B.A. in Elementary Education

APPLICATION

Name:          City:          Zip:

NNMC Student Information

School (Banner) ID# 0000          Email: @nnmc.edu

Home Phone:          Cell:          Work:

Emergency Contact Information

Name:          Phone:          Relationship:

Supporting Documents to be submitted along with this application

Letter of Intent: (see grading rubric)

Personal Philosophy of Education Statement: (see grading rubric)

Prior to June 30, 2014, show evidence of a passing score (240 or higher) on the New Mexico Assessment of Teacher Basic Skills

After June 30, 2014, show evidence of a passing score for the NES® Essential Academic Skills Test

Signed Assurance Form

Copies of College Transcripts

Background Check

Entrance Interview

I understand that: (1) only completed applications submitted by the deadline will be reviewed, (2) both NNMC’s Admissions Office and the College of Education are not responsible for materials not received, (3) meeting the minimum criteria does not guarantee admission to BA in Elementary Education program, and (4) false statements on this application may lead to my disqualification from consideration for admission to the program, or my subsequent disqualification from the program.

Applicant Signature          Date

Submit Application/Materials to:

Northern New Mexico College
College of Education
TEC Building, Room 201

Bachelor of Arts in Elementary Education Program Assurance Form

Teacher Education Center (TEC)          921 Paseo de Onate, Espanola, NM 87532
coe@nnmc.edu          www.nnmc.edu          Office: 505.747.5431          Fax: 505.747.5464
The following BA in Elementary Education Program requirements were reviewed and explained to me. I fully understand and will abide by the requirements during my participation in the program.

I agree to:

I. Provide evidence of passing the New Mexico Teacher Assessment of Basic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

II. Take personal responsibility for complying with all institutional, College of Education (COE) program policy, and course requirements.

III. Attain a final course grade of C or better for all courses. Grades lower than a C will result in the course having to be retaken. A course with a grade of C- cannot be counted toward graduation.

IV. Ensure contact information (mailing address, telephone number, etc.) is kept current with the College of Education.

V. Provide assurance that, when beginning the program’s Field Experience and/or Field Experience Labs and/or Student Teaching courses, and as required by the NMPED for initial licensure, a criminal background check will show no reason for license denial.

VI. Follow the Scope and Sequence for the program in order to graduate within the recommended time frame of your program. We are unable to guarantee availability of courses taken out of the approved sequence.

VII. Be aware that my field experience placements are made so that I will have a diverse experience within various school setting including numerous grade level placements within my area of study. Be aware that I may appeal my placement according to policy (see COE Student Handbook).

VIII. 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
   2. 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.

IX. Be aware that I may enroll in only one other additional course concurrent with ED479 Student Teaching and ED480 Student Teaching Seminar.

X. Activate my NNMC Email and use it for all NNMC correspondence. The COE is legally bound to communicate using NNMC email.

*The State of New Mexico is transitioning to a new teacher assessment structure in the future.

____________________________________________  ________________________
Student Signature  Date

____________________________________  _________________
College of Education, Advisor  Date
## Entrance: LETTER OF INTENT RUBRIC

**Prompt:** Write a letter of intent describing *why you want to become a teacher.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target - 3</th>
<th>Acceptable - 2</th>
<th>Rewrite - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connection with prompt and clarity</strong></td>
<td>The Letter of Intent is clear and consistently focuses on the intent directed toward being accepted into the BA program. Each Paragraph and/or point is well developed with sentence variety including transitions. The letter focuses on significant areas of interest around educational influences drawing on examples, experiences, former teachers, and any other relevant topics.</td>
<td>The letter of Intent is clear and generally consistent towards focus. The paragraphs and/or points are clearly developed. The letter focuses minimally on significant areas of interest around educational influences drawing on examples, experiences, former teachers, and any other relevant topics.</td>
<td>The letter of Intent is unclear and unfocused. Weak or insufficient amount of examples. Fails to draw from experiences. The paragraphs/ideas are not well developed. Lack of sentence variety including transitions. The letter lacks focus.</td>
</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>Professional and educational tones are clearly evident. The letter is free of grammatical errors, spelling errors, and/or punctuation errors.</td>
<td>Writing quality is acceptable. Professional and educational tones are evident. The letter contains minor grammatical errors, spelling errors, and/or punctuation errors.</td>
<td>Letter fails to clearly establish professional and/or educational tones. The grammatical errors, spelling errors, and/or punctuation errors interfere with understanding.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>The letter is a minimum of half a page in length, single spaced, and typed in size 12 (Times Roman Numeral) Font.</td>
<td>The letter lacks one of the following: a minimum of half a page in length, single spaced, and typed in size 12 (Times Roman Numeral) Font.</td>
<td>The letter lacks more than one of the following: a minimum of half a page in length, single spaced, and typed in size 12 (Times Roman Numeral) Font.</td>
</tr>
</tbody>
</table>

**Total:**
Minimum score for passing is a total of 6

*NNMC Writing Center is located in AD 129

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Candidate’s Name____________________________________  Banner ID__________________
Evaluator ____________________________________________  Date____________________
Entrance: PHILOSOPHY STATEMENT RUBRIC
Candidates are to articulate their developing understanding of their philosophy based on their experiences with the K-12 educational system. Consider influences and interactions with members of the K-12 educational system as you write your philosophy and use specific examples to promote your philosophy. The Philosophy Statement will be reviewed prior to the Entrance Interview and interviewers may ask questions pertaining to the candidate’s Philosophy Statement. Additionally, the Philosophy Statement will be kept on file and candidates will develop their Philosophy Statements further as they progress through the program; Philosophy Statements will be rewritten and become an artifact in each candidate’s Professional Competency-Based Collection of Artifacts. The candidate must earn a Proficient or Advanced score in all areas. Minimum score for passing is a total of 14.

<table>
<thead>
<tr>
<th>Content</th>
<th>12 – Advanced</th>
<th>9 – Proficient</th>
<th>6 – Developing</th>
<th>3 - Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Content of the Philosophy Statement</td>
<td>Explanation of the beliefs goes beyond the superficial level with connections to actual practice and experiences (examples, ideas, suggestions, etc…)</td>
<td>Beliefs are distinguished; accurate elaboration of the (developing) belief system.</td>
<td>Beliefs are suggested but lack elaboration or specific examples.</td>
<td>No evidence of the student’s underlying beliefs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Quality</th>
<th>4 – Advanced</th>
<th>3 – Proficient</th>
<th>2 – Developing</th>
<th>1 - Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Organization</td>
<td>The beliefs are clearly organized. Key issues are developed with details to inform and elaborate.</td>
<td>The introduction, body, and conclusion are clearly evident with smooth transitions between ideas but may lack clearly supported details.</td>
<td>There is an attempt to organize ideas but without smooth transition between ideas.</td>
<td>There is no clear evidence of organized ideas or key issues.</td>
</tr>
</tbody>
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<td>III. Grammar</td>
<td>Lacks spelling, punctuation, or grammatical errors.</td>
<td>There are minimal spelling, punctuation, and/or grammatical errors. No more than 1 per page. The error(s) do not interfere with the reader’s ability to understand the content.</td>
<td>Grammatical, punctuation, and/or spelling errors interspersed throughout the theme. 2-3 errors per page. The reader has some difficulty understanding the content.</td>
<td>There are significant spelling, punctuation, and/or grammatical errors. More than 3 errors per page. The errors interfere with the reader’s ability to understand the content.</td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>IV. Academic Language</td>
<td>Style reflects formal, academic writing.</td>
<td>Style is mostly academic, 1-2 instances of informal language.</td>
<td>Style reflects casual or informal use of language.</td>
<td>Style reflects fragmented, informal use of language.</td>
</tr>
</tbody>
</table>

Total Score________________ 
Candidate’s Name____________________________________ Banner ID__________________
Evaluator _____________________________ _______________ Date____________________
BA ENTRANCE INTERVIEW

Interviewer: ________________________________

Candidate’s Name ___________________________ Date ____________

QUESTIONS

1. Why do you want to become a teacher? How have you been influenced by a teacher?

2. What are the qualities of an “effective” teacher? Which quality(ies) apply to you?

3. How do you define diversity?

4. How do you learn best and how will this influence your teaching style?

5. Describe an area of teaching that you hope to learn more about during your educational courses with Northern.

What do you plan to be doing in five years? What are your career goals?

Is there anything you would like to add that we did not ask?

Do you have any questions of us?

Score:

4 3 2 1

Exceeds Expectations
---Candidate responds with excellence as a future professional
---Demonstrates a strong commitment and ability to integrate/apply new skills and concepts
Non-Verbal Communicators: shook hands and/or acknowledged the interviewers
- dressed professionally
- made eye contact with the interviewer and presented themselves in a confident assured manner
- smiled and sat up straight.
Verbal Communicators: voice was clear and confident with changes in tone for emphasis

3 Meets Expectation
---Candidate responds with minimal, average statements
---Demonstrates an average commitment and ability to integrate and apply new skills and concepts.
Non-Verbal Communicators: shook the interviewers’ hands and/or acknowledged the interviewers and was dressed neatly
- made eye contact with the interviewer and presented themselves in a fairly professional manner
- smiled occasionally
Verbal Communicators: voice was pretty clear and fairly confident with some changes in tone for emphasis
- answered questions with a

2 Needs Improvement
---Candidate is weak in responses; unable to elaborate
---Demonstrates little commitment and or ability to integrate/apply new skills and concepts
Non-Verbal Communicators: did not shake hands nor acknowledged the interviewers
- dressed casually
- made eye contact with the interviewer and appeared somewhat nervous
- rarely smiled and slumped in their seat
Verbal Communicators: voice was somewhat quiet and nervous with no changes in tone for emphasis

1 Unsatisfactory
---Candidates cannot or inaccurately responds to statements
---Demonstrates no commitment or displays very little regard to integrating/applying new skills and concepts
Non-Verbal Communicators: did not acknowledge the interviewers
- dressed un-professionally
- rarely made eye contact with the interviewer and presented themselves in an unprofessional manner
- did not smile and slumped in their seat
Verbal Communicators: voice was not clear and confident, did not answer all
| - answered questions without pauses or um, ers, and, etc | - answered questions with several pauses and um, ers, and, etc | - answered questions with several pauses and um, ers, and, etc |
| - spoke without slang or grammatical error | - spoke without slang and only a few grammatical errors | - spoke using some slang and some grammatical errors |
| - presented themselves with enthusiasm | - presented themselves as if they were interested in the program | - did not present themselves enthusiastically |
| few pauses or um, ers, and, etc | the questions, and left conversation with many pauses, ums, ers, and, etc | - spoke using slang and did not seem to want to be there |

Comments: _________________________________________________________

Tips for Candidates:
1. Dress professionally for the interview
2. Arrive on time
3. Use correct grammar
4. Be prepared

17 – 20 = Exceeds (Pass)
14 – 16 = Meets (Pass)
13 or below = 2nd Interview required