

**ALP/Elementary – Diversity Proficiency Alignment**

	ED 401	ED 452	ED 412	ED 464	ED 493	ED 495	ED Student Teaching/ Field Lab Experience: ED479, ED480, ED496, ED496L, SPED497, SPED497L
<b>NNMC Student Learning Outcome #3 Demonstrate commitment to address cultural, social, and ethical responsibilities-</b>							
Proficiency- a.Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.	X	X	X	X	X	X	X
<b>NM Teacher Entry Level Teacher Competency Diversity (F) &amp; COE Knowledge Principle #7 Diversity and COE Dispositions.</b>							
Proficiency- 1. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	X	X	X	X	X	X	X
Proficiency- 2. Organizes and manages varied learning groups in each of the disciplines as appropriate to the needs and/or interests of students and the goals of the lessons.		X					X
Proficiency- 3. Is aware of and can apply current research findings regarding individuals such as linguistic background, developmental levels, exceptionalities, and gender.		X		X			X
Proficiency- 4. Identifies stereotypes in curriculum materials and				X			X

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adapts instruction appropriately.							
Proficiency-5. Develops critical perspectives on biased material.				X	X		X
Proficiency-6. Identifies and develops appropriate responses to differences among language learners.							X
Proficiency-7. Demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity.					X		X
<b>Artifacts for NNMCC Professional Competency-Based Collection of Artifacts</b>	<b>Philosophy of Education:</b> Teacher Candidates articulate their philosophy based on their diverse experiences and knowledge working with diverse students in the K-12 educational system. (Exhibit 2.3.a.5 BA&ALP Entrance Packet)	<b>Lesson Plan:</b> Teacher Candidates demonstrate instruction planning to support diverse students within the K-12 classroom setting. (Exhibit 2.3.a.10 Lesson Plan)	<b>NES Test:</b> Teacher Candidates demonstrate their literacy knowledge and skills in supporting diverse students within the K-12 classroom setting.	<b>NES Test:</b> Teacher Candidates demonstrate their literacy knowledge and skills in supporting diverse students within the K-12 classroom setting.	<b>Classroom Management Plan:</b> Teacher Candidates create a classroom management plan to support diverse students within the K-12 classroom setting. (Exhibit 3.3.f Collection of Competency-Based Artifacts)	<b>Assessment Philosophy:</b> Teacher Candidates create a philosophy to support diverse students within the K-12 classroom setting.	<b>Teacher Candidates reflect, refine, and edit these artifacts to demonstrate proficiency in “Diversity”:</b> NNMCC Student Learning Outcome #3, NM Teacher Entry Level Teacher Competency Diversity (F), COE Knowledge Principle #7, and COE Professional Dispositions. (Exhibit 3.3.f Collection of Competency-Based Artifacts )

ALP/Secondary – Diversity Proficiency Alignment:

NM Teacher Entry Level Teacher Competency	ED 401	ED 452	ED 462	ED 474	ED 495	ED Student Teaching/ Field Lab Placement: ED479, ED480, ED496, ED496L, SPED497, SPED497L
<b>NNMC Student Learning Outcome #3 Demonstrate commitment to address cultural, social, and ethical responsibilities.</b>						
Proficiency- a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.	X	X	X	X	X	X
<b>NM Teacher Entry Level Teacher Competency Diversity (F) &amp; COE Knowledge Principle #7 Diversity and COE Professional Dispositions.</b>						
Proficiency- 1. Responds to students as individuals.	X	X	X	X	X	X
Proficiency- 2. Identifies and develops appropriate responses that build upon the strengths of diverse students and addresses diverse needs and differences.		X	X	X	X	X
Proficiency- 3. Applies current research findings about social and cultural environments, individual differences, linguistically diverse populations, students of different ages, students and exceptionalities, and gender differences.		X	X	X	X	X
Proficiency- 4. Understand how students differ in their approaches to learning and creates instructional approaches that are adaptive to diverse learners.		X	X		X	X
Proficiency- 5. Organizes and manages varied group learning strategies, as appropriate to diverse strengths,			X		X	X

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needs, and/or interests of students and the goal of the lesson.						
Proficiency- 6. Identifies stereotypes in curriculum materials and adapts instruction appropriately.				X	X	X
Proficiency- 7. Helps students develop critical perspectives on biased materials.			X		X	X
Proficiency- 8. Conveys good citizenship and demonstrates to students the importance of being an active part of the community.						X
<b>Artifacts for NNMC Professional Competency-Based Collection of Artifacts</b>	<b>Philosophy of Education:</b> Teacher Candidates articulate their philosophy based on their diverse experiences and knowledge working with diverse students in the K-12 educational system. (Exhibit 2.3.a.5 BA&ALP Entrance Packet )	<b>Lesson Plan:</b> Teacher Candidates demonstrate instruction planning to support diverse students within the K-12 classroom setting. (Exhibit 2.3.a.10 Lesson Plan )	<b>Lesson Plan and Presentation:</b> Teacher Candidates demonstrate instruction planning to support diverse students within the K-12 classroom setting. (Exhibit 2.3.a.10 Lesson Plan )	<b>Classroom Management Plan:</b> Teacher Candidates create a classroom management plan to support diverse students within the K-12 classroom setting. (Exhibit 3.3.f Collection of Competency-Based Artifacts)	<b>Assessment Philosophy:</b> Teacher Candidates create a philosophy to support diverse students within the K-12 classroom setting.	<b>Teacher Candidates reflect, refine, and edit these artifacts to demonstrate proficiency in: NNMC Student Learning Outcome #3, NM Teacher Entry Level Teacher Competency Diversity (F), COE Knowledge Principle #7, and COE Professional Dispositions.</b> (Exhibit 3.3.f Collection of Competency-Based Artifacts )

ALP/SPED – Diversity Proficiency Alignment:

NM Teacher Entry Level Teacher Competency	ED 401	ED 455	ED 465	ED 475	ED 485	ED Student Teaching/ <b>Field Lab Experience</b> ED479, ED480, ED496, ED496L, <b>SPED497,</b> <b>SPED497L</b>
<b>NNMC Student Learning Outcome #3 Demonstrate commitment to address cultural, social, and ethical responsibilities-</b>						
Proficiency- a.Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.	X	X	X	X		X
<b>NM Teacher Entry Level Teacher Competency Diversity &amp; COE Knowledge Principle #7 Diversity and COE Dispositions.</b>						
a. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	X			X		X
b. Organizes and manages varied learning groups in each of the disciplines as appropriate to the needs and/or interests of students and the goal of the lesson.				X		X
c. Is aware and can apply current research findings regarding individuals such as linguistic background, developmental levels, exceptionalities, and gender.	X			X		X
d. Identifies stereotypes in curriculum materials and adapts instruction appropriately.				X		X
e. Develops critical perspectives on biased material.				X		X
f. Identifies and develops appropriate response to differences among language learners.		X		X		X
g. Demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity.		X		X		X

ALP/SPED – Diversity Proficiency Alignment:

<p>Artifacts for NNMC Professional Competency-Based Collection of Artifacts</p>	<p><b>Research Paper:</b> Teacher Candidates become aware and can apply current research findings regarding individuals such as linguistic background, developmental levels, exceptionalities, and gender.</p>		<p><b>Reading Strategy Presentation:</b> Teacher Candidates present on reading strategies for diverse learners.</p>	<p><b>NNMC Lesson Plan with Modifications &amp; Accommodations:</b> Teacher Candidates demonstrate instruction planning to support diverse students within the K-12 classroom setting. (Exhibit 2.3.a.10 Lesson Plan)</p>	<p><b>Case Study:</b> Teacher Candidates understand how students differ in their approaches to learning.</p>	<p><b>Teacher Candidates reflect, refine, and edit these artifacts to demonstrate proficiency in “Diversity”:</b> NNMC Student Learning Outcome #3, NM Teacher Entry Level Teacher Competency Diversity (F), COE Knowledge Principle #7, and COE Professional Dispositions. (Exhibit 3.3.f Collection of Competency-Based Artifacts )</p>
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