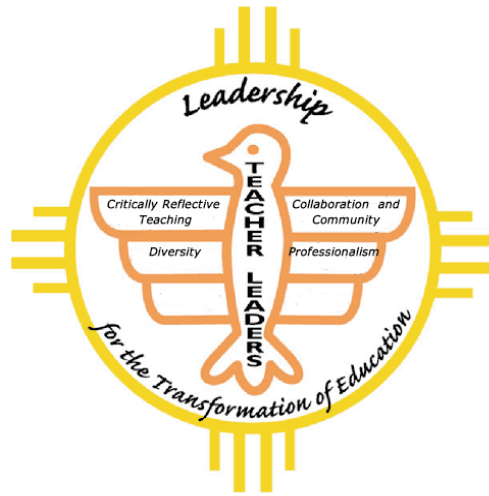


**SANTA FE COMMUNITY COLLEGE
TEACHER ACADEMY**



**TEACHER CERTIFICATION PROGRAM
GENERAL INFORMATION**

**Conceptual Framework
Santa Fe Community College Teacher Academy**

Mission

The SFCC Teacher Academy mission is to professionally prepare critically reflective and culturally responsive educators who expect and support the success of each and every student, and to significantly contribute to the quality of education in New Mexico and beyond.

Vision

Our vision is that SFCC Teacher Academy graduates will serve as advocates for social justice and as leaders and change agents for the transformation of education. Our teacher candidates will fully engage in the cultural, political, and economic life of our democratic society, and by example, will inspire students, families, school districts, and the communities they serve.

Core Values

Critically Reflective Teaching: Engage in continuous, critical reflection to improve the effectiveness of teaching and learning.

Professionalism: Uphold and demonstrate high ethical, pedagogical, and leadership standards.

Diversity: Respect the uniqueness of each individual and address the diverse needs of each learner.

Collaboration and Community: Engage in professional collaboration with other educators and respect and value the central role of family, community, and culture in the learning process.

Construct of the Program:

These programs facilitate achievement of the New Mexico Public Education Department's entry-level teacher competencies. These competencies also comply with the National Council for Accreditation of Teacher Education (NCATE) standards, recognized by the U.S. Department of Education. Through these certification programs, qualified individuals can complete coursework in early childhood, elementary, secondary or special education. Upon successful completion of one of the aforementioned programs and required state exams, candidates are eligible to apply for level-one provisional teaching licenses.

Highly refined written, interpersonal, communication, and technology skills are essential to candidate success in the program. If a candidate needs further development in either, the following courses are recommended prior to beginning the program:

Communication:

ENG 119: Professional Communication OR
ENG 216: Technical Writing &
SPCH 234: Intercultural Communication OR
SPCH 220: Interpersonal Communication OR
BSAD 235: Human Relations in the
Workplace

Technology:

CITC 111L: Computers & Technology OR
CISC 110L: Computer Literacy

PROGRAMS OF STUDY:		
Regular Education-Early Childhood (B-3) Program		
Course Number	Course Title	Credits
EDUC 250*	ECE Profession in NM	1
EDUC 251	Foundations of ECE	2
EDUC 252	Family & Community Collaboration	3
EDUC 253	Curriculum Development & Learning Environment in ECE	3
EDUC 254	Assessment & Evaluation in ECE	3
EDUC 255	Early Literacy I	3
EDUC 256	Early Literacy II	3
EDUC 257	Field Experience in ECE	3
		Total 21
*Pre-requisite for admission to the program and all other courses in the program. The early childhood program has a pre-requisite of Child Growth and Development Survey Course or ECED 111: Child Growth & Development (or equivalent)		
Regular Education-Elementary (K-8) Program		
Course Number	Course Title	Credits
EDUC 201a*	Orientation to the Teaching Profession	1
EDUC 201b	The Critically Reflective Teacher	2
EDUC 202	Theories of Teaching and Learning	3
EDUC 203	Curriculum & Assessment	3
EDUC 204	Effective Teaching	3
EDUC 205	Fundamentals of Reading Instruction	3
EDUC 206E	Teaching/Assessment of Reading for the Elementary Classroom	3
EDUC 214	Supervised Field Experience	3
		Total 21
*Pre-requisite for admission to the program and all other courses in the program (can be taken with 201b).		
Regular Education—Secondary (7-12) Program		
Course Number	Course Title	Credits
EDUC 201a*	Orientation to the Teaching Profession	1
EDUC 201b	The Critically Reflective Teacher	2
EDUC 202	Theories of Teaching and Learning	3
EDUC 203	Curriculum & Assessment	3
EDUC 204	Effective Teaching	3
EDUC 206S	Reading in the Content Area	3
EDUC 214	Supervised Field Experience	3
		Total 18
* Pre-requisite for admission to the program and all other courses in the program (can be taken with 201b).		

Special Education (K-12) Program		
EDUC 208	Exceptionalities & Placement	3
EDUC 209	Evaluation & IEP Process/Documentation	3
EDUC 203	Curriculum & Assessment	3
EDUC 204	Effective Teaching	3
EDUC 205	Fundamentals of Reading Instruction	3
EDUC 213	Reading for Special Learners	3
EDUC 214	Supervised Field Experience	3
		Total 21
<p><i>The special education program has the following courses as required pre-requisites unless transcripts demonstrate similar coursework: EDUC201a: Orientation to the Teaching Profession, EDUC 201b: The Critically Reflective Teacher & EDUC 202: Theories: Teaching and Learning.</i></p>		

Course Descriptions

EDUC 201a: Orientation to the Teaching Profession (1 credit)

An orientation to the teaching profession and to the conceptual framework for the Teacher Academy Teacher Certification Program. Students reflect on their individual dispositions and on their experiences as learners in order to examine perceptions and assumptions they hold about teaching and learning. In addition, students examine the ways in which teacher beliefs influence learning. Additional topics include Teacher Academy conceptual framework, core values, teacher candidate competencies and proficiencies, demands of the profession, leadership, teacher reflection, and aspects of education. This course includes a structured 5 hour field component. Permission required.

EDUC 201b: The Critically Reflective Teacher (2 credits)

An exploration of the role of critically reflective teachers in diverse educational settings. Students demonstrate a commitment to the development and practice of self-directed reflection as applied to teaching and learning. Students explore how reflection-in-action and reflection-on-action guide instructional decision-making. This course includes a 10 hour field component.

EDUC 202: Theories of Teaching and Learning (3 credits)

Examines the teaching and learning process in relation to historical, theoretical, philosophical, and social foundations of education. Students develop an awareness of expected developmental progressions and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains. Students learn how to apply instructional strategies that promote learning. This course includes a structured 10 hour field component.

EDUC 203: Curriculum and Assessment (3 credits)

Focuses on planning effective instruction, designing and analyzing meaningful assessment based on students' needs and on district and state standards. Specific strategies focus on differentiating instruction, designing a conceptually based curriculum, and analyzing standards for alignment with curriculum content and outcomes. Students learn how to use assessment data to direct their teaching practices and curriculum development. This course includes a structured 10 hour field component.

EDUC 204: Effective Teaching (3 credits)

Focuses on effective instructional processes, techniques and procedures to help teachers lead their classrooms toward high levels of student success. Students learn practical keys and strategies for increased student motivation and learning in a diverse classroom. The processes of social, emotional, physical and cognitive development from birth through adolescence and their implications for student learning are reviewed. Students examine a variety of classroom management models for understanding classroom behaviors and educational strategies that are effective in helping all students succeed. This course includes a structured 10 hour field component.

EDUC 205: Fundamentals of Reading Instruction (3 credits)

Prepares students to apply research-based techniques in the development and implementation of a literacy program including phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students are introduced to a literature-based curriculum and explore developmentally appropriate reading techniques as applied to the reading process. Students explore and understand theory and research on the effective teaching of reading and writing, the components of language and the cognitive characteristics of readers. This course includes a structured 10 hour field component.

EDUC 206E: Teaching Reading: Teaching and Assessment Strategies for the Elementary Classroom (3 credits)

An exploration of developmentally, culturally, and linguistically appropriate formal and informal research-based assessments and teaching strategies in the teaching of reading in grades K-8. This course includes a structured 10 hour field component.

EDUC 206S: Reading in the Content Area (3 credits)

An exploration of developmentally, culturally, and linguistically appropriate formal and informal research-based assessments and teaching strategies in the teaching of reading at the secondary level. Students learn teaching strategies that emphasize the construction of meaning in texts, reading and study skills and reading and writing and information literacy across the curriculum. This course includes a structured 10 hour field component. Prerequisites: EDUC 201B. Offered: Summer, Fall and Spring.

EDUC 208: Exceptionalities & Placement (3 credits)

Focuses on the meanings and concepts of disabilities that affect learning. Students gain an understanding of each of the exceptionalities and the developmental stages involved in motor, language, social-emotional, sensory and cognitive domains. Students learn components of identification, assessment, educational planning and implementation of instruction for students with disabilities within the context of public schools. This course includes a structured 10 hour field component. Prerequisite: EDUC 201B. Offered: Fall and Spring.

EDUC 209: Evaluation & IEP Process and Documentation (3 credits)

The screening, evaluation, eligibility and re-evaluation process for students with special needs. There is special emphasis on the Process of Special Education in the public schools, including referral, assessment, determining eligibility, instructional interventions and evaluation of student progress. Students learn about developing Individual Education Plans, writing goals and objectives, and the legal mandates for serving students with disabilities. A primary focus of the course is considering special education in the context of inclusive schooling. This course includes a structured 10 hour field component. Prerequisite: EDUC 201B. Offered: Summer.

EDUC 213: Reading for Special Learners (3 credits)

This course provides an understanding of concepts for procedures for teaching reading to students with special needs. Emphasis is placed on formal and informal reading assessments, effective reading practices, research-based reading programs, oral language development, decoding strategies, phonemic awareness and vocabulary acquisition. Prerequisites: EDUC 201B and EDUC 205. Offered: Summer, Fall and Spring.

EDUC 214L: Supervised Field Experience (3 credits)

This course provides students with the opportunity to analyze, critique and reflect upon their field experience through dialogue with others, and the study of research-based effective instructional strategies. Guided discussions address classroom management, student learning, lesson planning, parent communication, and professional development. Students will engage in applied classroom research to assess and improve upon the efficacy of their instructional practices. Students are observed teaching in the field placement and assessed on the New Mexico Teacher Competencies. This course requires a minimum of 125 hours of field experience and is competency-based. Prerequisite: Permission. Offered: Fall and Spring. Course Fee: \$75.

EDUC 250: ECE Profession in New Mexico

This course provides students with an introduction to the early childhood profession in New Mexico. Topics include the multicultural perspective that is responsive to individuals in the culturally diverse communities of New Mexico; definition and advocacy for excellence in state early childhood programs; adherence to state and national professional codes of ethics and conduct, knowledge of federal, state, and local regulations and legislation regarding programs of service for

young children, birth through eight years of age including legislation and other public policies affecting children, families, and programs for young children and the profession; critical reflection of one's own professional and educational practices from community, state, national, and global perspectives; and knowledge of professional development opportunities that would enhance knowledge and skills in working with young children. Pre-requisite: Permission.

EDUC 251: Foundations in Early Childhood Education

This course provides students with knowledge of the historical, philosophical and social foundations of the early childhood education profession and how these foundations influence current thought and practices. A particular emphasis will be placed on developmental issues for children, birth through the age of eight. Topics include a survey of the history of early childhood education and professionalism, ethical codes of conduct, and issues of advocacy in the field. Upon completion of the course, students will articulate a well-designed personal early childhood education philosophy that supports practices of inclusion and cultural and linguistic diversity in early education. This course requires 10 hours of fieldwork in an early childhood program approved by the instructor. Pre-requisite: EDUC 250.

EDUC 252: Family and Community Collaboration

This course analyzes family, school, and community resources and collaboration as related to early childhood education, family-centered practices and the provision of an emotionally, healthy, and physically safe environment for young children from birth through the age of eight, in partnership with their families. Strategies to improve communication and collaboration are emphasized with a focus on family systems, cultural diversity, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact young children and their families. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

EDUC 253: Curriculum Development/Learning Environment/ECE

The course integrates knowledge of child development and learning with early childhood curriculum content for young children from birth through the age of eight. Students study the principles of designing and evaluating curriculum that is developmentally appropriate for young children. Content includes arts, literacy, mathematics, physical education, health, social studies, science and technology. Integrated curriculum that is supportive of language, home experiences and cultural values will be emphasized. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite EDUC 250.

EDUC 254: Assessment and Evaluation in ECE

This course is designed to provide early childhood education teacher licensure students with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children from birth through the age of eight. Learners are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor young children's progress, guide instructional practice, and identify and refer at-risk children. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

EDUC 255: Early Literacy I: Introduction to Theory and Models

This course focuses on theories and approaches to reading instruction for young children. Major topics in the course include early and emergent reading theories, stages of reading and emergent literacy at each developmental level for birth through age eight, the developmental sequence of language and literacy that includes the influence of culture and home factors, and documentation of multiple sources that includes cultural/linguistic differences and diverse ways of learning in reading assessment approaches and practices. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

EDUC 256: Early Literacy II: Development and Implementation

In this course students explore the five principles which current research suggests enhance the development and implementation of emergent literacy practices with young children: 1. emerging literacy including direct instruction is embedded in a social/ cultural context; 2. experiential learning environments allow young children to practice, elaborate and extend emergent literacy; 3. children require frequent experiences in listening and sharing stories to demonstrate the facilitating power of language; 4. children require frequent book readings both as active listeners and independent readers;

and 5.both the modification of environments and inclusion of family participation have an important impact on the early literacy behavior of children ages birth through the age of eight. These principles are the basis for discussion and activities supporting effective strategies. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250 & EDUC 255.

EDUC 257: Supervised Field Experience in ECE

This course provides students with the opportunity to analyze, critique and reflect upon their selected field experiences in programs for children birth through eight years of age through dialogue with other students in the same field experience settings and the college instructor. Guided discussions address classroom management, student learning, lesson planning, assessment, parent communications and professional development. Students will engage in applied classroom research to assess and improve upon the efficacy of their instructional practices. Additional areas include standards based and developmentally appropriate early childhood education methodology, professional issues, ethics and portfolio preparation. This course requires 150 hours of field experience in settings that will be assigned according to previous professional experiences. Pre-requisite: Permission.

NEW MEXICO ALTERNATIVE LICENSURE REQUIREMENTS

I. Degree Requirements

GPA of 2.5 or higher

- A. Bachelor's degree including 30* semester hours of credit in a particular field that appertains to the licensure area sought OR
- B. Master's degree including 12 semester hours of graduate credit in a particular field that appertains to the licensure area sought OR
- C. Doctorate in a particular field that appertains to the licensure area sought

NOTE: Must have earned a grade of "C" or better for coursework to be considered for credit.

II. New Mexico Teacher Assessment

III. Professional Education Requirement

Minimum of 12 semester hours (including student teaching) from a New Mexico Public Education Department approved alternative licensure program. The Teacher Academy program credit hours are listed below:

Early Childhood (B-3)	21 credit hours
Elementary (K-8)	21 credit hours
Secondary (7-12)	18 credit hours
Special Ed. (K-12)	21 credit hours

For more detailed information on alternative teacher licensure routes and advancement, visit www.ped.state.nm.us or visit <http://www.teachnm.org/>.

Program Costs:

Santa Fe Community College offers for credit courses and programs at an affordable cost.

For a complete list of tuition and fees go to: <http://www.sfcc.edu/enrollment/tuition>

Program Dates:

Elementary, Secondary & Special Education—candidates admitted fall, spring and summer semesters, and courses are offered evenings, weekends and online.

Early Childhood—candidates admitted fall semester only and courses are offered fully online.

Application:

Before being fully admitted to the program all applicants must complete the application packet and register and successfully complete:

EDUC 201a: *Orientation to the Teaching Profession* and **EDUC 201B:** *The Critically Reflective Teacher* for Elementary, Secondary, and Special Education programs.

EDUC 250: *ECE Profession in New Mexico* for Early Childhood program.

Before you begin the application process, you will need to complete the following tasks:

1. **Official Transcripts:** Order official transcripts from ALL colleges and universities you have attended. To be official, transcripts need to come directly to the SFCC Records office from the institution (transcripts cannot be hand delivered).
2. **NMTA Basic Skills:** If you have not already taken and passed the New Mexico Teacher Assessment Basic Skills Exam, you will need to register for the next exam. To register go to: <http://www.nmta.nesinc.com/>. You will need to provide proof of registration along with your application. If you have already taken and passed this exam, all you need to do is submit a copy of your score report along with your application. (See page 10-12 for more details).
3. **Professional References:** You will need to identify three professional references that will complete the required reference form for your application to the Teacher Academy. These can be past employers, supervisors, co-workers, professors etc... Please do not use personal friends as references.
4. **Mandatory* Orientation:** There is a mandatory program orientation for on-campus students held at Santa Fe Community College in the Early Childhood Development Center. The date and time will be provided in your provisional acceptance letter.

**Mandatory for on-campus program only. Online candidates are encouraged to attend.*

Teaching on an Internship License

Candidates who are enrolled in the Teacher Academy have the option of applying for an internship license through the NM Public Education Department. This is a 3-year license and is non-renewable. Individuals who secure a teaching position in the public schools receive the same pay and benefits as a level-one licensed teacher. **The Teacher Academy does not make placements.** It is up to the individual candidate to apply for the internship license and seek out a position as an intern in the schools. Candidates who are interested in applying for an internship license will need a “verification of enrollment” form. You may request one by e-mailing or calling Audrey Lucero @ 428-1687 or audrey.lucero@sfcc.edu.

To access an application packet for an internship license go to: <http://www.ped.state.nm.us/Licensure/index.html>
In order to obtain an internship license, a candidate must request an enrollment verification for internship license. This verification will only be provided to candidates who have been fully admitted to the program (exceptions may be made at the discretion of the Chair of Teacher Education and in accordance with licensure requirements and rules). To request a verification contact Audrey Lucero @ 505-428-1687 or audrey.lucero@sfcc.edu.

If you are unsure whether you meet the basic requirements for admittance to the program, please schedule an appointment for a transcript review and advisement prior to any application to the Teacher Certification Program or the NMTA. You may call Audrey Lucero at 428-1687 to schedule an appointment or e-mail audrey.lucero@sfcc.edu .

New Mexico Teacher Assessments (NMTA)

For more information go to www.nmta.nesinc.com

In order to be eligible to apply for a level-one provisional teaching license you must pass all required portions of NMTA (according to your licensure and endorsement area). The passing test score for each section of the NMTA is 240.

In order to be fully admitted to the Teacher Academy, you must provide NMTA score reports (hard copies) that reflect passing scores on the Basic Skills and Content Area exams. Failure to submit these reports by the end of the first semester of enrollment may result in withdrawal from courses and dismissal from the program.

In order to be admitted to the supervised field experience and to exit the Teacher Academy, candidates must provide NMTA score reports (hard copies) that reflect passing scores for the Content Knowledge exam.

In order to exit the Teacher Academy, candidates must provide NMTA score reports that reflect passing scores for the Teacher Competency exam.

ABOUT THE NEW MEXICO TEACHER ASSESSMENTS

LICENSURE REQUIREMENTS

The New Mexico Teacher Assessments are required for individuals who are seeking initial New Mexico licensure on or after July 1, 1999. Individuals applying for initial educator licensure with certain endorsements must also take the Content Knowledge Assessment(s) in History, Geography, Economics, Civics and Government; Language Arts; Mathematics; Science; Family and Consumer Sciences; Health Education; Library/Media; Music; Physical Education; Reading; Teaching English to Speakers of Other Languages (TESOL); Visual Arts; and/or Modern and Classical Languages (Spanish, French, German). These Content Knowledge Assessments also may be taken to add endorsements to an existing license in lieu of coursework requirements. The secondary-level Content Knowledge Assessments are intended for individuals seeking a Secondary Education (7–12) license. The middle-level Content Knowledge Assessments are an option for Elementary Education (K–8) licensed teachers to demonstrate that they meet the standard of “highly qualified” in a subject area according to the requirements of the “No Child Left Behind” legislation. These Content Knowledge Assessments are not required for New Mexico teacher licensure, and may not be taken to obtain secondary license endorsements. Beginning with the September 8, 2007, test administration, individuals seeking a School Counselor, Educational Administrator, or Educational Diagnostician (PreK–12) license must take the Content Knowledge Assessment in that area. Beginning with the September 8, 2007, test administration, individuals seeking a Special Education (PreK–12) license must take the Content Knowledge Assessment in Special Education in addition to the New Mexico Assessment of Teacher Basic Skills and the New Mexico Assessment of Teacher Competency (Early Childhood, Elementary, or Secondary). Please see the PED Web site at www.ped.state.nm.us for additional information about educator licenses and endorsements.

Initial Licensure Requirements

Teaching License	Testing Requirements for an Initial License
Early Childhood (B–3)	New Mexico Assessment of Teacher Basic Skills New Mexico Assessment of Teacher Competency (Early Childhood)
Elementary Education (K–8)	New Mexico Assessment of Teacher Basic Skills New Mexico Assessment of Teacher Competency (Elementary) New Mexico Content Knowledge Assessment in Elementary Education
Grades PreK–12 Teaching	New Mexico Assessment of Teacher Basic Skills New Mexico Assessment of Teacher Competency (Elementary OR Secondary) New Mexico Content Knowledge Assessment—for the first endorsement* on the license, the appropriate content knowledge assessment is required in Family and Consumer Sciences; French; German; Health Education; History, Geography, Economics, Civics and Government; Language Arts; Library/Media; Mathematics; Music; Physical Education; Reading; Science; Spanish; Teaching English to Speakers of Other Languages (TESOL); OR Visual Arts
Middle Level Education (5–9)	New Mexico Assessment of Teacher Basic Skills New Mexico Assessment of Teacher Competency (Elementary OR Secondary) New Mexico Content Knowledge Assessment—for the first endorsement* on the license, the appropriate content knowledge assessment is required in Family and Consumer Sciences; French; German; Health Education; Library/Media; Middle Level History, Geography, Economics, Civics and Government; Middle Level Language Arts; Middle Level Mathematics; Middle Level Science; Music; Physical Education; Reading; Spanish; Teaching English to Speakers of Other Languages (TESOL); OR Visual Arts
Secondary Education (7–12)	New Mexico Assessment of Teacher Basic Skills New Mexico Assessment of Teacher Competency (Secondary) New Mexico Content Knowledge Assessment—for the first endorsement* on the license, the appropriate content knowledge assessment is required in Family and Consumer Sciences; French; German; Health Education; History, Geography, Economics, Civics and Government; Language Arts; Library/Media; Mathematics; Music; Physical Education; Reading; Science; Spanish; Teaching English to Speakers of Other Languages (TESOL); OR Visual Arts
Educational Administrator (PreK–12)	New Mexico Content Knowledge Assessment for Educational Administrator
Educational Diagnostician (PreK–12)	New Mexico Content Knowledge Assessment for Educational Diagnostician
School Counselor (PreK–12)	New Mexico Content Knowledge Assessment for School Counselor
Special Education (PreK–12)	New Mexico Assessment of Teacher Basic Skills New Mexico Assessment of Teacher Competency (Early Childhood, Elementary, OR Secondary) New Mexico Content Knowledge Assessment in Special Education

*Individuals seeking additional endorsements must take 24 semester hours in the appropriate content area, OR must take and pass the appropriate content knowledge assessment in Family and Consumer Sciences; French; German; Health Education; History, Geography, Economics, Civics and Government; Language Arts; Library/Media; Mathematics; Middle Level History, Geography, Economics, Civics and Government; Middle Level Language Arts; Middle Level Mathematics; Middle Level Science; Music; Physical Education; Reading; Science; Spanish; Teaching English to Speakers of Other Languages (TESOL); OR Visual Arts.