementary School
Enos Garcia Elementary School
Ranchos Elementary
Taos Cyber Magnet
Taos Middle School
Taos High School
Vista Grande High School

Chama Schools:

Chama Elementary
Tierra Amarilla Elementary
Escalante Middle and High Schools

Penasco Independent School District:

Elementary/Middle
High

Holy Cross Elementary Schools (Abuse Awareness Class and Substance Abuse Test required)**



Dear Principal:

Northern New Mexico College and the College of Education would like to take this opportunity to thank you in partnering with our school to host our pre-service teacher candidates so that they may do their required hours of observation and participation. Candidates are required to do the following:

- Present this letter to the building principal or designee
- Coordinate placement with mentor teacher
- Complete Field Experience Log Sheet

These experiences will help our candidates meet the necessary requirements for our teacher education course work mandated by our program and our institution. The ultimate goal is to provide these candidates the opportunity to observe varied learning styles, practice teaching strategies, and implement pedagogical structures in the classroom. During this experience, candidates are responsible for observing the teacher's assessment and evaluation of student learning processes. However, candidates are not to replace the classroom teacher or manage the classroom without the teacher's presence.

Please do not hesitate to contact me regarding comments, concerns, or inquires using the contact information below.

Thank you for your participation in our teacher preparation courses. This collaborative effort will help make our candidates and our program successful.

Kristy L. Pruitt, Ed.D.

Coordinator, Field Experience and Placement
College of Education
Northern New Mexico College
TEC 204
505.747.5462
kristy.pruitt@nnmc.edu

Revised 01.14.15



SITE-REQUEST FORM

AA/EARLY CHILDHOOD EDUCATION
AA/BA IN ELEMENTARY EDUCATION

Name: _____ Course _____

Banner ID: 0000 _____ NNMC E-mail _____

Mailing Address _____

Home Phone _____ work _____ cell _____

Student demographic information: gender _____ ethnicity _____

_____ Check if background check has been submitted to Field-Placement Office—must be on file for placement in schools.

Are you contracted _____ yes or _____ no. If contracted, provide *name of school* _____

Current Position _____

Directions: Locate your current class below and fill in the areas indicated for *Semester* and *School Site*.

AA/Early Childhood Education (Current Program)

Course	Type of Field Experience	# hours	Semester	School Site
ECE 238	Field Observations	75		
ECE 264	Field Observations	75		

AA/Early Childhood Education (Old Program)

Course	Type of Field Experience	# hours	Semester	School Site
ECE 234	Field Observations	48		
ED 235 (Infant/Toddler) ED 236 (Pre-School) ED 237 (Elementary)	Clinical Practice	100		

BA/Elementary Education

Class	Type of Field Experience	# hours	Artifacts:	Semester	School Site
ED 213 Lab I	Field Observations	37.5	Code of Ethics		
ED 311 Lab II	Field Observations	37.5	Classroom Mgmt Plan		
ED 411 Lab III	Field Observations	37.5	NES Test		
ED 313 Sci and Math I	Field Observations	10			
ED 423 Sci and Math II	Field Observations	10			
ED 322 Math I	Field Observations	10			
ED 422 Math II	Field Observations	10			
ED 479 ED 480	Clinical Practice	15 weeks full time student teaching	Competency-based collection of artifacts		



SITE-REQUEST FORM

ALP PROGRAM

Name: _____ Course _____

Banner ID: 0000 _____ NNMC E-mail _____

Mailing Address _____

Home Phone _____ work _____ cell _____

Student demographic information: gender _____ ethnicity _____

_____ Check if background check has been submitted to Field-Placement Office—must be on file for placement in schools.

Are you contracted _____ yes or _____ no. If contracted, provide *name of school* _____
Current Position _____

Directions: Locate your current class below and fill in the areas indicated for *Semester* and *School Site*.

ALP Elementary

Course	Type of Field Experience	# hours	Artifacts	Semester	School Site
ED 401 Foundations	Field Observation	10	Philosophy of Education		
ED 412 Teaching/Diag. Reading	Field Observation	10	NES Test		
ED 495 Assessment	Field Observation	10	Assessment Philosophy		
ED 493 Integrated Classroom	Field Observation	10	Classroom Management Plan		
ED 496L	Clinical Practice	100	Competency- based collection of artifacts		

(see other side)



ALP Secondary

Course	Type of Field Experience	# hours	Reflections	Semester	School Site
ED 401 Foundations	Field Observation	10	Philosophy of Education		
ED 462 R-W Across the Curriculum	Field Observation	10	NNMC Lesson Plan & Presentation		
ED 474 M-M SEC ED	Field Observation	10	Classroom Management Plan		
ED 495 Assessment	Field Observation	10	Assessment Philosophy		
ED 496L	Clinical Practice	100	Competency-based collection of artifacts		

ALP Special Education

Course	Type of Field Experience	#hours	Reflections	Semester	School Site
SPED 401 Foundations	Field Observation	10	Research Paper		
SPED 465 Rdg Sp Learner	Field Observation	10	Reading Strategy Presentation		
SPED 480 M-M SPED	Field Observation	10	NNMC Lesson Plan with Modifications and Accommodations		
SPED 485 Tchg Rdg	Field Observation	10	Case Study		
SPED 497L	Clinical Practice	100	Competency-based collection of artifacts		



Field Placement - Teacher Candidate Dispositions Checklist*

PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE

(Minimum Required 2) Field Lab Experience and Practicum: Mentor and Student
 Student Teaching and Field Lab Experience: Mentor, College Supervisor, and Student

Student: _____ Course: _____
 Date: _____ Semester: _____ Year: _____

These attributes and characteristics are grounded in NNMC's Teacher Education Conceptual Framework which strives to help teacher candidates develop the dispositions of fairness and equity, a belief that all students can learn, and ethical behavior.

* Modified from The University of Tampa: *Dispositions assessment in teacher education: developing an assessment instrument for the college classroom and the field*

<p>Demonstrates Professionalism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds to supervisor/mentor teacher emails promptly <input type="checkbox"/> Exhibits punctuality including open houses, faculty meetings, etc... <input type="checkbox"/> Exhibits regular attendance including open houses, faculty meetings, etc... <input type="checkbox"/> Maintains professionalism as per the New Mexico Code of Ethics <input type="checkbox"/> Prompt in meeting classroom requirements ie: lesson planning, returning papers, providing feedback, etc... <input type="checkbox"/> Promote confidentiality and student anonymity <input type="checkbox"/> Appears in a professional manner in compliance to school dress code <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>Demonstrates a positive and enthusiastic attitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goes above and beyond classroom requirements <input type="checkbox"/> Seeks solutions to problems and/or concerns <input type="checkbox"/> Encourages students <input type="checkbox"/> Has high expectations for all students <input type="checkbox"/> Models desired behaviors <input type="checkbox"/> Willing to implement new instructional strategies <input type="checkbox"/> Openly and actively engaged with students <input type="checkbox"/> Demonstrates a positive classroom climate and promotes positive cultural sensitivity <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>
<p>Demonstrates effective oral communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can use language confidently to express ideas <input type="checkbox"/> Varies oral communication to engage students <input type="checkbox"/> Projects voice in a clear and effective tone <input type="checkbox"/> Models appropriate language <input type="checkbox"/> Communicates at an age-appropriate level <input type="checkbox"/> Facilitates communication among all students <input type="checkbox"/> Respect, promote, and incorporate students' first language within the classroom setting <input type="checkbox"/> Articulate <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>Demonstrates effective written communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with parent(s)/guardian(s), mentors, and peers respectfully <input type="checkbox"/> Demonstrates good writing strategies to include correct spelling and grammar <input type="checkbox"/> Effectively communicates ideas in written form <input type="checkbox"/> Demonstrates professionalism when communicating via emails <input type="checkbox"/> Demonstrates sensitivity to students needs when writing on the board (i.e. ESL, SPED, IEPs, Accommodations, etc...) <input type="checkbox"/> Distinguishes the need for formal and informal writing styles <input type="checkbox"/> Aware of the parent(s)/guardian(s) in regard to first language when communicating in written form (ex: newsletters, permission slips, etc...) <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>
<p>Exhibits an appreciation and value for diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approaches diversity with a positive attitude <input type="checkbox"/> Embraces all diversities/differences to include racial, SES, and learning styles <input type="checkbox"/> Does not use stereotypes and avoids biases and prejudices <input type="checkbox"/> Creates a "safe classroom" where all cultures are accepted <input type="checkbox"/> Differentiates instruction based on learners' needs <input type="checkbox"/> Implements lessons that target diversity acceptance and awareness <input type="checkbox"/> Knows students' learning styles and backgrounds and plans activities accordingly <input type="checkbox"/> Promotes a positive classroom climate <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>Is prepared to teach and learn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive criticism and cognitive coaching from mentor and supervisor <input type="checkbox"/> Modifies instruction accordingly after constructive criticism <input type="checkbox"/> Draws from a variety of resources and instructional strategies <input type="checkbox"/> Demonstrates knowledge of state standards and common core standards <input type="checkbox"/> Reflects on instruction and data <input type="checkbox"/> Arrives to class planned and prepared <input type="checkbox"/> Seeks new knowledge <input type="checkbox"/> Works independently or collaboratively (co-teaching) as required <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>



<p>Collaborates effectively with peers and professors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks parent/guardian participation <input type="checkbox"/> Collaborates well with others <input type="checkbox"/> Engages in friendly dialogue <input type="checkbox"/> Demonstrates a positive reaction to group work <input type="checkbox"/> Understand hierarchy between faculty and students <input type="checkbox"/> Coordinates regularly with peers, mentor, teachers, and supervisor <input type="checkbox"/> Willingness to share successful teaching strategies <input type="checkbox"/> Helps facilitate and improve effective communication during classroom interactions <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>	<p>Is a reflective practitioner</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes initiative to find solutions and solve problems <input type="checkbox"/> Uses data to improve instruction and/or to modify lesson "in progress" when needed <input type="checkbox"/> Takes accountability for actions <input type="checkbox"/> Helps facilitate less motivated or struggling students <input type="checkbox"/> Goes above and beyond minimum requirements <input type="checkbox"/> Works and handles responsibilities independently; improvises when needed <input type="checkbox"/> Researches different and most effective teaching styles <input type="checkbox"/> Identifies areas for growth <input type="checkbox"/> Solicits feedback and makes improvements <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>
<p>Exhibits the emotional intelligence to promote goals and educational stability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate self-regulation when discussing sensitive issues <input type="checkbox"/> Does not bring personal problems to class <input type="checkbox"/> Does not overreact to criticism <input type="checkbox"/> Sensitive to the feelings of others <input type="checkbox"/> Manages high-demand tasks well <input type="checkbox"/> Manages multiple tasks well <input type="checkbox"/> Does not always appear too busy or stressed <input type="checkbox"/> Accepts constructive criticism from supervisor, mentor, and peers <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>	<p>Exhibits respect for supervisors, mentors, parent(s)/guardian(s), administrators, and students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refrains from derogatory verbiage and remains professional at all times <input type="checkbox"/> Uses diplomacy <input type="checkbox"/> Addresses people appropriately <input type="checkbox"/> Listens to supervisors, mentors, parent(s)/guardian(s), administrators, and students <input type="checkbox"/> Keeps meeting appointments <input type="checkbox"/> Does not use electronic devices of any type in/during class <input type="checkbox"/> Maintains a respectful tone at all times <input type="checkbox"/> Does not exhibit a sense of entitlement <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>

Signatures

Teacher Candidate _____ Date _____

College Supervisor _____ Date _____

Scale: (Maximum = 40 Minimum = 10)

4-point scale	Description	Total Points each section
4	Exemplary	8
3	Acceptable	6-7
2	Needs remediation conference with faculty	4-5
1	Unacceptable. Further action may be taken, which may include a Candidate Growth Plan	0-3

- ✓ If 1 or more areas are issued a scale rating of 1, a *Candidate Growth Plan* must be developed.
- ✓ If 2 or more areas are issued a scale rating of 2, a *Candidate Growth Plan* must be developed.

Disposition:	Points (1-4)	✓ Area(s) needing CGP
Demonstrates Professionalism		
Demonstrates a positive and enthusiastic attitude		
Demonstrates effective oral communication skills		
Demonstrates effective written communication skills		
Exhibits an appreciation and value for diversity		
Is prepared to learn		
Collaborate effectively with peers and professors		
Is a reflective practitioner		
Exhibits the emotional intelligence to promote goals		
Exhibits respect for peers and professors		

* 28 or below = *Candidate Growth Plan*

* 29 = Remediation conference with Faculty

Total:

College of Education
NORTHERN New Mexico College



Field Lab Experience/Practicum Log Sheet

This form may be copied as needed

Teacher Candidate:	Semester/Year:	Course #:
Mentor Teacher:	School:	
Principal:	Grade/Level/Subject:	

Date	Grade Level/Subject	Total Hours	Mentor Teacher or Principal Signature

Teacher Education Center (TEC) | 921 Paseo de Onate, Espanola, NM 87532
 coe@nmmc.edu | www.nmmc.edu | Office: 505.747.5431 | Fax: 505.747.5464

College of Education
NORTHERN New Mexico College



TOTAL HOURS COMPLETED (ALL PAGES)			

Sign below upon completion of field lab experience/placement hours.

Teacher Candidate's Signature

Date

Mentor Teacher/Principal Signature

Date

Teacher Education Center (TEC) | 921 Paseo de Oñate, Espanola, NM 87532
 coe@nmmc.edu | www.nmmc.edu | Office: 505.747.5431 | Fax: 505.747.5464