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Competency Matrix
New Mexico State University
College of Education

COMPETENCIES FOR ENTRY LEVEL SECONDARY TEACHERS

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 476-	SPED 481	EDUC 471	EDUC 482
Professionalism																
The teacher is knowledgeable of and understands the expectations for educators as positive community members.	X		X		X						X	X	X		X	X
The teacher reflects on analyzes, and evaluates the effect of choices and actions on others, including students, parents, and other professionals in the learning community and uses this knowledge to improve the learning process.		X		X	X	X	X	X		X	X	X	X		X	
The teacher seeks opportunities to grow professionally, including participation in professional organizations and development opportunities such as conferences, workshops classes and research, and uses this information to improve professional practices.						X			X				X		X	X
The teacher researches current educational issues then practices and applies them in the classroom.		X	X		X	X	X		X	X			X	X		X
The teacher understands his/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	
The teacher is aware of and adheres to the New Mexico Code of Ethics for educators.			X				X		X	X				X		
The teacher demonstrates awareness of relevant legal requirements of teachers and schools.					X								X	X	X	
The teacher demonstrates an awareness of the structure of local, state, and federal agencies and educational systems.					X		X		X	X	X			X	X	
The teacher utilizes professional organizations as a learning tool to increase professional knowledge.					X								X			X
The teacher interacts as a member of school -and/or district - wide instructional team.													X		X	

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Instructional Planning and Implementation

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 46-	SPED 481	EDUC 471	EDUC 482
The teacher understands learning theory, subject matter, and curriculum development and uses this knowledge in planning instruction to meet curriculum goals			X	X					X			X	X	X	X	
The teacher takes into account the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.		X		X		X	X	X	X	X	X		X	X	X	
The teacher plans learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.			X	X	X		X		X	X	X	X	X	X	X	
The teacher creates short - and long term plans that are linked to student needs, performance and learning styles.					X				X		X		X	X	X	
The teacher integrates into all curriculum planning, delivery, assessment strategies and materials that recognize and build upon the strengths of diverse cultures, languages, traditions, environment, and background.				X					X	X			X	X	X	X
The teacher understands areas of exceptionality in learning.							X		X	X	X		X	X	X	
The teacher integrates a variety of technologies into planned activities.	X	X				X	X			X	X		X		X	X
The teacher plans activities to promote creativity and independent thinking.			X	X							X	X	X		X	X
The teacher prepares and uses assessment strategies and instruments appropriate to the learning outcomes being evaluated.				X							X		X	X	X	
The teacher evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.							X				X	X	X		X	
The teacher utilizes diagnostic data to help develop instructional programs as part of an instructional team.											X		X	X	X	
The teacher integrates and applies content area concepts across all areas of the curriculum.											X	X	X		X	
The teacher understands that federal statues, state statutes, state board regulations and local curriculum guidelines are the basis for instruction for all content areas.					X						X		X			X
The teacher demonstrates the ability to use academic content in planning, implementation, instruction, and assessment.											X	X	X	X	X	

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Classroom Management

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 476-	SPED 481	EDUC 471	EDUC 482
The teacher arranges the physical environment for optimal learning and safety.				X					X			X			X	
The teacher provides a safe classroom environment where individual differences are respected.	X			X	X			X	X			X			X	
The teacher develops and implements effective classroom management techniques.				X			X		X	X		X	X	X	X	
The teacher demonstrates an awareness of classroom interactions.		X			X		X		X	X		X	X	X	X	
The teacher demonstrates effective use of preventive management techniques.							X			X		X		X	X	X
The teacher uses various signals and cues to assist in effective classroom management.							X			X		X			X	
The teacher effectively manages transition times.										X		X		X	X	
The teacher models and expects positive social interaction with students that encourage a productive learning environment.	X				X				X	X		X	X	X	X	
The teacher uses techniques that develop positive self-esteem, social and emotional skills and character traits necessary for healthy, productive individuals and positive social interactions.									X			X	X	X	X	X
The teacher manages time and materials effectively to minimize distraction and disruption for optimal student involvement.									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		
The teacher uses data collection techniques to document student behavior.										X		X		X		X

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Assessment

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 446-	SPED 481	EDUC 471	EDUC 482
The teacher understands and uses formal and informal aptitude and interest assemsment.strategies to evaluate and ensure the continuous development of the learner.							X						X	X		
The teacher develops valid evaluation tools to measure student outcomes.				X									X	X	X	
The teacher selects materials and means for measuring progress.				X							X	X		X	X	
The teacher determines the entry level of students in a learning continuum.		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	
The teacher interprets and uses results of standardized instruments, including an understanding of percentiles, means, stanines, grade equivalence, and item analysis.														X		
The teacher is aware of transition processes including different diploma choices in New Mexico as it relates to students with special needs.									X					X		
The teacher uses formal and informal observation skills for information gathering.		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	
The teacher designs assessment strategies which are specific to the develop-mental levels of students knowledge and skills including typical and atypical patterns.											X		X	X	X	
The teacher employs only ethical, legal, and otherwise appropriate assessment methods and uses of assessment information.									X			X		X	X	
The teacher demonstrates familiarity with a variety of assessment tools, including but, not limited to portfolio, performance-based assessment, and student writing.				X	X			X			X			X	X	X
The teacher uses student responses, explanations, and demonstrations, to analyze misunderstandings that led to errors.								X					X	X	X	
The teacher is aware of and accepts that there may be a variety of methods or procedures that will give a correct answer.	X			X	X			X			X		X	X	X	
The teacher maintains useful and meaningful records of student work and communicates results to students, parents, and other educators.											X		X	X	X	
The teacher uses effective questioning techniques to better assess the student's knowledge.					X						X		X		X	

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Technology

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 46-	SPED 481	EDUC 471	EDUC 482
Basic Computer and Technology Operations and Concepts - the teacher uses computer systems to : run software, access, generate, and manipulate data; and publish the results teacher evaluates performance of hardware and software components of computer systems and applies basic troubleshooting strategies as needed.				X									X		X	
Operates a multimedia computer system with related peripheral devises to successfully install and use a variety of software packages.				X				X						X		
Uses terminology related to technology appropriate to the teaching field in and written oral communication.				X								X	X			
Describes and [implements] basic troubleshooting techniques for multimedia computer systems with related peripheral devices.				X								X				
Uses imaging devices.				X									X			
Demonstrates knowledge of uses of computers and technology in business, industry, and society.			X	X								X				
Operates a variety of audio - visual devices.				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.	X			X	X								X			
Uses productivity tools for word processing, database management, and spreadsheet, applications.		X		X		X					X	X	X		X	
Applies productivity tools for creating a multimedia presentation.				X					X			X			X	
Uses computer - based technologies including telecommunications to access information.				X									X		X	
Uses computers to support problem solving, data collection, information management, communications, presentations, and decision making.				X										X	X	
Demonstrates awareness of resources for adaptive assistive devices and soft-ware for students with special needs.				X					X					X		
Demonstrates awareness of resources for culturally and linguistically diverse students.				X								X	X	X	X	
Demonstrates knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.				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			

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Technology continued

	EMD 101	CEP 110	EDUC 181	EDUC 368	EMD 250	CEP 200	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 466	SPED 488	EDUC 471	EDUC 482
Application of Technology to Support Teaching and Learning - the teacher applies computers and related technologies to support teaching and learning in the grade level and subject areas. The teacher will integrate a variety of software, applications, and learning tools in the teaching and learning process. Lessons developed must reflect effective and grouping assessment strategies for diverse populations.				X									X	X	X	
Explores, evaluates, and uses technology resources including applications, tools, educational software, and assorted documentation.				X									X	X	X	
Describes best practice and appropriate assessment as related to the use of technology resources in the curriculum.				X									X	X	X	X
Designs, implements, and assesses learning activities that integrate technology for a variety of grouping strategies for diverse populations.				X										X	X	
Designs learning activities that foster equitable, ethical, and legal use of technology by students.				X										X	X	X
Practices responsible, ethical, and legal use of technology, information, and software resources.	X		X	X	X							X	X	X	X	
Diversity																
The teacher responds to students as individuals.		X				X		X		X	X	X		X	X	
The teacher identifies and develops appropriate responses that build upon the strengths of diverse students and addresses diverse needs and differences.		X				X		X		X	X		X		X	
The teacher applies current research findings about social and cultural environments individual differences, linguistically diverse populations, students of different ages students with exceptionalities, and gender differences.	X	X			X	X		X	X	X	X		X		X	
The teacher understands how students differ in their approaches to learning and creates instructional approaches that are adaptive to diverse learners.		X			X	X		X	X	X	X	X	X	X	X	X
The teacher organizes and manages varied group learning strategies, as appropriate, to diverse strengths, needs, and/or interests of students and to the goals of the lesson.								X	X	X	X				X	X
The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately.		X				X		X	X	X	X	X	X		X	
The teacher helps students develop critical perspectives on biased materials.		X				X		X	X	X	X	X	X		X	
The teacher demonstrates sensitivity to New Mexico's unique linguistic materials.								X	X	X	X	X	X		X	

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Family and Community

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 446	SPED 481	EDUC 471	EDUC 482
The teacher demonstrates an awareness of the diverse cultures, histories, and values of the community.	X	X		X	X	X	X	X	X	X	X			X	X	
The teacher demonstrates understanding, respect, and values for the central role that community and family play in the learning process of a child and is able to utilize these experiences to enhance learning.	X	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 asset 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	
The teacher effectively communicates to student's parents progress involving academic behavioral, social issues that influence learning.								X						X	X	X
The teacher communicates to community members about important events and school activities.								X					X	X	X	
The teacher understands the importance of including parents and community members in classroom and school curriculum development and the decision making					X			X	X	X	X		X	X	X	X
The teacher conveys good citizenship and demonstrates to students the importance of being an active part of the community.								X	X				X	X	X	
The teacher participates and attends various after school functions.								X				X			X	X

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Inclusion

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 476	SPED 481	EDUC 471	EDUC 482
The teacher understands special education regulations.							X	X	X	X				X	X	
The Teacher understands the different levels of disabilities.								X	X		X		X	X	X	
The teacher understands the development and use of individualized education plans (IEPs) and individualizes transition plans/504 plans.									X					X	X	
The teacher understands the responsibilities in implementing objectives set in an IEP, an individualized transition plan/504 plan and utilizes modifications.							X		X				X	X		
The teacher develops lessons according to IEPs, an individualized transition plan/504 plan and utilizes modifications.									X					X		
The teacher monitors achievement and growth as set by an IEP, an individualized transition plan/504 plan and uses appropriate procedures to recommend changes when necessary.									X					X	X	
The teacher partners with special education teachers and others as necessary for implementation for the IEP.									X					X	X	
The teacher adjusts lessons and strategies as specified by the modifications for and with exceptionalities with regard to academic levels, physical environment, emotional, and transition needs.								X	X	X				X	X	
The teacher understands the social, emotional, physical, academic, and transition needs of students with exceptionalities.			X	X					X			X	X	X		
The teacher assists students with exceptionalities to understand social responsibilities the environments in which they are engaged such as the school, community, and workplace.									X					X		
The teacher assists students with exceptionalities to have positive experiences in the regular classroom.	X		X		X			X	X			X		X	X	

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Development of Student

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 446	SPED 481	EDUC 471	EDUC 482
The teacher understands various theories of cognitive, social, aesthetic, emotional and physical development as it relates to the student's needs and strengths.		X				X	X			X				X	X	
The teacher understands how the student learns and develops, and provides learning opportunities to support their cognitive, social, aesthetic, emotional, and physical development as it relates to the student's needs and strengths.		X				X						X	X	X	X	
The teacher develops curriculum and implements instructional strategies appropriate to the developmental level of each student, leading to effective management of transitional time.												X	X	X	X	X
The teacher creates learning experiences in his/her discipline that demonstrates knowledge of student learning styles, diversity, and cognitive development.				X					X		X	X	X	X	X	X

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Communication

	EMD 101	CEP G	EDUC 110	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 446	SPED 481	EDUC 471	EDUC 482
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	X	
The teacher effectively communicates orally and in writing using appropriate standard written and spoken English and encourages this in students.	X			X	X			X			X	X	X	X	X	
The teacher understands communications theory, language development, and the role of language appropriate to student learning styles.		X				X					X	X	X		X	
The teacher understands how to use a variety of strategies to facilitate language acquisition and development.				X							X		X		X	
The teacher recognizes that the conventions and skills of language need to be taught in meaningful and authentic contexts rather than in isolation.								X			X		X		X	X
The teacher recognizes that writing is critical to other areas of language acquistitions,cognitive growth, and expression and is an empowering personal internalization process.	X				X				X		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		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	X		X	
The teacher recognizes that all modes of communication are enhanced by social interaction and that speaking and writing help process and refine thinking and learning.	X	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	X		X	
The teacher encourages culturally sensitive communication by and among all students in the class.							X	X		X	X	X			X	
The teacher is a thoughtful and responsive listener and encourages this quality in students.							X	X		X	X	X	X		X	
The teacher understands the role of multiple questioning strategies and student inquiry as communication tools.											X		X	X	X	
The teacher recognizes the importance of technology as a tool for learning and communication.	X			X	X							X			X	X
The teacher uses appropriate pubic relations skills, particularly in relation to parent and community members.								X							X	X

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Motivation

	EMD 101	CEP 110G	EDUC 181	EDUC 368	EMD 250	CEP 210	EDUC 281	EDUC 315	SPED 350	EDUC 381	RDG 414	EDUC 475	EDUC 446	SPED 448	EDUC 471	EDUC 482
The teacher uses verbal, nonverbal, and other communication techniques that enhance the motivation of students.								X	X			X	X	X	X	X
The teacher varies teaching strategies and modifies learning activities to facilitate student motivation.								X	X			X	X	X	X	
The teacher establishes a classroom environment and utilizes feedback in a manner that encourages motivation.								X	X			X	X	X	X	X
The teacher demonstrates an enthusiasm for teaching.	X				X			X	X			X	X	X	X	X
The teacher maintains high expectations for the success of all students while establishing a classroom environment where students believe they can be successful.	X				X			X	X	X	X	X	X	X	X	
The teacher projects a positive attitude toward the subject and students.	X				X			X	X	X	X	X	X	X	X	
The teacher uses a variety of student assessment techniques to encourage student learning.								X			X	X		X	X	X
The teacher uses assessment strategies to involve learners in self - assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.									X		X	X	X	X	X	X