

COMPETENCY MATRIX

NEW MEXICO STATE UNIVERSITY COLLEGE OF EDUCATION	E	C	E	E	E	C	E	S	R	E	E	E	R	E	E	E	S	E	E	M	M
	D	P	U	U	D	P	U	P	D	D	D	D	D	D	D	D	P	D	D	A	A
	1	1	3	1	2	2	3	3	6	4	4	4	6	4	4	4	3	4	4	1	1
COMPETENCIES FOR ENTRY LEVEL ELEMENTARY TEACHERS	0	1	6	8	5	1	1	5	0												
Professionalism	1	0	8	1	0	0	5	0	0	1	5	5	1	2	3	4	0	0	1	1	2
	G																	5	5	0	G
																		0	9		
The teacher reflects on, analyses, and evaluates the effect of his or her choices and actions on others, including students, parents, and other professionals in the learning community, and will be able to use this knowledge to improve the learning process.	X	X		X	X	X	X	X	X	X				X	X	X		X	X		
The teacher is aware of the need to actively seek out opportunities to grow professionally, including participation in professional organizations and professional development such as conferences, workshops, classes and research, and use this information to improve professional practices and to become a life-long learner.		X	x	X	X	X	X			X	X			X	X	X					
The teacher participates in an on-going process of researching current educational issues and practices, applying them in the classroom, and monitoring their effects.		X			X	X	X		X	X	X				X	X		X	X		
The teacher understands his or her role in the educational decision-making process as an advocate for children, school, district, community, and self.			X			X	X	X		X			X	X	X	X		X			
The teacher is aware of and adheres to the New Mexico Professional Code of Ethics for Educators.				X		X			X				X						X		
The teacher demonstrates an awareness of relevant legal requirements of teachers and schools.					X			X	X		X			X		X					
The teacher demonstrates awareness of the structure of local, state, and federal agencies and educational systems.					X				X	X			X								
The teacher critically reviews, selects, and adapts materials, resources, and technologies and analyzes them for:		X		X		X			X	X	X										
age appropriateness		X	X	X		X	X		X	X	X				X	X		X	X		
developmental level		X	X	X		X	X		X	X	X		X		X			X	X		
cultural and linguistic background		X	X	X		X	X		X	X	X		X		X	X		X	X		
exceptionalities		X	X	X		X	X		X	X	X				X			X	X		
biases and stereotypes		X	X	X		X	X		X	X	X				X	X		X	X		
content appropriateness in regard to curriculum			X	X		X		X	X	X					X	X		X	X		
relevance to students			X	X		X		X	X	X		X		X	X	X		X	X		

Classroom Management

	E D	C P	E U	E U	E D	C P	E U	S D	R G	E U	E U	E U	R G	E U	E U	E U	S D	E U	E U	M A	M A
	1	1	3	1	2	2	3	3	6	4	4	4	6	4	4	4	3	4	4	1	1
	0	1	6	8	5	1	1	5	0	5	5	5	1	5	5	5	6	7	8	1	1
	1	0	8	1	0	0	5	0		0	1	5	2	3	4	0	0	1	1	1	2
		G																& 5 1 0	& 5 0 9		G
The teacher knows effective models of classroom management and has the opportunity to observe these in classroom situations.				X					X	X			X		X		X				
The teacher develops and implements a classroom management plan.									X								X				
The teacher responds to children as individuals.							X		X			X	X	X	X		X				
The teacher provides a safe classroom environment where individual differences are respected.	X			X	X		X	X	X			X	X	X		X					
The teacher arranges the classroom environment for optimal learning and students' success.							X	X	X					X	X		X				
The teacher seeks student understanding and input for classroom procedures, rules, and consequences.							X	X						X							
The teacher models and encourages positive social interaction.	X		X	X	X			X				X	X	X		X					
The teacher collaborates with specialists, support personnel, parents and administrators in an interdisciplinary manner for the success of the individual student.													X	X		X	X				
The teacher uses data collection techniques to document classroom management.			X																		
The teacher manages time and materials effectively to minimize distraction and disruptions.				X											X		X				
The teacher develops activities and transitions that guide students to be focused.	X	X	X	X				X				X	X	X	X	X	X				

Assessment

	E M D	C P	E U	E U	E D	C P	E U	S D	R D	E D	E D	E U	R D	E D	E D	S D	E D	E D	M A	M A	
	1 0 1	1 0 1	3 6 8	1 8 1	2 5 0	2 1 0	3 1 5	3 5 0	6 0	4 5 0	4 5 1	4 5 5	6 1	4 5 2	4 5 3	4 5 4	3 6 0	4 7 0	4 8 1	1 1 1	1 1 2
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical and aesthetic development of the learner.				X		X	X		X				X	X	X	X	X				
The teacher develops valid evaluation tools to measure student outcomes.			X										X	X			X	X			
The teacher selects materials and means for measuring progress.			X	X				X					X	X	X	X	X				
The teacher assesses students' current knowledge in order to plan instruction.							X						X	X	X	X	X				
The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.		X				X	X						X		X	X	X	X	X		
The teacher interprets and uses results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis.						X								X							
The teacher uses observation skills for informal assessment.			X	X		X	X						X	X		X	X	X			
The teacher is able to use effective questioning techniques to better assess the student's knowledge.					X		X	X						X	X	X	X	X			
The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.		X				X	X	X					X	X	X	X	X	X			
The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.				X			X							X	X	X					
The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing.			X				X	X					X		X		X				
The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors (error analysis).							X						X	X		X	X				
The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.		X	X		X	X	X	X								X	X				
The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.														X	X	X	X				

Technology

	E M D	C E P	E D C	E D C	E M D	E C P	E D C	S P E	R D G	E D C	E D C	E D C	R D G	E D C	E D C	E D C	S P E	E D C	E D C	M A T H	M A T H
	1 0 1	1 1 0 G	3 6 8	1 8 1	2 5 0	2 1 0	3 1 5	3 3 0	6 5 0	4 5 0	4 5 1	4 5 5	6 1 5	4 5 2	4 5 3	4 5 4	3 6 0	4 7 0	4 8 1	1 1 1	1 1 2
Basic Computer and Technology Operations and Concepts - the teacher uses computer systems to : run software, access, generate, and manipulate data; and publish results. The teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.									X	X	X			X		X					
Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.	X		X						X	X	X			X		X					
Uses terminology related to technology appropriate to the teaching field in written and oral communication.			X				X	X	X	X	X			X	X	X					
Describes and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.									X	X						X					
Uses imaging devices.			X				X	X	X							X	X				
Demonstrates knowledge of uses of computers and technology in business, industry, and society.			X						X	X	X					X					
Operates a variety of audio - visual devices.			X				X	X	X	X						X	X				
Personal and Professional Use of Technology - the teacher will apply tools for enhancing his/her own professional growth and productivity. The teacher will use technology in communicating, collaborating, conducting research, and solving problems. In addition, the teacher will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources.																					
Uses productivity tools for word processing, database management, and spreadsheet applications.	X		X		X		X		X							X	X	X			
Applies productivity tools for creating a multimedia presentation.			X	X			X	X	X					X		X					
Uses computer - based technologies including telecommunications to access information and enhance personal and professional productivity.			X				X	X	X						X	X		X	X		
Uses computers to support problem solving, data collection, information management, communications, presentations, and decision making.			X	X			X	X	X					X		X					
Demonstrates awareness of resources for adaptive assistive devices and software for students with special needs.								X	X					X		X					
Demonstrates awareness of resources for culturally and linguistically diverse students.			X				X		X							X					
Demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.			X				X		X							X					
Demonstrates awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.			X						X					X	X	X					
Demonstrates awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.			X						X							X					

Family and Community

	E M D	C E P	E D U	E D U	E D M	E D P	E D U	S P E	R D G	E D U	E D U	E D U	R D G	E D U	E D U	E D U	S P E	E D U	E D U	M A T H	M A T H
	1 0 1	1 1 0	3 6 8	1 8 1	2 5 0	2 1 0	3 1 5	3 5 0	6 0	4 5 0	4 5 1	4 5 5	6 1	4 5 2	4 5 3	4 5 4	3 6 0	4 7 0	4 8 1	1 1 1	1 1 2
		G																			G
The teacher is aware of the culture, history, and values of the community in which he or she teaches.	X			X	X	X	X							X	X	X	X				
The teacher understands, respects, and values the central role that community and family play in the learning process of a child and will be able to utilize these experiences to enhance learning.	X			X	X	X	X		X					X	X	X	X				
The teacher understands that there must be a reciprocal relationship between the school and the community.	X	X		X	X	X	X	X	X					X	X	X					
The teacher values and utilizes the knowledge that all community members have something to contribute to the classroom to assist in the educational process.	X	X	X	X	X	X	X		X						X	X	X	X			
The teacher recognizes that families and community can be used as teaching resources to enhance learning and children's self value.	X	X	X	X	X	X	X	X	X					X	X	X					
The teacher communicates to parents and community members student progress, important events, and school activities.							X		X						X	X		X			
The teacher understands the importance of inviting parents and community members to participate in classroom and school curriculum development and the decision making process.				X	X		X	X	X						X	X		X			
The teacher conveys and demonstrates to students the importance of being an active part of the community.		X	X			X	X		X					X	X	X		X			

Inclusion

E	C	E	E	E	C	E	S	R	E	E	E	R	E	E	E	S	E	E	M	M
D	P	U	U	D	P	U	E	D	D	D	D	D	D	D	D	P	D	D	A	A
1	1	3	1	2	2	3	3	6	4	4	4	6	4	4	4	3	4	4	1	1
0	1	6	8	5	1	1	5	0	5	5	5	1	5	5	5	6	7	8	1	1
1	0	8	1	0	0	5	0		0	1	5	2	3	4	0	0	1	1	1	2
	G															&	&			G
																5	5			
																1	0			
																0	9			

The teacher understands special education regulations.							X	X												
The teacher understands the differing levels of disabilities.						X	X	X						X						
The teacher understands the development and use of individualized education plans (IEPs).							X	X						X						
The teacher understands his/her responsibilities in implementing objectives set in an IEP.													X			X				
The teacher develops lessons according to IEPs.													X			X	X	X		
The teacher monitors achievement and growth as set by an IEP and recommends changes when necessary.															X	X	X	X		
The teacher collaborates with special education teachers for individualized program implementation.																X	X	X		
The teacher adjusts lessons and strategies for students with exceptionalities with regard to academic levels, physical environment, and emotional needs.							X						X			X	X	X		
The teacher understands the social, emotional, physical and academic needs of students with exceptionalities.		X		X		X	X	X								X				
The teacher assists students to understand social responsibilities.		X				X	X	X								X				
The teacher assists students with exceptionalities to have positive experiences in the regular classroom.	X			X	X		X									X	X	X		

Development of Student

	E M D	C P	E U C	E U C	E D M	E D P	S P E	R D G	E D U	E D U	E D U	R D G	E D U	E D U	E D U	S P E	E D U	E D U	M A T H	M A T H
	1 0 1	1 0 G	3 6 8	1 8 1	2 5 0	2 1 0	3 3 5	3 6 0	4 5 0	4 5 1	4 5 5	6 1 2	4 5 2	4 5 3	4 5 4	3 6 0	4 7 0	4 8 1	4 8 1	1 1 2
The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development.		X		X		X	X	X		X				X	X					
The teacher understands how children learn and develop, and provides learning opportunities that support their cognitive, social, aesthetic, emotional, and physical development.			X	X		X	X		X				X	X		X				
The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each child, leading to continuous progress.		X				X	X		X				X	X		X	X	X	X	

Knowledge of Content

	E M D	C P	E U C	E U C	E D P	E D P	S P E	R D G	E D U	E D U	E D U	R D G	E D U	E D U	E D U	S P E	E D U	E D U	M A T H	M A T H	
	1	1	3	1	2	2	3	3	6	4	4	4	6	4	4	4	3	4	4	1	1
	0	1	6	8	5	1	1	5	0	5	5	5	1	5	5	6	7	8	1	1	2
	1	0	8	1	0	0	5	0								0	0	1	1	1	2
		G															& 5 1 0	& 5 0 9			G
The pre-service teacher understands mathematical concepts including but not limited to:				X																	
The arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers;													X							X	X
Three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three dimensional objects;													X								X
Elements of algebra including elementary functions;													X							X	X
Measurement of length, angles, time, weights, and temperature; and													X								X
Handling money problems such as cost and unit price.													X							X	X
The pre-service teacher demonstrates skill including but not limited to:													X								
Mental computations and proper use of four operation and non-programmable scientific calculators in the context of problem-solving;													X							X	X
Constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction dimensional objects;													X								X
Defining relevant variables and writing formulas describing their relationships in problem-solving activities; and													X							X	X
Using measurement tools and appropriate techniques for recording data and displaying results.													X								X
The pre-service teacher demonstrates adequate communication skills to be able to discuss mathematical ideas verbally and in writing.													X							X	X
The teacher knows a variety of teaching techniques and chooses ones appropriate to the topic of study and the level and needs of students.							X						X			X				X	X
The teacher constructs situations in which students learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic.													X							X	X
The teacher provides opportunities for students to learn how to use tools, technology, and manipulative in problem solving.			X										X							X	X
The teacher uses measurements and other data gathered by students as a basis for classroom activities.			X										X							X	X
The teacher provides a classroom environment in which students develop skills in communicating, discussing, and displaying mathematical ideas.							X						X							X	X
The teacher provides enough open-ended problems and activities to allow students to expand creatively on the material learned in classrooms.							X						X							X	X

Mathematics

Knowledge of Content

E	C	E	E	E	C	E	S	R	E	E	E	R	E	E	E	S	E	E	M	M
D	P	U	U	D	P	U	E	D	D	D	D	D	D	D	D	P	D	D	A	A
1	1	3	1	2	2	3	3	6	4	4	4	6	4	4	4	3	4	4	1	1
0	1	6	8	5	1	1	5	0	5	5	5	1	5	5	5	6	7	8	1	1
1	0	8	1	0	0	5	0									0	0	1	1	2
	G																5	5		G
																	1	1		

Social Studies

The teacher understands the principles of teaching and learning processes that underlie social studies concepts and can translate these into meaningful learning processes that underlie social studies concepts and can translate these into meaningful learning activates focusing on inquiry, authenticity, and collaboration.				X		X										X	X			
The teacher understands that the social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of the social studies.						X										X	X			
The teacher understands that the definition of social studies requires that students are socially aware of and are active participants in local, state, national, and global issues.						X										X				
The teacher helps students understand the relationship between social studies and other disciplines.						X										X				
The teacher helps students to recognize and respect diverse local and global perspectives concerning cultures other than their own.	X			X		X										X				
The teacher implements a variety of strategies for helping students use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation human resources, personal background) and secondary (e.g. books, newspapers, internet) as part of the inquiry/research process.						X										X				
The teacher constructs experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures.						X										X				
The teacher engages students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions.				X		X										X				
The teacher constructs activities that encourage students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.			X			X										X				

Knowledge of Content

E	C	E	E	E	C	E	S	R	E	E	E	R	E	E	E	S	E	E	M	M
D	P	U	U	D	P	U	E	D	D	D	D	U	D	D	D	P	D	D	A	A
1	1	3	1	2	2	3	3	6	4	4	4	6	4	4	4	3	4	4	1	1
0	1	6	8	5	1	1	5	0	5	5	5	1	5	5	5	6	7	8	1	1
1	0	8	1	0	0	5	0									0	0	1	1	2
	G																&	&		G
																	5	5		
																	1	0		
																	0	9		

Arts

The teacher understand and implements arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students developmental levels.																				
The teacher uses the arts as interdisciplinary units and themes.									X						X	X				
The teacher understands distinctions and connections between arts disciplines and arts experiences, the encourages study and active participation that leads to skill development and appreciation.									X						X					
The teacher enables students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline.									X						X					
The teacher enables students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives.									X						X					
The teacher exposes students to emeplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them.									X						X					
The teacher relates basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines.									X						X					

Communication

	E M D	C P G	E U C	E U C	E D D	E M P	E D P	S P E	R D G	E D C	E D C	E D C	R D G	E D C	E D C	E D C	S P E	E D C	E D C	M A T H	M A T H
	1	1	3	1	2	2	3	3	6	4	4	4	6	4	4	4	3	4	4	1	1
	0	1	6	8	5	1	1	5	0	5	5	5	1	5	5	5	6	7	8	1	1
	1	0	8	1	0	0	5	0									0	0	1	1	2
		G															& 5 1 0	& 5 0 9			G
The teacher uses knowledge of effective verbal, nonverbal, technological, and media communication techniques to foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community.											X						X	X	X		
The teacher effectively communicates orally and in writing using appropriate standard written and spoken English with a variety of audiences (e.g., peers, school, community) and encourage this in students.	X			X			X		X	X							X	X	X		
The teacher understands communications theories, language development, and the role of language in student learning.		X			X																
The teacher understands how to use a variety of strategies to facilitate language acquisition and development.			X																		
The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.																					
The teacher recognizes that writing is critical to other areas of language acquisitions, cognitive growth, and expression.	X			X													X				
The teacher recognizes that the focus of reading is communication of meaning through interaction between the reader and the text.	X			X				X				X									
The teacher recognizes that humans communicate through a variety of verbal and non-verbal sign systems and can provide exposure to and experiences in multiple expressive modes across the curriculum.			X				X			X								X			
The teacher recognizes that social interaction enhances thinking and learning.	X	X			X	X				X							X	X			
The teacher understands how cultural, dialectic, and gender differences affect communication and encourage expression that is context appropriate.		X			X	X				X											
The teacher encourages culturally sensitive communication by and among all students.							X			X								X			
The teacher is a thoughtful and responsive listener and encourages this quality in students.										X								X			
The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.			X							X								X			
The teacher recognizes the importance of technology as a tool for learning and communication.			X							X							X				

