

Eastern New Mexico University

# Alternative Licensure Program Handbook, 2022–24






**Student Success**  
That's what we're about!

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# INTRODUCTION

Alternative licensure provides another route to teaching licensure in New Mexico for participants who have completed, at a minimum, a bachelor's degree and meet certain other requirements. The alternative licensure programs at ENMU address relevant elementary, secondary, and special education entry level competencies as approved by the New Mexico Public Education Department (NMPED). These programs provide rigorous and substantial preparation and synthesize theory and practice to enable beginning teachers to offer effective classroom instruction. ENMU has three alternative licensure programs as noted below. See Appendix A for more details on each program's requirements.

-  Elementary Education (Grades K–8)
-  Secondary Education (Grades 6–12)
-  Special Education (Grades PK–12)

## PURPOSE OF HANDBOOK

The purpose of this handbook is to provide a reference for program requirements and procedures from application to completion. A more current Graduate Catalog and/or licensure requirements set by NMPED may supersede information provided in this handbook.

## SCOPE OF HANDBOOK

Reference the Table of Contents provided on the previous page for an overall view of the handbook contents. Be sure to keep and reference this handbook throughout your time applying to and journeying through the program.

## NOTE TO OUT-OF-STATE APPLICANTS

Our programs lead to **licensure in New Mexico only**. If planning to teach in another state, follow up with your district's licensing personnel beforehand to verify if and how your state will work with a license from New Mexico. You will have to follow your state's guidelines and be sure the state will allow you to be hired as a classroom teacher on a temporary out-of-state license as employment is required for completion of internship courses.

# APPLICATION PROCESS

You may use the following link to submit an application to the Graduate School: [enmu.edu/ApplyGraduateSchool](https://enmu.edu/ApplyGraduateSchool). Click on "Graduate School Application" and then "First time user account creation" to set up a login ID and PIN. Make sure to write down your login ID and PIN for future reference. The application type to select in Step 1 is "ENMU-Portales Alt Licensure," and the planned course of study to select in Step 5 is "Alternative Licensure in [Select Program Area]."


After the Graduate School receives and processes your application, they will send you an email regarding your application status. They also will request official transcripts from all institutions attended and a letter of application. Official transcripts can be sent electronically to Graduate.School@enmu.edu or mailed to the following address:

ENMU Graduate School  
Station 24  
1500 South Avenue K  
Portales, NM 88130

The letter of application is a letter expressing your interest in the program. The letter should specify the intended area of emphasis and career goals. It does not have a length requirement; a paragraph or two is fine. You can send this letter to Graduate.School@enmu.edu.

Upon completion of your application, the graduate coordinator for the program will review your record to ensure you meet the requirements for initial licensure. If accepted, the program specialist will provide you with your licensure plan and information regarding your next steps.

## APPLICATION CHECKLIST

- Bachelor's degree
- Minimum undergraduate GPA of 2.75
  - For applicants in Elementary Education or Special Education: 30 hours of general education coursework (includes a combination of language arts, mathematics, science, history, fine & performing arts, and modern, classical, and native languages)
  - or**
  - For applicants in Secondary Education: 30 hours in the area in which you want to teach (i.e. History, English, Mathematics, Science, Spanish, etc.)
    -  At least 12 of the 30 hours must be upper-division (300 or 400 level)
- Online applications
- Official transcripts
- Letter of application

## LICENSURE PLAN

The program specialist will send you a licensure plan upon acceptance. Your licensure plan will list the current coursework and testing requirements for licensure. Read carefully over your licensure plan and follow up promptly with the specialist if you have questions or concerns. You must sign and return the licensure plan to the specialist before you receive a letter of acceptance for NMPED and/or to begin coursework.

## COURSE SUBSTITUTION

Any approved course substitutions on a licensure plan pertain only to the licensure plan. If also pursuing the master's degree, course substitutions may not count on the master's degree plan.

## LETTER OF ACCEPTANCE

If you have been hired by a school district and need a letter of acceptance for NMPED in order to apply for your alternative teaching license, request this letter from the program specialist when you send back the signed licensure plan. Provide the specialist with the grade/subject, school, and district in which you are teaching. **You must update the specialist of any changes in employment throughout the program.**

You may request the letter of acceptance if you currently are searching for teaching positions. Generally, when applying for teaching positions with a school district, you can mark if you are eligible for a license and attach the letter of acceptance to show you are already accepted to an alternative licensure program with the goal of earning your standard, five-year teaching license.

It is best to secure a teaching position before applying for the teaching license with NMPED because once NMPED issues an alternative teaching license, you have to complete the program requirements within the two years outlined on the license. You do not want to start the time clock if you are not yet teaching as a teacher of record (employed by your district as a full-time teacher in charge of your own classroom). If you do not plan to teach right away, you have the option to start with non-internship courses until you secure a teaching position. You eventually have to secure a teaching position in order to complete internship courses and finish the program

# LICENSE APPLICATION

Upon acceptance into an alternative licensure program, you are eligible to apply for a two-year, provisional New Mexico Level I teaching license. Again, you want to secure a teaching position before you apply for your teaching license because once NMPED issues an alternative teaching license, you have two years to complete the program requirements before that license expires.

Keep in mind NMPED dates all licenses from July 1st. Regardless of when you apply for your license, your license will be dated from the July prior to your application. This is why it is best to secure a position for the fall in order to have the full two years of the license.

You must apply through NMPED's website for your alternative teaching license. Here are a few fields to make sure you complete correctly on their application.

1. Application Type: **New (Initial)**
2. License Category: **TEACHER**
3. License Type: Select your certification area(s):
  - a. ELED: **K-8 ELEMENTARY**
  - b. SED: **6-12 SECONDARY**
  - c. SPED: **PRE K-12 SPECIAL EDUCATION**
4. Pathway: **Alternative-Educator Preparation Program**
5. Endorsement: Select your endorsement area(s) if applicable to license
6. License Level Code ID: **LEVEL ONE ALTERNATIVE**

Any questions regarding the status of your license application need to be directed to the Professional Licensure Bureau at NMPED. NMPED is the final arbiter in granting licenses.

**Phone:** 1.505.827.1436

**Email:** [Licensure.Unit@ped.nm.gov](mailto:Licensure.Unit@ped.nm.gov)

**Address:**

NMPED

Professional Licensure Bureau

300 Don Gaspar, Room 103

Santa Fe, NM 87501

## EXTENSION REQUESTS

It is important to complete all requirements of the alternative licensure program within the timeframe of your alternative teaching license as you must be employed as teacher of record in order to complete the internship courses. If you allow your license to expire prior to completion of the program, you may find yourself unable to secure a teaching position in order to complete the program. If circumstances arise preventing you from completing the program within the dates of your license, you need to look into requesting an extension.

Any requests for an extension on an expiring alternative teaching license must go through your district and NMPED: **Licensure Extensions – New Mexico Public Education Department ([state.nm.us](http://state.nm.us))**. NMPED reviews requests for extensions on a case-by-case basis; district support is a main factor. If approved, they will grant an additional year on your license. Follow up with the program specialist if you are seeking an extension in order for the specialist to provide a letter of support detailing the requirements you have left for completion.

## REGISTRATION

Registration for summer and fall generally opens near the end of March or early April while spring registration generally opens near the end of October or early November. Register early to ensure course enrollment as courses fill up quickly.

When registering for courses, be sure you are taking courses listed on the licensure plan. You do not necessarily need to follow the order of the plan though we list it as the ideal scenario for progressing through the program. You may find yourself needing to skip around the plan when courses are full or not available in the semester in which you are registering. Just keep in mind internship courses must be done in chronological order, and the final internship must be the very last course after all other coursework and testing requirements are complete.

All three programs are 100% online. Courses are offered in eight-week sessions in the fall and spring and four-week sessions in the summer. We generally recommend taking one three-hour course in each half of the semester plus an internship course if you are teaching during fall or spring. We do not recommend doubling up on three-hour courses in the same half of a term, especially when you are teaching. The section number of a course does not indicate first or second eight weeks. **Be sure to look at the dates of a course to confirm the part of term.**

Here is a link to instructions showing how to register for courses: [enmu.edu/HowToRegister](http://enmu.edu/HowToRegister). If you have issues registering in the ENMU Portal, you may email a registration request to [Portales.Registrar@enmu.edu](mailto:Portales.Registrar@enmu.edu). Be sure to send the request from your ENMU email address, and be sure to include your ENMU ID number and the CRNs for the courses you wish to take.

Nine hours is considered full-time for graduate students. We recommend no more than six to seven hours for students in an alternative licensure program who are teaching full-time because teaching itself is a full-time load. If not yet teaching, then nine hours may be more manageable. (Keep in mind graduate-level coursework is fairly more rigorous and time consuming than undergraduate-level coursework. With courses condensed into eight or four-week sessions, you essentially are working twice or four times the pace of a regular sixteen-week course.)

## WAITLISTS

When a course you need is full, put yourself on the waitlist. Check your ENMU email every day you are on the waitlist because the system will notify you there if a spot opens up. You will have twenty-four hours to take the open spot from the time you receive the notification, or the system will drop you from the waitlist and offer the spot to the next person on the list.

The department might consider opening a new section if enough students end up on the waitlist for a course. This is why it is important to place yourself on the waitlist early to give the department time to plan for a new section if needed.

## INTERNSHIPS

Internship courses are completed in your own classroom. You must be a teacher of record (employed by your district as a full-time teacher in charge of your own classroom) in order to take any of the internship courses. You may take Internship I and II during the program and with other coursework, but all coursework and exams must be passed before taking the culminating Internship III your final semester of the alternative licensure program. You must be teaching in the area(s) in which you are endorsed.

For Secondary Education or Special Education, the first course as a classroom teacher should be SED/SPED 571 Internship I: Classroom Management. If you will be teaching, ask the program specialist to register you for this entry course because internships require special approval.

For Elementary Education, the first courses as a classroom teacher should be ELED 521 Internship I and ELED 508 Analysis of Elementary Education. These two courses must be taken together. If you will be teaching, ask the program specialist to register you for these entry courses because internships require special approval.

You cannot complete multiple internships in a single semester unless internship courses are all you have left on your licensure plan.

## CANVAS AND TEXTBOOKS

Canvas is ENMU's Learning Management System for online courses. You can access Canvas through the ENMU Portal. Courses should post in Canvas by the first day of class. Some instructors may post course information earlier.



Do not wait until courses post in Canvas to order required materials. Be sure to visit our Bookstore (in person or online) in advance to have all necessary materials in hand by the start of classes. You can find the link to the Bookstore in the ENMU Portal or from ENMU's homepage. Again, eight and four-week courses move very quickly. It is important to be ready from the first day of class to avoid starting behind.

## ACADEMIC CALENDAR

Reference the University's academic calendar for important deadlines regarding registration, payment, refunds, and more at [enmu.edu/AcademicCalendar](https://enmu.edu/AcademicCalendar).

## TUITION AND FEES/FINANCIAL AID

To view tuition and fees for Graduate School, visit [enmu.edu/GradTuition](https://enmu.edu/GradTuition). Keep in mind that costs could change from year to year. You may contact Student Accounts for more specific questions and estimates: [Student.Accounts@enmu.edu](mailto:Student.Accounts@enmu.edu) or 575.562.2615.

You can file a FAFSA in order for the Financial Aid Office to check your eligibility for aid. For help with FAFSA, you can email [Financial.Aid@enmu.edu](mailto:Financial.Aid@enmu.edu) or call 575.562.2194.

**If you are receiving financial aid, be sure to follow up with the Financial Aid Office to confirm the number of hours you need to be taking in order to receive aid. Generally graduate students must be enrolled in five graduate hours (half-time) to qualify for aid, but certain grants and scholarships might have additional requirements.**

# PORTFOLIO AND TESTING REQUIREMENTS
















NMPED has eliminated the requirement of the Praxis® Core Academic Skills in Reading, Writing, and Math. Beginning January 1, 2024, NMPED will require a portfolio in lieu of most testing requirements. These portfolio requirements will be built into your internship courses and submitted through Canvas.

**Licensure in elementary education still will require 5205 Teaching of Reading: Elementary with the portfolio, and licensure in special education still will require 5355 Special Education: Foundational Knowledge with the portfolio. Also, NMPED may require out-of-state candidates or candidates with unique circumstances to complete additional tests with the portfolio.**













The following tables (by program) show the courses in which you will submit the artifacts for each standard of the portfolio. Reference Appendix B for descriptions of artifacts required for each standard. **APA format should be used as applicable. Any lesson plan (single or grouped into a unit) must be completed on the Teacher Education Program Lesson Plan Template included in Appendix C.** All questions regarding portfolio expectations should be directed to Dr. Davis:

Dr. Rebecca Davis | Assistant Dean  
College of Education and Technology  
Office: 575.562.2261  
Fax: 575.562.2523  
Email: [Rebecca.Davis@enmu.edu](mailto:Rebecca.Davis@enmu.edu)













## ALTERNATIVE LICENSURE IN ELEMENTARY EDUCATION

Course	Portfolio Assignments
<b>ELED 508</b>	 Personal Introduction
<b>ELED 521</b>	 Standard 3: Learning Environments
<b>ELED 522</b>	 Standard 1: Learner Development  Standard 2: Learning Differences  Standard 4: Content Knowledge  Standard 5: Application of Content  Standard 6: Assessment  Standard 7: Planning for Instruction  Standard 8: Instructional Strategies
<b>Praxis®</b>	 All required tests must be passed prior to registration for ELED 523.
<b>ELED 523</b>	 Personal Introduction (Continued from ELED 508)  Standard 1: Learner Development (Continued from ELED 522)  Standard 2: Learning Differences (Continued from ELED 522)  Standard 9: Professional Learning and Ethical Practice  Standard 10: Leadership and Collaboration

## ALTERNATIVE LICENSURE IN SECONDARY EDUCATION

Course	Portfolio Assignments
<b>EDF 538</b>	 Standard 1: Learner Development  Standard 2: Learning Differences  Standard 3: Learning Environments
<b>SED 571</b>	 Personal Introduction
<b>SED 572</b>	 Standard 6: Assessment
<b>Praxis®</b>	 All required tests must be passed prior to registration for SED 573.
<b>SED 573</b>	 Standard 4: Content Knowledge  Standard 5: Application of Content  Standard 7: Planning for Instruction  Standard 8: Instructional Strategies  Standard 9: Professional Learning and Ethical Practice  Standard 10: Leadership and Collaboration

## ALTERNATIVE LICENSURE IN SPECIAL EDUCATION

Course	Portfolio Assignments
SPED 539	 Standard 3: Learning Environments
SPED 540	 Standard 1: Learner Development  Standard 2: Learning Differences
SPED 571	 Personal Introduction
SPED 572	 Standard 6: Assessment
Praxis®	 All required tests must be passed prior to registration for SPED 573.
SPED 573	 Standard 4: Content Knowledge  Standard 5: Application of Content  Standard 7: Planning for Instruction  Standard 8: Instructional Strategies  Standard 9: Professional Learning and Ethical Practice  Standard 10: Leadership and Collaboration

### PRAXIS®

See more details on testing requirements for your program area in Appendix B. To register for tests, you can create an account on the Praxis® site: [ets.org/praxis](https://ets.org/praxis).

Even if you mark ENMU to receive your scores, send a copy of your individual score report(s) from Praxis® to the program specialist. Marking ENMU to receive your scores will give us access to view your scores in an online database, but we need the score reports for your file here.

Here is the link to the part of the Praxis® site that allows students to look up preparation materials by test, and many of the materials are free: [The Praxis Tests \(ets.org\)](https://ets.org/praxis). You can download the Study Companion for each test, which provides the framework and a detailed breakdown of the test, including example questions and answers.




If you miss the passing score by three or less points on your first attempt of any test, follow up with the program specialist *before* you re-register to retake the test. The specialist can submit a form to Praxis® to request a free retake for you.

### 240 Tutoring

We have set up an account with 240 Tutoring, which gives students access to a practice test for each of the Praxis® tests. Contact the program specialist to sign you up for a 30-day subscription when you are ready to study for the test(s).

Due to limited activations at one time, request your 30-day subscription when you are ready to prepare for upcoming tests.

Below are additional resources from 240 Tutoring for you to explore.

-  [240tutoring.com/praxis-prep](https://240tutoring.com/praxis-prep)
-  [Praxis® Study and Test Prep Facebook Group](#)
-  [Praxis® Youtube Playlist](#)

## ACADEMIC STANDING

**Reference the current Graduate Catalog for the most current policy.**

You must earn and maintain a cumulative 3.0 GPA to be in good standing with the program and Graduate School. The first semester your cumulative GPA drops below 3.0, you will be placed on probation. While on probation you must earn a semester GPA of 3.0. You will remain on probation each semester until your cumulative GPA reaches 3.0. If your semester GPA drops below 3.0 while you are on probation, you will face suspension from the Graduate School. Contact the Graduate School at Graduate.School@enmu.edu or 575.562.2147 for questions about academic standing.

## LETTER OF COMPLETION

Upon completion of all program requirements, the program specialist will provide you with a letter of completion to submit to NMPED along with your final transcript and proof of test scores for any required tests. NMPED will review your documents to ensure you have completed all requirements before adding the remaining three years to your two-year alternative teaching license, making it a standard, five-year teaching license.

After you finish our program and receive your five-year teaching license, you need to work with your district and NMPED on the process for leveling up your license.

## MASTER'S DEGREE PROGRAMS

All hours on an alternative licensure plan can be applied towards a master's degree with emphasis in the respective area. Most students complete licensure requirements first and then continue on to complete the remaining fifteen or eighteen hours for the degree. If you complete this pathway, you will complete all requirements for initial licensure in New Mexico and a master's degree. If you select this pathway, you must submit a second application in addition to the application for Alternative Licensure. The application type to select in Step 1 is "ENMU-Portales Graduate," and the planned course of study to select in Step 5 is "Education MED Non-Thesis" for Elementary and Secondary or "Special Education MSE Non-Thesis" for Special Education. You can choose to declare both programs right away, or you can wait and declare the master's degree at a later date. **Keep in mind any coursework counting towards a master's degree cannot be more than six years old at the time of completion.**

You will have a faculty advisor for the master's degree program, but the program specialist will continue to work with you on the licensure portion of the degree program.

# FREQUENTLY ASKED QUESTIONS

1. Can I complete two alternative licensure programs at once?
  - a. We advise finishing one program before starting the other because NMPED generally does not grant another alternative teaching license if one remains unfinished, or they may date both licenses the same (double the work in two years). By finishing one program before starting the other, you get two years for each program. The program you complete first ultimately depends on the area in which you would like to begin teaching.
2. Can I teach outside my endorsement area(s)?
  - a. You must complete the program teaching within the endorsement areas of your license.
  - b. To complete internships in an endorsement area not listed on your alternative teaching license, you need to show proof (coursework and/or testing) that you qualify to add the endorsement to your license.
3. Can I add endorsements while I am in the program?
  - a. Yes, you can work on coursework and/or testing to add additional endorsements to your license while completing the program as long as you are not inhibiting your progress towards completion.
    - 🐾 On the licensure plan and letter of acceptance we only list endorsements for which you qualify at the time of admission. To add endorsements, you would apply directly through NMPED once you meet the requirements.
4. Can I complete the program outside of New Mexico?
  - a. It is possible to complete the program out of state, but see the note to out-of-state applicants at the beginning of the handbook. It is your responsibility to work with your district and state to ensure you can be hired as a classroom teacher in order to complete our internship requirements.
5. Can I start the program without a job as teacher of record?
  - a. You can begin non-internship coursework if you are not yet hired at the start of the program, but you need to secure employment as teacher of record in order to complete internship requirements and finish the program.
    - 🐾 Remember to wait until you are hired as teacher of record before applying for the alternative teaching license.
6. Do I apply for graduation upon completion?
  - a. Alternative Licensure is a certificate program. You do not apply to graduate. The program specialist will provide the necessary paperwork for you to send to NMPED to update your license after you have completed all program requirements.
  - b. We cannot release letters for students on suspension. You must be in good standing with the Graduate School to complete the program.
7. What do I do if I am not going to finish within the timeframe of my license?
  - a. It is your responsibility to know the expiration date of your license and to follow up with your district in a timely manner to request an extension.

## PROGRAM CONTACTS

### **Ebony Cooper**

Alternative Licensure Specialist  
College of Education and Technology  
Office: 575.562.4110  
Fax: 575.562.2523  
Email: Ebony.Cooper@enmu.edu

### **Dr. JD Procter**

Graduate Coordinator (Elementary Education)  
Assistant Professor of Bilingual Education / TESOL  
Department of Curriculum and Instruction  
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Office: 575.562.2977  
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Email: JD.Procter@enmu.edu

### **Dr. Elizabeth Jackson**



Graduate Coordinator (Secondary Education and Special Education)  
Assistant Professor of Special Education  
Department of Educational Studies  
College of Education and Technology  
Office: 575.562.2482  
Fax: 575.562.2523  
Email: Elizabeth.Jackson@enmu.edu

# APPENDIX A




## REQUIREMENTS FOR ALTERNATIVE LICENSURE IN ELEMENTARY EDUCATION

### Required Coursework


#### A. Introduction to Elementary Teaching and Literacy (6 Hours)

-  ELED 508 Analysis of Elementary Education (3) – This course is taken with ELED 521.
-  RED 587 Approaches to Teaching Literacy (3)




#### B. Content Knowledge/Multicultural Heritage (9 hours)

-  RED 518 Content Area Literacy (3)
-  BLED 578 Teaching Multicultural Heritage of the Southwest (3)
-  ELED 511 Trends in Science and Mathematics Education (3)

#### C. Diverse Learners (3 hours)

-  SPED 501 Introduction to Exceptional Students (3)

#### D. Internship (3 hours)




-  ELED 521 Internship I (1) – This course is taken with ELED 508.
-  ELED 522 Internship II (1)
-  \*ELED 523 Internship III (1)

\*ELED 523 can only be taken upon successful completion of all courses on the Elementary Education Alternative Licensure Plan and successful completion of all licensure tests as set forth by the New Mexico Public Education Department.






## REQUIREMENTS FOR ALTERNATIVE LICENSURE IN SECONDARY EDUCATION

### Required Coursework

#### A. Foundations of Teaching and Diversity (9 Hours)

-  EDF 515 Theories of Learning and Motivation (3)
-  SED 526 Diversity Issues in Secondary Education (3)
-  EDF 538 Instructional Design for Educators (3)










#### B. Professional Teacher Education (9 hours)

-  EDF 530 Assessment (3)
-  RED 518 Content Area Literacy (3)
-  SED 571 Internship I: Classroom Management (1)
-  SED 572 Internship II: Instruction and Assessment (1)
-  \*SED 573 Internship III: Professional Evaluation (1)

\*SED 573 can only be taken upon successful completion of all courses on the Secondary Education Alternative Licensure Plan and successful completion of all licensure tests as set forth by the New Mexico Public Education Department.

## REQUIREMENTS FOR ALTERNATIVE LICENSURE IN SPECIAL EDUCATION





### Required Coursework (21 hours)

-  RED 510 Literacy Assessment and Evaluation (3)
-  RED 518 Content Literacy Area (3)
-  SPED 501 Introduction to Exceptional Students (3)
-  SPED 505 Low Incidence Disabilities: Theory to Practice (3) or  
SPED 548 Emotional Disturbance: Theory to Practice (3)
-  SPED 539 Classroom/Behavior Management (3)
-  SPED 540 High Incidence Disabilities: Theory to Practice (3)
-  SPED 571 Internship I: Classroom Management (1)
-  SPED 572 Internship II: Instruction and Assessment (1)
-  \*SPED 573 Internship III: Professional Evaluation (1)








\*SPED 573 can only be taken upon successful completion of all courses on the Special Education Alternative Licensure Plan and successful completion of all licensure tests as set forth by the New Mexico Public Education Department.

## APPENDIX B










### PORTFOLIO REQUIREMENTS

Portfolio Requirements	Artifact
<b>Personal Introduction</b>	Submit a paper in APA format, one page minimum, two pages maximum to include the following <ul style="list-style-type: none"> <li> Philosophy of teaching</li> <li> Motivation for becoming an educator</li> <li> Personal narrative- including possible barriers faced that had to be overcome</li> <li> Cycle of continuous improvement and growth as a practitioner</li> </ul>





Portfolio Requirements	Artifact
<p><b>Standard 1: Learner Development</b></p>	<p>Submit a personally created unit plan/overall scope and sequence and one detailed lesson plan form the unit that:</p> <ul style="list-style-type: none"> <li> <p> Utilizes important concepts and academic language in the discipline and progresses in a logical manner <b>and</b></p> </li> <li> <p> Integrates a variety of strategies to help learners access information <b>and</b></p> </li> <li> <p> Contains differentiation for * “all students” (including consideration of Martinez/Yazzi student groups: English Learners (ELs), Economically Disadvantaged, Students with Disabilities (SWD), and Native American students) <b>and</b></p> </li> <li> <p> Demonstrates educator understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p> </li> </ul>
<p><b>Standard 2: Learning Differences</b></p>	<p><i>Note: This artifact may come from a different unit or the same unit used in Standard #1, but must include a different lesson from the lesson used as an artifact in Standard #1.</i></p> <p>Submit meaningful, sequenced lessons and activities that are also differentiated to support the learning of “all students” (including consideration of Martinez/Yazzi student groups: English Learners (ELs), Economically Disadvantaged, Students with Disabilities (SWD), and Native American students) that:</p> <ul style="list-style-type: none"> <li> <p> Is evidence of formal and informal information about students gathered by the educator for use in planning and instruction <b>and/or</b></p> </li> <li> <p> Educator-designed opportunities for families to share their heritage, which could include use of understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards <b>and</b></p> </li> <li> <p> Is evidence of learning student interests, cultural and linguistic background, as well as needs, learned by the educator for use in planning</p> </li> </ul>

Portfolio Requirements	Artifact
<b>Standard 3: Learning Environments</b>	<p>Submit classroom maps (drawn diagrams or photographs), class grouping lists/seating charts (with student names and any identifying information redacted), plans, outlines, notes and/or tangible evidence that:</p> <ul style="list-style-type: none"> <li>🐾 Displays thoughtfully planned learning groups based on analysis of student data (Example: Kagan group strategies) <b>and</b></li> <li>🐾 Creates opportunities for student choice <b>and</b></li> <li>🐾 Lists the modifications or accommodations that a student needs to be successful in obtaining the learning goals of the lesson</li> </ul>
<b>Standard 4: Content Knowledge</b>	<p>Submit, provided by the district, resources from professional development for a specific content area, Internet resources, community resources, and/or guest speakers (experts in the field) that were used to prepare for a classroom activity (activity will be artifact for Standard #5) that demonstrates:</p> <ul style="list-style-type: none"> <li>🐾 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content <b>and</b></li> <li>🐾 Deep and flexible understanding of their content areas and be able to draw upon content</li> </ul>
<b>Standard 5: Application of Content</b>	<p>Submit the artifact for the activity that was prepared using the materials from Standard #4 and demonstrates that:</p> <ul style="list-style-type: none"> <li>🐾 Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness <b>and/or</b></li> <li>🐾 The educator understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues <b>and/or</b></li> <li>🐾 Incorporates meaningful issues to assure learner mastery of the content</li> </ul>

Portfolio Requirements	Artifact
<b>Standard 6: Assessment</b>	<p>Submit a summative assessment and one related formative assessment that was used to collect data to check for understanding and analyze data for use in continuous student academic improvement. The assessments may be in any content area, however must assess one or more reading, writing, OR math standards (NM standards or CCSS) The synopsis should include an explanation of:</p> <ul style="list-style-type: none"> <li> The process of design, implementation and interpretation of student score results <b>and</b></li> <li> Demonstrates evidence of backwards planning/beginning with the end goal in mind <b>and</b></li> <li> Assesses mastery of learning objectives and content standards aligned to those objectives <b>and</b></li> <li> Accommodations and modifications/ made accessible to all students</li> </ul>
<b>Standard 7: Planning for Instruction</b>	<p>Submit a lesson plan and reflect upon:</p> <ul style="list-style-type: none"> <li> Process of plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context</li> </ul>
<b>Standard 8: Instructional Strategies</b>	<p>Submit the lesson used in Standard #7 or a different lesson used to demonstrate that the educator:</p> <ul style="list-style-type: none"> <li> Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways <b>and</b></li> <li> Understand how to design, implement and interpret results from a range of formative and summative assessments <b>and</b></li> <li> This knowledge is integrated into instructional practice so that educators have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction <b>and</b></li> <li> Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning</li> </ul>

<b>Portfolio Requirements</b>	<b>Artifact</b>
<b>Standard 9: Professional Learning and Ethical Practice</b>	Submit a reflection on your experiences: <ul style="list-style-type: none"><li data-bbox="454 338 1431 447">🐾 An opportunity to participate in collaboration with learners, families, colleagues, other school professionals, and community members to support school mission and goals</li><li data-bbox="507 457 544 485"><b>or</b></li><li data-bbox="454 495 1369 562">🐾 Leadership was demonstrated by modeling ethical behavior, contributing to positive changes in practice</li><li data-bbox="507 573 544 600"><b>or</b></li><li data-bbox="454 611 1386 678">🐾 Reflect on a time when an opportunity for student learning in the classroom was seized and used for a teachable moment</li></ul>
<b>Standard 10: Leadership and Collaboration</b>	Submit a reflection on your experiences and/or philosophy related to: <ul style="list-style-type: none"><li data-bbox="454 756 1118 823">🐾 Engaging in ongoing professional learning</li><li data-bbox="507 833 544 861"><b>or</b></li><li data-bbox="454 871 1422 980">🐾 Using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</li><li data-bbox="507 991 544 1018"><b>or</b></li><li data-bbox="454 1029 1386 1125">🐾 Collaboration with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession</li></ul>

Portfolio Requirements	Artifact
Praxis®	<p><b>*Elementary Education</b></p> <p> 5205 Teaching Reading: Elementary Education <b>Praxis Test Prep Materials (ets.org)</b></p> <p><b>*Secondary Education</b></p> <p>Testing is not required for licensure in secondary education unless you are adding an endorsement for which you do not have the required hours.</p> <p><b>*Special Education</b></p> <p> 5355 Special Education: Foundational Knowledge <b>Praxis Test Prep Materials (ets.org)</b></p> <p><i>*NMPED may require additional tests for out-of-state candidates or unique circumstances</i></p>

# APPENDIX C

## ENMU TEACHER EDUCATION PROGRAM LESSON PLAN TEMPLATE

Learning Preparation			
Grade/Topic/Day			
Standard(s)			
Objective(s) (Bloom's/DOK Level)			
Materials Resources/Safety			
Technology			
Vocabulary/ Academic Language			
Student Grouping			
Differentiated Instruction	Content	Process	Products
Modifications/ Accommodations			
Learning-Teaching Process			Time
Anticipatory	Activate Student Interest		
	Activate Prior Knowledge		
"I can"			
Lesson Core		Formative Assessment	Time
Content Exploration			
Modeling			
Guided Practice			
Independent Practice/ Assignment/ Homework			
Closure			
Summative Assessment (End of Unit)			
Lesson Reflection (After Lesson)			

## LESSON PLAN TEMPLATE DESCRIPTIONS

### Grade/Topic/Day

*For what grade level is the unit of study intended? What is the focus of the lesson?  
What day will the learning experience occur?*

### Standard(s)

*What standards will be met through this learning experience?*

- 🐾 Example of standards:
  - 🐾 Common Core State Standards (CCSS)
  - 🐾 Next Generation Science Standards (NGSS)
  - 🐾 National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards
  - 🐾 International Society for Technology in Education (ITSE) Standards
  - 🐾 Society of Health and Physical Educator (SHAPE) Standards
  - 🐾 New Mexico Early Learning Guidelines (ELGs)
  - 🐾 New Mexico Music Educators Association (NMMEA) Standards
- 🐾 Objectives must be aligned with the standard(s)
- 🐾 Must write out the entire standards and not just the code
- 🐾 Be specific; more is not merrier in this case; use only those that apply

### Objective(s)

*After this lesson what will students cognitively accomplish?*

- 🐾 TSW (verb from chart; non-observable, cognitive behavior) (concept to be learned) "by" or "using" (verb; observable behavior) (method)
- 🐾 ABC
  - 🐾 Audience: students
  - 🐾 Behavior: cognitive and observable
  - 🐾 Condition: method objective will be accomplished ("by", "using", etc.)
- 🐾 Do not use nonspecific words: learn, know, imagine, understand, appreciate, explore, comprehend, realize, discover, see, exposed to, or familiar with
- 🐾 Label the level of Bloom's taxonomy and/or Webb's depth of knowledge (DOK); use your charts for acceptable verbs

### Materials/Resources/Safety

*How will technology be used to empower your students?*

- 🐾 Using multiple resources supports the learning-teaching process
- 🐾 List of all materials and resources needed to meet the objective
  - 🐾 Cite all resources
- 🐾 Include any safety issues and how they will be addressed

**Technology**

*How will technology be used to empower your students?*

- 🐾 Using multiple technologies supports the learning-teaching process
- 🐾 Be sure to include any links to websites you will use
- 🐾 Technology can be used in all stages of the lesson, not just the instructional input to present content

**Vocabulary/Academic Language**

*What terms must student know to be successful to perform the objective?*

- 🐾 Include the essential content vocabulary
- 🐾 Include the academic language for process learning
  - 🐾 Refer the CCSS or other standards for academic language
- 🐾 Be sure to connect written and verbal language; they must hear and see the terms

**Student Grouping**

*How will students be groups to successfully meet the lesson objective?*

- 🐾 Remember that variety is important when meeting the needs of all learners
- 🐾 Use one or more of the following and list in your plan:
  - 🐾 Whole group, large group, small group, or partners
- 🐾 What procedure will you use to group students?

**Differentiated Instruction**

*How is the learning experience designed to meet the needs of ALL students? What is your proactive response to the learner needs?*

- 🐾 Differentiation can occur through content, process, and products (Tomlinson, 2014)
  - 🐾 Content: what students will learn and/or materials or mechanisms through which students gain access to that information
  - 🐾 Process: activities designed to ensure that students gain understanding
  - 🐾 Products: ways student demonstrate what they have learned
- 🐾 Visual, auditory, tactile/kinesthetic learning
- 🐾 Examples: Gardner's multiple intelligences, McCarthy 4-mat system, Hart's brain compatible learning, and Burn's "resilience"
- 🐾 Identify how the lesson will be changed or adapted to meet the needs of English Language Learners (ELL)
- 🐾 Consider how language and culture can be connected to the learning experience

**Modifications/Accommodations**

*How will you modify any lesson component for specific students to be successful in meeting the objective?*

- 🐾 Identify how the lesson will be changed or adapted to meet the needs of students with special needs
- 🐾 How will you assist students who are reading below or above grade level?



- 🐾 What modifications and/or accommodations are identified in the Individualized Educational Plan (IEP) and/or 504 plan?
- 🐾 Describe the deliberate actions you will take to provide the context for individual student success

### **Time**

*How many minutes will be allotted to each lesson component?*

- 🐾 Successful pacing is the result of precise planning
- 🐾 Consider how much time your students will need for each step of the lesson
- 🐾 Although you will indicate time estimates on your lesson plan, student achievement must always dictate pacing

## **Lesson Core**

### **Formative Assessment**

*Assessment OF learning: How will you KNOW that your students understand what is expected of them to accomplish the objective? How will you assess their THINKING?*

- 🐾 In this column, you will indicate how formative assessment will be used during each stage of the lesson core
- 🐾 Determination whether the students have "got it" before proceeding to the next step of the lesson
- 🐾 Questions that inspire student engagement must be listed in your lesson plan
  - 🐾 Purposeful questions lead to powerful learning experiences
  - 🐾 Use multiple levels of thinking (Bloom's or DOK)
- 🐾 Indicate what adjustments you will make if they do not understand
- 🐾 Checking for understanding must be a natural part of the learning-teaching process
- 🐾 Other methods: sampling, questionnaire, quiz (electronic or paper-pencil), teacher observation of specific behavior, "thumbs up/down," peer or self-assessment etc.
- 🐾 Use a variety of descriptive feedback to assess student learning

### **Content Exploration**

*How will students encounter the content needed to accomplish the objective?*

- 🐾 In this column, you will provide a step by step process to follow during the learning-teaching process
- 🐾 Content may be explored through discovery learning, inquiry-based learning, direct instruction, etc.
  - 🐾 Students may investigate the content through constructivist approaches; and/or
  - 🐾 Through behaviorist approaches, the teacher may provide the instructional input needed for students to gain the knowledge or skill through reading, lecture, film, charts, video, pictures, etc.

### **Modeling**

*How will YOU show your students how to accomplish the objective?*

- 🐾 In this column, you will provide a step by step process to follow during the learning-teaching process
- 🐾 Once the material/information has been presented during the instructional input, the teacher uses the information to show students examples of what is expected as an end product of their work
- 🐾 Teacher may ask a student to help them model if appropriate
- 🐾 At this stage of the lesson, students are shown what do; teacher demonstrates
- 🐾 Note: not all lessons require modeling

### **Guided Practice**

*How will your students practice performing the objective while you guide them?*

- 🐾 In this column, you will provide a step by step process to follow during the learning-teaching process
- 🐾 An opportunity for each student to demonstrate the objective by working through an activity or exercise under the teacher's direct supervision
- 🐾 The teacher must move around the room to determine the level of mastery and to provide individual remediation as needed
- 🐾 Note: not all lessons require guided practice

### **Independent Practice/Assignment/Homework**

*What will your students do to provide evidence of accomplishing the objective?*

- 🐾 Once students have mastered the content or skill, it is time to provide for reinforcement practice
- 🐾 May be homework, group work, or individual work in class
- 🐾 It can be utilized as an element in a subsequent project
- 🐾 Should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned; real life application!

### **Lesson Conclusion**

**Closure** (last three to five minutes of the lesson)

*How will you review the objective accomplished during the lesson?*

- 🐾 Those actions or statements by a teacher or students that are designed to bring a lesson presentation to an appropriate conclusion
- 🐾 Used to help students bring things together in their own minds, to make sense out of what has just been taught
- 🐾 Student input can be utilized
- 🐾 Refer back to the lesson objective

- 🐾 Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network
- 🐾 "Any questions? No. Okay, let's move on." is NOT closure
- 🐾 Closure is used:
  - 🐾 To help organize student learning
  - 🐾 To help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.
  - 🐾 To reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval

### **Summative Assessment**

*How will the objective be assessed at the end of the unit of study?*

- 🐾 Indicate how students will demonstrate mastery of this objective at the end of the unit
- 🐾 This may include individual or group presentations, portfolios, exams, essays, etc.
- 🐾 Make sure your summative assessment is aligned with your standards and the objectives for the unit

### **Lesson Reflection** (completed after lesson is taught)

*What is your perception of the lesson experience?*

- 🐾 This section is used to jot down notes immediately after the lesson is taught
  - 🐾 How well did your students meet the objective?
  - 🐾 What improvements could be made to the lesson?
  - 🐾 What were strengths of the lesson?
  - 🐾 Successful teachers are reflective practitioners!