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
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)
# Site-Request Form

**AA/Early Childhood Education**  
**AA/BA in Elementary Education**

**Name:**  
**Banner ID:** 0000  
**NNMC E-mail:**  
**Mailing Address:**  
**Home Phone**  
**work**  
**cell**

**Student demographic information:**  
**gender**  
**ethnicity**  

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**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**

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

### AA/Early Childhood Education (Current Program)

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Field Experience</th>
<th># hours</th>
<th>Semester</th>
<th>School Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 238</td>
<td>Field Observations</td>
<td>75</td>
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</tr>
<tr>
<td>ECE 264</td>
<td>Field Observations</td>
<td>75</td>
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### AA/Early Childhood Education (Old Program)

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Field Experience</th>
<th># hours</th>
<th>Semester</th>
<th>School Site</th>
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</thead>
<tbody>
<tr>
<td>ECE 234</td>
<td>Field Observations</td>
<td>48</td>
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</tr>
</tbody>
</table>
| ED 235 (Infant/Toddler)  
ED 236 (Pre-School)  
ED 237 (Elementary)  | Clinical Practice         | 100     |          |             |

### BA/Elementary Education

<table>
<thead>
<tr>
<th>Class</th>
<th>Type of Field Experience</th>
<th># hours</th>
<th>Artifacts:</th>
<th>Semester</th>
<th>School Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 213</td>
<td>Field Observations</td>
<td>37.5</td>
<td>Code of Ethics</td>
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<tr>
<td>Lab I</td>
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<td></td>
</tr>
<tr>
<td>ED 311/215</td>
<td>Field Observations</td>
<td>37.5</td>
<td>Classroom Mgmt Plan</td>
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<tr>
<td>Lab II</td>
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<tr>
<td>ED 411</td>
<td>Field Observations</td>
<td>37.5</td>
<td>NES Test</td>
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<td>Lab III</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ED 313/216</td>
<td>Field Observations</td>
<td>10</td>
<td></td>
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<tr>
<td>Sci and Math</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab I</td>
<td>Field Observations</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 479</td>
<td>Clinical Practice</td>
<td>16 weeks of full time student teaching</td>
<td>CBA - Competency-based collection of artifacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 480</td>
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</tbody>
</table>
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*

### Demonstrates Professionalism
- Responds to supervisor/mentor teacher emails promptly
- Exhibits punctuality including open houses, faculty meetings, etc...
- Exhibits regular attendance including open houses, faculty meetings, etc...
- Maintains professionalism as per the New Mexico Code of Ethics
- Prompt in meeting classroom requirements i.e. lesson planning, returning papers, providing feedback, etc...
- Promote confidentiality and student anonymity
- Appears in a professional manner in compliance to school dress code

### Demonstrates a positive and enthusiastic attitude
- Goes above and beyond classroom requirements
- Seeks solutions to problems and/or concerns
- Encourages students
- Has high expectations for all students
- Models desired behaviors
- Willing to implement new instructional strategies
- Openly and actively engaged with students
- Demonstrates a positive classroom climate and promotes positive cultural sensitivity

### Demonstrates effective oral communication skills
- Can use language confidently to express ideas
- Varies oral communication to engage students
- Projects voice in a clear and effective tone
- Models appropriate language
- Communicates at an age-appropriate level
- Facilitates communication among all students
- Respect, promote, and incorporate students’ first language within the classroom setting
- Articulate

### Demonstrates effective written communication skills
- Communicates with parent(s)/guardian(s), mentors, and peers respectfully
- Demonstrates good writing strategies to include correct spelling and grammar
- Effectively communicates ideas in written form
- Demonstrates professionalism when communicating via emails
- Demonstrates sensitivity to students needs when writing on the board (i.e. ESL, SPED, IEPs, Accommodations, etc...)
- Distinguishes the need for formal and informal writing styles
- Aware of the parent(s)/guardian(s) in regard to first language when communicating in written form (ex: newsletters, permission slips, etc...)

### Exhibits an appreciation and value for diversity
- Approaches diversity with a positive attitude
- Embraces all diversities/differences to include racial, SES, and learning styles
- Does not use stereotypes and avoids biases and prejudices
- Creates a “safe classroom” where all cultures are accepted
- Differentiates instruction based on learners’ needs
- Implements lessons that target diversity acceptance and awareness
- Knows students’ learning styles and backgrounds and plans activities accordingly
- Promotes a positive classroom climate

### Is prepared to teach and learn
- Accepts constructive criticism and cognitive coaching from mentor and supervisor
- Modifies instruction accordingly after constructive criticism
- Draws from a variety of resources and instructional strategies
- Demonstrates knowledge of state standards and common core standards
- Reflects on instruction and data
- Arrives to class planned and prepared
- Seeks new knowledge
- Works independently or collaboratively (co-teaching) as required
### Collaborates effectively with peers and professors
- Seeks parent/guardian participation
- Collaborates well with others
- Engages in friendly dialogue
- Demonstrates a positive reaction to group work
- Understand hierarchy between faculty and students
- Coordinates regularly with peers, mentor, teachers, and supervisor
- Willingness to share successful teaching strategies
- Helps facilitate and improve effective communication during classroom interactions

### Is a reflective practitioner
- Takes initiative to find solutions and solve problems
- Uses data to improve instruction and/or to modify lesson “in progress” when needed
- Takes accountability for actions
- Helps facilitate less motivated or struggling students
- Goes above and beyond minimum requirements
- Works and handles responsibilities independently; improvises when needed
- Researches different and most effective teaching styles
- Identifies areas for growth
- Solicits feedback and makes improvements

### Exhibits the emotional intelligence to promote goals and educational stability
- Demonstrates appropriate self-regulation when discussing sensitive issues
- Does not bring personal problems to class
- Does not overreact to criticism
- Sensitive to the feelings of others
- Manages high-demand tasks well
- Manages multiple tasks well
- Does not always appear too busy or stressed
- Accepts constructive criticism from supervisor, mentor, and peers

### Exhibits respect for supervisors, mentors, parent(s)/guardian(s), administrators, and students
- Refrains from derogatory verbiage and remains professional at all times
- Uses diplomacy
- Addresses people appropriately
- Listens to supervisors, mentors, parent(s)/guardian(s), administrators, and students
- Keeps meeting appointments
- Does not use electronic devices of any type in/during class
- Maintains a respectful tone at all times
- Does not exhibit a sense of entitlement

### Scale: (Maximum = 40 Minimum = 10)

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

### Disposition:
- 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
- Collaborates 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

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**Teacher Candidate**

**College Supervisor**

**Scale:** (Maximum = 40 Minimum = 10)

- 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.

**Total:**

**Revised 6.25.14**
# Field Lab Experience Log Sheet

This form may be copied as needed

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Semester/Year:</th>
<th>Course #:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Mentor Teacher:</th>
<th>School:</th>
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<table>
<thead>
<tr>
<th>Principal:</th>
<th>Grade/Level/Subject:</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade Level/Subject</th>
<th>Total Hours</th>
<th>Mentor Teacher or Principal Signature</th>
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</thead>
<tbody>
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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

Revised 2016
<table>
<thead>
<tr>
<th>Mentor Teacher/Principal Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate's Signature</td>
<td></td>
</tr>
</tbody>
</table>

Sign below upon completion of field lab experience placement hours.