



**Date:** August 30, 2021

**Prepared By:** Canada

**Purpose:** Description of state oversight for educator preparation programs and a comparison with national accreditation processes.

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**Expected Outcome:** Understand the impact of state and national educator preparation program accreditation processes on programs and the quality of their preparation.

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## Teacher Preparation Programs and the New Mexico Approval Process

### Background

Across the United States, states require professional accreditation to ensure educator preparation programs are high quality and aligned with the expectations of the profession. Professional accreditation and external peer review processes are intended to assure the public of the quality of academic programs in a department, school, or college within a higher education institution. This type of accountability structure is intended to impact the quality of educators prepared through these programs. Some states, like New Mexico, have state accreditation processes. Some require programs to be nationally accredited through an accrediting body that focuses on educator preparation. Although this is not a requirement in New Mexico, most four-year institutions with traditional and alternative educator licensure programs are nationally accredited. Some states require both and others have a partnership between a national and state accrediting bodies to oversee the quality of programs. In New Mexico, 13 programs are accredited through PED and eight have some form of national and Public Education Department (PED) accreditation.

Some New Mexico based educator preparation programs report participating in a national accreditation process to attract out-of-state candidates. Reciprocity requirements in some state teacher licensure systems require proof of completing a nationally accredited teacher preparation program.

Larger public institutes of higher education may maintain accreditation from a regional accreditor as well as from national accreditors that are focused on programmatic quality.

To operate a teacher preparation program authorized to license teachers in New Mexico, the program must be authorized through PED. For new programs seeking authorization, representatives from the educator preparation program must request approval from the Professional Practices and Standards Council (PPSC). The PPSC advises the PED secretary on program approval. For approved programs, PED will conduct ongoing oversight through site visits. While the PPSC has been in PED regulation since 2005, PED added the site visit component in 2018. The PPSC site visit is similar to the peer review processes, an element of the national accreditation process.

Currently, there are two national accrediting bodies responsible for verifying the quality of educator preparation programs. The Council for the Accreditation of Educator Preparation is a collaboration between the National Council for Accreditation of Teacher Education and Teacher Education Accreditation Council, which was created in 2010 and currently accredits 423 programs across the U.S. The Association for Advancing Quality in Educator Preparation was recently developed in 2019 and has accredited 50 programs.

Changes driven by leadership at PED have influenced how the department has implemented quality review of educator preparation programs. In 2014 PED started to work with educator preparation programs to revamp the review process. In 2018, the department created a mechanism consisting of four different measures to compare approved educator preparation programs in the state against each other through a scorecard. When the Lujan Grisham administration took over PED, the department eliminated a “scorecard” created by the previous

The scorecard graded educator preparation programs on the following measures:

- Recruiting diverse and academically prepared candidates;
- Developing candidates who can pass licensure exams;
- Teacher candidate retention in the educator workforce after graduation; and
- Classroom performance of educator preparation program licensed completers.

administration, which was criticized by some stakeholders. Current PED requirements for educator preparation program approval include an application process through the PPSC and ongoing oversight from the PED through site visits and reporting requirements. See [Attachment 1, Educator Preparation Approval Cycle](#).

This brief will cover: 1) educator preparation program approval through the PPSC; 2) site visits from the PED; and 3) other national accreditation processes created to ensure educator preparation program quality.

## PED Approval Process and Ongoing Oversight

### Educator Preparation Program Approval

In March 2018, PED released an updated manual that describes revised procedures for the educator preparation subcommittee of PED's PPSC, which is responsible for providing the PED secretary with recommendations for the approval of educator preparation programs. According to PED, currently 13 alternative license programs and eight traditional license programs are approved in the state. Four are hosted at two-year public institutions. Eight are hosted at four-year public institutions and one program is provided by Cooperative Educational Services, a New Mexico based purchasing cooperative for the state's 89 school districts. See [Attachment 2, Approved NM Approved Education Preparation Programs and Attachment 3, New Mexico Educator Preparation Program Offerings](#).

According to PED's educator preparation program approval process manual, there are 11 elements that programs must possess to be considered for approval. See [Attachment 4, PPSC Manual](#).

- 1) ***Description and rationale for the proposed program*** Applicants must include the PED regulation that describes the type of licenses the program will prepare teacher-candidates for.
- 2) ***Evidence of regional accreditation*** New Mexico statute requires teacher candidates to receive a degree that leads to licensure from an accredited institution of higher education. If the applicant is a college or university they must show proof of accreditation.
- 3) ***Explanation of what type of credits are offered and whether they can be transferred to undergraduate or graduate programs***. Leaders of educator preparation programs have also been meeting to discuss course offerings from educator preparation programs across the state to align programs through articulation agreements. State law currently requires public post secondary educational institutions operating in the state to develop articulation agreements to facilitate the transfer of credits between institutions. This work was supposed to be completed with the help of the Higher Education Department (HED) by 2019.
- 4) ***Demonstration of need for the program*** Programs must submit a community or regional needs assessment for program rational with supporting data. Programs also must describe a theory of action how they will prepare their candidates.
- 5) ***Program data for current teacher-candidates***. Applicants must provide evidence of success for current approved teacher preparation programs. The guide

does not include what data must be presented but provides suggestions like: demographics, graduation rates, enrollment trends, student teaching observation ratings, among other measures.

- 6) ***Description of program entry, midpoint, and exit requirements.*** PED regulation allows programs to determine program requirements for teacher candidates. Entry requirements are also captured in the Educator Accountability Report (EARs) by college or university.
- 7) ***A matrix demonstrating alignment between PED competencies for licensure and the courses offered the meeting these requirements.***
- 8) ***Evidence that the program meets licensure requirements.***
- 9) ***Catalog of course descriptions for newly-developed and existing courses.***
- 10) ***Course syllabi demonstrating the relationship of the courses to the appropriate competencies.*** Syllabi's must include elements such as measurable course objectives linked to New Mexico teacher competencies, requirements to satisfy course completion, field experience requirements, assessment methods, and the number of instructor-student contract hours per course.
- 11) ***Description of faculty in the educator preparation program including educational degree attainment, current teaching licenses, relevant teaching experience in a public, among other measures.*** Those who supervise field candidates must be trained on the teacher evaluation system. During the roll out of the new teacher evaluation system, PED has provided staff training on the new evaluation system.

Since 2009, the EARs submission has been required annually by PED and educator preparation programs. There was a lapse in reports for between 2016 and 2019, with the most recent report published in March 2020.

Although the PPSC approves programs, a designated PED staff member used to be assigned to oversee educator preparation programs, including staffing the PPSC approval process and the site visits. This position has been since the fall of 2020.

If programs ask for revisions to their program, they have to submit a request with the above information to the PPSC, reflecting the changes. The educator preparation committee of the PPSC may make the following recommendations to the PED secretary:

- Approval of program(s) submitted;
- Approval of program(s) with conditions;
- Recommendation for re-submittal; or
- Disapproval.

If a program does not meet state accreditation standards, the PPSC can provide an applicant an action plan that can later lead to a recommendation from the PED secretary.

**Site Visit.** With the implementation of the comprehensive site visit process, three of the 13 currently approved program providers have gone through the site visit process. The state site visit process is organized around measuring the following components through inputs and outcomes associated with each:

- 1) **Curriculum design and delivery.** Programs must demonstrate they are setting candidates up to master the 10 InTasc standards. In addition to this alignment, high-priority areas programs address include: data literacy, content knowledge, teaching reading, culturally and linguistically diverse pedagogy, technological facility, and child development. Programs are evaluated on effectively delivering instruction to their teacher candidates.
- 2) **Clinical experience.** Programs are evaluated on the preparation of the program-based supervisor and cooperating teacher or mentor,

According to PED, meetings to approve programs are generally held four times a year. During the 2019-2020 school year, PED held four meetings and during the 2020-2021 school year held one meeting. Per PED regulation, appointments to the PPSC are three-year terms. The most recent terms ended in June 2021 and although PED released applications for new members in May, new members have not been announced yet.

selection of cooperating teachers and placement sites, structure and content of preclinical and clinical experiences, and collaboration of partners.

3) **Candidate quality.** Programs are evaluated on how they are increasing candidate quality and diversity at the start, during, and at the end of the program. Inputs and outputs on this element focus on recruitment and admissions, continuous assessment and support for candidate progress, and selectivity during graduation.

4) **Continuous improvement.** Programs are expected to adapt actions based on evidence of the success of their theory of action and shifting demands in the public education system. They do this by creating a theory of action, goal-setting and implementation, and using PED's tools to self-reflect on programs offered.

5) **Program impact.** According to PED, successfully addressing the four elements described above should effectively prepare teacher candidates. Program impact must be shown through teacher impact on student learning, employment outcomes for graduates, employer satisfaction, and graduate satisfaction. See [Attachment 5, EPP Manual](#).

It is unclear if PED provides training for staff who attend site visits. Some educator preparation programs that recently went through the process report inconsistent staff members attended, sometimes with questions aligned with PED's projects they were working on, which diverted from the agreed upon rubric.

Following the site visit, educator preparation programs should receive a preliminary report of findings and recommendations from PED. No more than three months after the site visit, PED will notify the program of their review status, including information with targeted areas to support their improvement. PED determines if the program can continue to operate, if it is placed on probation, or if it has had its approval revoked. A recent program that received a PED site visit reported receiving their site visit determination report over six months after the site visit. Findings from the report can require the program to create an action plan, determine the frequency of state visits, or revise the scope of the educator preparation program.

## National Accreditation Processes

Currently, two national accrediting bodies exist which seek to verify the quality of teacher preparation programs. Since 1954, when the first educator preparation program accrediting body formed, there has been ongoing debate in the field on how best to determine the success and quality of educator preparation programs.

CAEP and AAQEP are recognized by the Council for Higher Education Accreditation.

The Council for the Accreditation of Educator Preparation (CAEP) formed in 2010 from a merger of two national accrediting bodies: the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). Previously, NCATE evaluated programs on a set of standards, and TEAC audited programs to see whether they met program-determined goals. The goal of the merger was to unify the teaching profession behind standards raising the bar for teacher preparation. In 2017, a new accreditor, the Association for Advancing Quality in Educator Preparation (AAQEP), was created and started accrediting programs in 2019. According to educational researchers, CAEP requires multiple measures of data to prove programs' selectivity and effectiveness, whereas AAQEP standards do not include any requirements for specific benchmarks and evidence is evaluated holistically.



## The Council for the Accreditation of Educator Preparation

CAEP accredits educator preparation program providers that offer bachelor's, master's, and doctoral degrees and other programs leading to certification, licensure, or endorsement in the United States. In 2013, CAEP approved its first set of standards, focusing on program outcomes. One of the program outcomes was to demonstrate teacher candidates impact on improved student achievement. This measure aligns with the New Mexico scorecard. Since the scorecards are no longer in practice, educator preparation programs have reported they no longer receive information from PED on graduates who teach in New Mexico public schools. PED has not required official teacher evaluations for two school years, resulting in limited outcome data. Three of New Mexico's approved programs are accredited by CAEP and two more programs are scheduled to be accredited soon.

New Mexico Highlands University, New Mexico State University, and Western New Mexico University are currently accredited through CAEP. The University of New Mexico and Northern New Mexico College are accredited through NCATE, the accrediting body prior to the merger.

***Accreditation Process.*** The CAEP accreditation cycle is a continuous improvement process where educator preparation programs must demonstrate they meet high standards of quality required to improve student learning in public schools. Programs accredited through CAEP are required to submit annual reports that cover eight measures. Educator preparation programs are also required to continuously gather and organize evidence to prove their program meets CAEP standards. This self-study mechanism informs the site visit process alongside a formative review of the evidence submitted by trained peer reviewers. The accreditation team analyzes data and pedagogical artifacts during their site visit to see if the program quality aligns with CAEP standards. The team visiting creates a report and sends it to the CAEP Accreditation Council that describes the quality and strength of evidence per standard described. Each year programs are required to submit an annual report.

If a program receives full accreditation, the evidence demonstrated all standards were met and the accreditation is valid for seven years. If a program receives accreditation with a stipulation, it is valid for two years and a virtual site visit must be put in place. When a program is on probation, a visit and follow-up visit is required within two years. If two or more standards are not met, a program receives an adverse action and the accreditation of the program is denied or revoked.

***Accreditation Standards.*** CAEP reviews its standards every seven years; the most recent review and update occurred in 2020. These new standards go into effect in 2022. Pending additions include specific standards for technology and embedding a focus on equity and diversity in some standards. For example, accredited programs must demonstrate program progress toward recruiting and graduating a candidate pool that reflects the diversity of students in the public education system. Through PED's state approval process, programs are required to also report on these two elements.

CAEP has seven standards that educator preparation programs are evaluated on which are closely in line with the state approval process, The seven standards are: 1) content pedagogical knowledge, 2) clinical partnerships and practice, 3) candidate recruitment, progression, and support 4) program impact, 5) quality assurance system

and continuous improvement, 6) fiscal and administrative capacity, and 7) record of compliance with Title IV of the federal Higher Education Act.

**Partnerships with States.** As an option, CAEP offers states the ability to partner to fulfill both the national accreditation process and the state accreditation processes. States enter into an agreement with CAEP that aims to align their work with state expectations and partners can submit data for a dual purpose. PED staff indicate that a state process was developed because CAEP only accredits four-year higher education institution programs. LESC staff reached out to CAEP and they indicated that they accredit all educator preparation programs, regardless of where the program is housed.

### The Association for Advancing Quality in Educator Preparation

In 2017, the Association for Advancing Quality in Educator Preparation (AAQEP) was formed as a competitor to CAEP. AAQEP accredits educator preparation programs in colleges and universities, school districts, independent entities, and online providers. None of New Mexico’s approved educator preparation programs currently are accredited by AAQEP. So far, 50 programs are accredited through AAQEP from 12 states.

**Accreditation Process.** Educator preparation programs accredited by AAQEP are on a seven-year approval process timeline. Determinations of accreditation are decided by evidence collected through multiple measures such as annual reporting and site visits. Participating programs also are grouped in cohorts and participate in professional learning opportunities together. After the AAQEP’s accreditation commission reviews the evidence presented and observed from educator preparation programs, they determine 1) full accreditation, 2) probationary accreditation, 3) adverse action, or 4) no determination. A decision is made within two to four months after the site visit.

**AAQEP Design Principles**

1. **Collaboration** among preparation providers
2. **Improvement**-focused, **innovation**-friendly protocols
3. **Partnership** among institutions, state agencies, and AAQEP
4. **Comprehensive** standards that address all types of providers
5. Respect for **context and mission**
6. **Consistency** and calibration of all reviews and decisions
7. **Efficiency** and frugality in operations

If a program received full accreditation, the evidence showed that all standards were met and is valid for seven years. If a program received probationary accreditation which is valid for two years, the evidence showed that all standards are currently met with problems identified. When a program is on probation, a visit and follow-up visit is required within two years. If a program receives an adverse action, one or more standards were not met, and the program’s accreditation is denied or revoked.

	Completer performance	Program practice
Foundational expectations	<p>Widely shared expectations for which accepted measures are readily available</p> <p><b>STANDARD 1: Candidate/Completer Performance</b> Program completers perform as professional educators with the capacity to support success for all learners.</p>	<p><b>STANDARD 3: Quality Program Practices</b> The program has the capacity to ensure that its completers meet Standards 1 and 2.</p>
Contextual challenges	<p>Shared questions or challenges that demand local solutions and invite innovation; reflection of specific institutional missions; responsiveness to state requirements</p> <p><b>STANDARD 2: Completer Professional Competence and Growth</b> Program completers adapt to working in a variety of contexts and grow as professionals.</p>	<p><b>STANDARD 4: Program Engagement in System Improvement</b> Program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission.</p>

**Accreditation Standards.** AAQEP has four standards: 1) candidate and completer performance, 2) completer professional competence and growth, 3) quality program practices, and 4) program engagement in system improvement. Standards 1 and 3 capture aspects of educator performance and program practice that are foundational expectations



for the profession. According to AAQEP, these two standards represent practices that are wide-spread and research-backed. Standards 2 and 4 are characterized by AAQEP as representing “contextual challenges.” This element is meant to be flexible to meet local contexts and encourage engagements with the public education system. See [Attachment 6, AAQEP Standards](#).

**Partnerships with States.** AAQEP does not require participation from state departments of education, but encourages participation from states. Participation can include observation of site visits or joint visits with state reviewers as a part of a state review process.

## Key Takeaways

**Standards.** PED created a comparison of standards from the CAEP national accreditation process to the standards in the state approval process to streamline processes and limit duplications for programs that also participate in the national accreditation process. See [Attachment 7, CAEP and PED Crosswalk](#). Based on PED’s assessment, there is significant alignment between these standards and at times the state approval process explicitly adopts CAEP standards. Educator preparation programs have given feedback that the national accreditation process is duplicative to the state process. Since some New Mexico programs are also CAEP approved, PED should ensure the new CAEP standards adopted in Spring 2022 align with state requirements. Previously, the state wanted to ensure programs were also preparing candidates to work with diverse students and embedded technology competencies. CAEP has now added these elements to their standards.

Recently some states like Maryland have switched from CAEP to AAQEP because there are more opportunities for flexibility and collaboration among participating programs. Although there is more flexibility in the AAQEP process, programs that made the switch report the same amount of rigor.

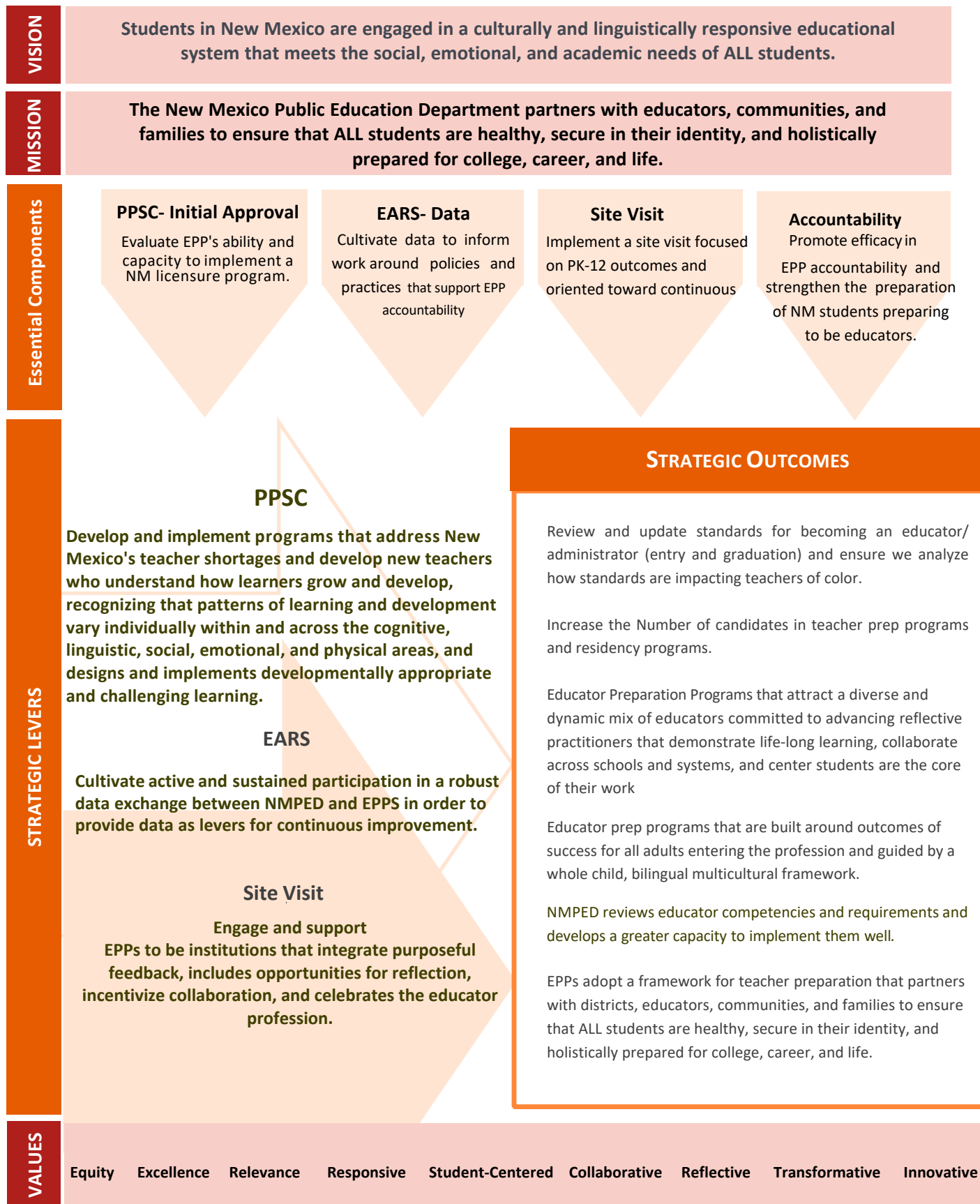
**Quality Outcomes.** According to CAEP, although there is well-documented research on teacher’s impact on student achievement, there is currently no research on how to best prepare candidates to become effective. Research does exist on the effect of differing program design elements like teacher residencies, among other elements. AAQEP is a newer process and needs to be studied to see if the process has an impact on the preparation of teachers.

**Process Design.** All three accreditation processes require annual reporting requirements that are aligned with standards in their accrediting bodies. The states requirement is filled through the EARs report. All three also have a site visit component. Both national accreditation processes are on a seven-year cycle. PED’s process currently requires visits every three years.

**Partnership with States.** CAEP reports that state partnership agreements ensure thorough reviews while saving states and providers time by eliminating a duplication of effort. PED can consider streamlining the accreditation process by partnering with a national accreditation body.

**Reporting Burden.** Educator preparation programs in New Mexico may have to submit similar data multiple times for the national and state accreditation processes. This may cause programs difficulty and confusion when having to report several times a year in different formats.

# Educator Preparation Programs



NMPED has the responsibility of approving, maintaining, and monitoring the quality of all educator preparation programs, to include administration programs, offered in the state. The agency also informs the public, LESC, and HED by holding approved educator preparation programs continuously accountable to the required regulations, standards, and competencies.





## New Mexico Approved Educator Preparation Programs

### Central New Mexico Community College – Albuquerque

**Contact Information:**

900 University Blvd. SE  
Albuquerque, NM 87106  
Phone: (505) 224-3000

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, Special Education Alternative Licensure, and Early Childhood Education Alternative Licensure

**Type:** Alternative

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### Cooperative Educational Services – Albuquerque

**Contact Information:**

4216 Balloon Park Rd. NE  
Albuquerque, NM 87109  
Phone: (505) 344-5470

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, Special Education Alternative Licensure, and Education Leadership Alternative Licensure

**Type:** Alternative

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**Eastern New Mexico University – Portales**

**Contact Information:**

1500 S Ave K Station 25

Portales, NM 88130

Phone: (575) 562-2895

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

**Programs offered:** Early Childhood Education Licensure, Elementary Education Licensure, Secondary Education Licensure, Special Education Licensure, Blended Elementary/Special Education, Elementary Education with Bilingual/ESL endorsement, School Counseling, and Educational Administration Licensure

**Type:** Traditional

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**New Mexico Junior College – Hobbs**

**Contact Information:**

5217 Lovington Hwy.

Hobbs, NM 88240

Phone: (575) 392-4510

[Website](#)

**Program offered:** Elementary Education Alternative Licensure

**Type:** Alternative

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**New Mexico Highlands University – Las Vegas and Rio Rancho****Contact Information:**Las Vegas

803 National Ave  
Las Vegas, NM 87701  
Phone: (505) 454-3070

Rio Rancho

1700 Grande Blvd SE #100  
Rio Rancho, NM 87124  
Phone: (505) 891-6932

Website

**Programs offered:** Elementary Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

**Programs offered:** Early Childhood Education Licensure, Elementary Education Licensure, Dual Special Education and Elementary Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure

**Type:** Traditional

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**New Mexico Institute of Mining and Technology – Socorro****Contact Information:**

801 Leroy Place  
Socorro, NM 87801  
Phone: (575) 835-5470

Website

**Programs offered:** Elementary Alternative Licensure and Secondary Alternative Licensure

**Type:** Alternative

**Programs offered:** Undergraduate Minor in Secondary Education

**Type:** Traditional

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**New Mexico State University – Las Cruces****Contact Information:**

1220 Stewart St.  
Las Cruces, NM 88003  
Phone: (575) 646-3404

[Website](#)

**Programs offered:** Agriculture and Extension Alternative Licensure, Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

**Programs offered:** Agriculture and Extension Licensure Early Childhood Education Licensure, Elementary Education Licensure, Family and Consumer Science Education Licensure, Music Education Licensure, Physical Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure

**Type:** Traditional

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**Northern New Mexico College – Española****Contact Information:**

921 Paseo de Oñate  
Española, NM 87532  
Phone: (505) 747-5431

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

**Programs offered:** Elementary Education Licensure and Early Childhood Education Licensure

**Type:** Traditional



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**San Juan College – Farmington**

**Contact Information:**

4601 College Blvd.  
Farmington, NM 87106  
Phone: (505) 326-3311

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

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**Santa Fe Community College – Santa Fe**

**Contact Information:**

6401 Richards Ave.  
Santa Fe, NM 87508  
Phone: (505) 428-1256

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, Special Education Alternative Licensure, and Early Childhood Education Alternative Licensure

**Type:** Alternative

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**University of New Mexico – Albuquerque****Contact Information:**

1 University of New Mexico  
Albuquerque, NM 87131  
Phone: (505) 277-2231

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

**Programs offered:** Early Childhood Education Licensure, Elementary Education Licensure, Art Education Licensure, Music Education Licensure, Physical Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure

**Type:** Traditional

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**University of the Southwest – Hobbs****Contact Information:**

6610 Lovington Hwy - T-10  
Hobbs, NM 88240  
Phone:

[Website](#)

**Programs offered:** Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

**Programs offered:** Early Childhood Education Licensure, Elementary Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure

**Type:** Traditional

**Western New Mexico University – Silver City**

**Contact Information:**

PO Box 680  
1000 W College Ave  
Silver City, NM 88062  
Phone:

[Website](#)

**Programs offered:** Early Childhood Alternative Licensure, Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

**Type:** Alternative

**Programs offered:** Career and Technical Training Licensure, Early Childhood Education Licensure, Elementary Education Licensure, Secondary Education Licensure, Physical Education Licensure, Special Education Licensure, and Educational Leadership Licensure

**Type:** Traditional

## New Mexico Educator Preparation Program Offerings

	Traditional	Alternative	Early Childhood Birth-8 years old	Early Childhood PreK-Grade 3	Elementary Education	Secondary Education	Special Education	Bilingual Endorsement	Kinesiology Physical Education	Art	Music	Math	Science	Computer Science	Language Arts	Social Studies	Spanish	TESOL Endorsement	Gifted Endorsement	Educational Administration Licensure
Central New Mexico Community College		X		X	X	X	X	X										X	X	
Cooperative Educational Services		X			X	X	X	X				X						X		
Eastern New Mexico University	X	X		X	X	X	X	X												X
New Mexico Junior College		X	X	X	X															
New Mexico Highlands University	X	X	X	X	X	X	X	X				X	X	X				X	X	X
New Mexico Institute of Mining and Technology	X	X			X	X														
New Mexico State University - Las Cruces	X	X	X		X		X	X				X	X		X	X				X
Northern New Mexico College	X	X			X	X	X													
San Juan College-Farmington		X		X	X	X	X													
Santa Fe Community College		X		X	X	X	X	X										X		
University of the Southwest	X	X		X	X	X	X	X												X
Western New Mexico University	X	X		X	X	X	X	X	X	X		X	X		X	X	X	X	X	X
University of New Mexico	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X

Source: LESC Staff Analysis



New Mexico Public Education Department



**Program Approval and Reporting Process  
For  
Educator Preparatory Programs**



Professional Practices & Standards Committee  
Educator Preparation Committee  
August, 2018

**Purpose** – This guideline is intended to clarify the expectations of the PPSC to the Deans, Directors, or Coordinators of Teacher Education programs seeking approval for licensure in NM. There are three types of reports/presentations that teacher preparatory programs may bring before the committee. The types are: (A) information only, (B) approval, and (C) revision/follow up. In addition, the guideline provides details for the content of new proposals and standards for report submissions.

**Rationale** – NMPED has the responsibility of approving, maintaining, and monitoring the quality of all educator preparation programs, to include administration programs, offered in the state. The agency also informs the public, LESC, and HED by holding approved educator preparation programs continuously accountable to the required regulations, standards, and competencies.

The educator preparation sub-committee of the PPSC is a 5 member advisory body to the PED and advises the Secretary of Education on policy and regulatory matters relative to educator preparation.

The educator preparation sub-committee facilitates program approval procedures, serves on visiting teams to evaluate New Mexico's educator preparation programs, evaluates specialty area programs to ensure compliance with the PED's licensure and endorsement requirements, and makes recommendations to the Secretary of Education for changes, additions, or deletions to PED licensure regulations.

Institutions wanting to implement new educator programs or make changes to existing approved programs must request a date to meet before the educator preparation sub-committee and present their program.

#### **PPSC Guidelines for Information, Approval, and Follow up Reports**

A. For new programs, institutions/programs must follow the outlined approval process which includes:

- 1) Description and rationale for the proposed program (e.g. Elementary Education License, Administration Programs), with attached applicable PED rule(s).
- 2) If applying institution is a college or a university, evidence that it holds regional accreditation;
- 3) If applicable, explanation of level of credits offered (i.e., lower division, upper division, or graduate) and transferability to undergraduate and/or graduate programs.
- 4) Rationale:
  - a. **Need for the program (needs assessment) in the community or region served by the institution**
  - b. **Supporting data relating to the need for the program**
  - c. **A Theory of Action that describes how the EPP programs will prepare their candidates.**  
*A Theory of Action is defined as a series statements or assumptions that encode beliefs about a system that will move an organization to its desired future.*
- 5) A description of the EPP's assessment system including examples of data collected for candidate and program assessment and examples of how data has been used or will be used for program improvement. Provide assessment data demonstrating evidence of success of currently-approved teacher preparation programs (e.g. demographics, graduation rates, enrollment trends, Title II Data, Student Teaching observation ratings, Student Teaching projects/signature assignments demonstrating student learning, Exit Surveys, Employer Surveys, Student Satisfaction data, and assessments.) Evidence of how the program has been, or will be, modified

in response to assessment data. (Examples of how data has been used to inform program decisions/changes.)

- 6) Description of the program entry, midpoint, and exit requirements.
- 7) Matrix showing the alignment between PED competencies and the required courses showing the alignment between PED competencies (and relevant national competencies; i.e., InTASC) and the required courses. Use an “I” for the course that mainly introduces the competency, an “A” for the course that mostly applies the competency, and an “M” for the course that provides mastery in practice for the competency.
- 8) Evidence that the program meets the required licensure requirements (e.g. number of hours, internship, etc.).
- 9) Brief course catalog descriptions for newly-developed and existing courses.
- 10) Master course syllabi, each following a uniform format, demonstrating the relationship of the courses to the appropriate competencies (limit 5 pages per syllabi) to include the following:
  - a. Measurable course objectives, linked to the NM teacher competencies, to be achieved by the candidate
  - b. Requirements for satisfactory completion of the course
  - c. Learning materials (e.g. texts & websites)
  - d. Assessment methods linked to competencies: readings, exams, projects, papers required (i.e. key or capstone assessments)
  - e. Field experience requirements, if applicable
  - f. Number of instructor-student contact hours per course (must be at least 45 hours per 3 credit course).
- 11) Faculty vitae for those teaching the courses, limited to two pages. To include the following:
  - a. Earned Degrees
  - b. Current teaching license(s)
  - c. Relevant experience and scholarship - Evidence that each member of the professional education faculty has at least a master’s degree in an appropriate area of specialization from a regionally-accredited institution of higher education. In addition, each faculty member shall have three years of satisfactory and appropriate teaching experience in an approved school or school district, or comparable experience for the services to be performed
  - d. NMTEACH Certification for those who supervise in the field.

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B. For programs revisions (e.g. alignment to new standards), institutions/programs must follow the outlined approval process which includes:

- 1) Summary of program changes and rationale for these changes.
- 2) Provide a 1-2 page summary of the assessment data demonstrating evidence of success or weaknesses of currently-approved teacher preparation programs (e.g. demographics, graduation rates, enrollment trends, Title II Data, Student Teaching observation ratings, Student Teaching projects/signature assignments demonstrating student learning, Exit Surveys, Employer Surveys, Student Satisfaction data, etc.). Evidence of how the program has been, or will be, modified in response to assessment data. (Examples of how data has been used to inform program decisions/changes.)
- 3) Include descriptions of the program entry, midpoint, and exit requirements.

- 4) Provide a Competency Matrix showing the alignment between PED competencies (and relevant national competencies; i.e., InTASC) and the required courses. Use an “I” for the course that mainly introduces the competency, an “A” for the course that mostly applies the competency, and an “M” for the course that provides mastery in practice for the competency.
- 5) Provide a second matrix showing pedagogies, learning materials, field experiences, grading systems, and major assessments employed in the coursework required and reflective of the syllabi mentioned in # 7 below.
- 6) Provide course catalog descriptions for newly-developed and existing courses.
- 7) Master course syllabi, each following a uniform format, demonstrating the relationship of the courses to the appropriate competencies (limit 5 pages per syllabi) to include the following:
  - a. Measurable course objectives, linked to the NM teacher competencies, to be achieved by the candidate
  - b. Requirements for satisfactory completion of the course
  - c. Learning materials (e.g. texts & websites)
  - d. Assessment methods linked to competencies: readings, exams, projects, papers required (i.e. key or capstone assessments)
  - e. Field experience requirements, if applicable
  - f. Number of instructor-student contact hours per course (must be at least 45 contact hours per 3 credit course)
- 8) Faculty vitae for those teaching the courses, limited to two pages. To include the following:
  - a. Earned Degrees
  - b. Current teaching license(s)
  - c. Relevant experience and scholarship - Evidence that each member of the professional education faculty has at least a master’s degree in an appropriate area of specialization from a regionally-accredited institution of higher education. In addition, each faculty member shall have three years of satisfactory and appropriate teaching experience in an approved school or school district, or comparable experience for the services to be performed
  - d. NMTEACH Certification for those who supervise in the field.
- 9)

C. For Information only – Information only reports are insignificant or minor changes that occur naturally and require only a letter of explanation. Insignificant or minor changes mean that a licensure or endorsement program has changed due to the following reasons:

- a. Changes are made in course prefix, numbers, titles, and descriptions without changing the approved competency alignment for the courses involved.  
**Note:** Catalog edits, texts, faculty, locations, resources, assessments, and technologies do not need to be updated between reaccreditations.
- b. Change in the number of credit hours, as long as the program is still meeting the required number of credit hours.



**Other standards for all submissions:**

- a. Submit directly to PED Educator Quality Division in an electronic format. Address the submission to Becky Kappus and email to [Becky.Kappus@state.nm.us](mailto:Becky.Kappus@state.nm.us). If you have any questions please call Becky Kappus at 505-827-1444.
- b. Meetings will be held generally four times a year (dates to be announced by Educator Quality Division); specific dates for the meeting will be forwarded to institutions 30 days prior to the meeting.
- c. Preliminary review of materials will be conducted by PED staff to determine if materials are substantially complete. Incomplete applications will not be submitted for committee review.
- d. Printing properties include copying on both sides and utilizing at least a font of 10.
- e. The report provides a Table of Contents.

Proposals must be submitted at least 30 days prior to the meeting of the Educator Prep Committee of the PPSC.

The Educator Preparation Committee of the PPSC may make the following recommendations to the Secretary of Education:

- Approval of program(s) submitted
- Approval of program(s) with conditions
- Recommendation for re-submittal
- Disapproval

**Follow-up Reports** – Occasionally, an institution's program(s) do not meet accreditation standards and the visiting state BOE defers additional action to the PPSC. In the event of non-approval, the visiting onsite NMPED BOE or PPSC report will specify an action plan that indicates a need for a follow up report to the PPSC and leading to a recommendation to the Secretary of Education.

## Appendix for NMAC

## Teacher and Educational Administration Competencies

**Teacher Competencies effective August 1, 2018**

## CHAPTER 61 - SCHOOL PERSONNEL - SPECIFIC LICENSE REQUIREMENTS FOR INSTRUCTORS

6.61.1 NMAC	GENERAL PROVISIONS [RESERVED]	
6.61.2 NMAC	LICENSURE IN ELEMENTARY EDUCATION, GRADES K-8	pdf version
6.61.3 NMAC	LICENSURE IN MIDDLE LEVEL EDUCATION, GRADES 5-9	pdf version
6.61.4 NMAC	LICENSURE IN SECONDARY EDUCATION, GRADES 7-12	pdf version
6.61.5 NMAC	LICENSURE FOR GRADES PRE K-12	pdf version
6.61.6 NMAC	LICENSURE IN SPECIAL EDUCATION PRE K-12	pdf version
6.61.7 NMAC	LICENSURE IN SECONDARY VOCATIONAL-TECHNICAL EDUCATION	pdf version
6.61.8 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH--GRADE 3	pdf version
6.61.9 NMAC	CERTIFICATES OF ENDORSEMENT WAIVER	pdf version
6.61.10 NMAC	TEACHERS OF STUDENTS WITH BLINDNESS/VISUAL IMPAIRMENT B-12	pdf version
6.61.11 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH - PRE-K	pdf version
6.61.12 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, PRE K - GRADE 3	pdf version

**Current Educational Administration Competencies**

Educational Administration (Pre-K -12): <http://164.64.110.134/parts/title06/06.062.0002.html>



# Comprehensive State Accreditation Manual for Educator Preparation Program Renewal

Educator Quality Division

New Mexico Public Education Department



## Contents

EXECUTIVE SUMMARY .....	4
INTRODUCTION .....	6
Goals of the Comprehensive State Accreditation Process .....	6
COMPONENTS OF REVIEW .....	8
<b>COMPONENT 1. CURRICULUM DESIGN AND DELIVERY</b> .....	<b>9</b>
<b>COMPONENT 3. CANDIDATE QUALITY</b> .....	<b>9</b>
<b>COMPONENT 4. CONTINUOUS IMPROVEMENT</b> .....	<b>10</b>
<b>PROGRAM IMPACT</b> .....	<b>10</b>
Curriculum Design and Delivery .....	11
1.1 Curriculum Design .....	11
1.2 Instructional Delivery .....	14
Clinical Experience.....	16
2.1 Selection of Observation and Placement Sites and Cooperating Teachers/Mentors .....	16
2.2 Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor .....	18
2.3 Structure and Content of Preclinical and Clinical Experiences.....	19
2.4 Collaboration of Partners .....	21
Candidate Quality.....	22
3.1 Recruitment and Admissions.....	23
3.2 Continuous Assessment and Support for Candidate Progress .....	23
3.3 Selectivity during Graduation .....	24



Continuous Improvement .....26

4.1 Theory of Action .....26

4.2 Goal-setting and Implementation .....27

4.3 Reflection and Adjustment .....28

Program Impact .....29

COMPREHENSIVE STATE ACCREDITATION PROCESS .....31

USING THE QUALITY REVIEW TO DRIVE CONTINUOUS IMPROVEMENT .....34

CONCLUSION .....35

Appendix 1: Alignment of the Comprehensive State Accreditation Process and CAEP .....37

Appendix 2: Action Plan Template .....39



## EXECUTIVE SUMMARY

The New Mexico Public Education Department (PED) is committed to ensuring that all of its PK-12 students have access to an effective teacher. To achieve this goal, the PED has pursued a web of interrelated strategies within the teacher ecosystem aimed at improving teacher recruitment, preparation, evaluation, placement and retention, training, and career advancement. In support of improved educator preparation, the PED has developed a new, more coherent approach to the comprehensive state accreditation process of Educator Preparation Programs (EPPs), which draws on both national best practices and New Mexico's unique priorities. By setting clear expectations for high-value program elements, the PED seeks to position EPPs and support their efforts to raise the bar of teacher preparation and to improve the quality of new teachers entering New Mexico's schools.

Changes in the national and state context present the PED with a high-impact opportunity to improve its existing EPP review process. Key trends and challenges in the U.S. education sector that require more agile and effective EPP review processes include increasing demand for effective teachers, decreasing enrollment in EPPs, the emergence of online and alternative certification processes, and pedagogical and technological advancements.

Currently, New Mexico faces challenges in recruiting and retaining high-quality teachers and gaps in the quality of teacher and educator preparation. The size and quality of the teacher pool have been stagnant, and the teaching workforce is not yet representative of the diversity of the state. New Mexico's less densely populated districts, which serve a majority of its students and have the greatest difficulty attracting teachers, have little extra capacity to create and implement the talent strategies needed to attract strong teachers. New Mexico's EPPs play a central role in addressing these problems, their graduates must be prepared to teach the 21<sup>st</sup> century skills and knowledge that our elementary and secondary students will need to thrive as adults.

The Department's educator evaluation process provides a definition of high-quality teaching and a language for strong teaching competencies and practices in the state of New Mexico. The department's Educator Evaluation Rubric provides a foundation for learning concrete, scaffolded strategies for effective teaching, and exposing candidates to it early will result in better prepared teachers and greater continuity between candidates' training and teaching. The comprehensive state accreditation visit process uses the department's Educator evaluation rubric as the gauge to measure high-quality teaching.

This manual describes the revised EPP comprehensive state accreditation process and the methodology used to develop the review framework. The framework has four key components—(1) Curriculum Design and Delivery, (2) Clinical experience, (3) Candidate Quality, and (4) Continuous Improvement (NMAC 6.65.3.11).



The state accreditation process is part of a larger effort by the PED to develop an overall educator preparation accountability system, which includes the annual publication of the Educator Accountability Report NMSA 2009, 22-10A-19.2<sup>1</sup>. The Educator Accountability Report provides quantitative and qualitative data on EPP program characteristics, candidate demographics, employment outcomes, and EPP evaluation plans. The Educator Accountability Report requires that the evaluation plan shall include objectives and measures for: increasing student achievement for all students; increasing teacher and principal retention, increasing the percentage of students who pass the New Mexico teacher or administrator assessments; increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessments a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards; increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards; and increasing the number of teachers trained in math, science and technology.

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<sup>1</sup> History: Laws 2007, ch. 264, § 2; 2009, ch. 20, § 1



## INTRODUCTION

Improving educational outcomes in New Mexico requires skilled educators. The state's student population is high-need, encompassing different cultures and linguistic backgrounds. The comprehensive site visit process will provide EPPs with collegial support and technical assistance to support continuous improvement at the EPP ensuring that New Mexico's students have the very best educators.

The comprehensive site visit process for New Mexico's EPPs described here an important component of the NMPED's larger effort to enhance the state's teacher ecosystem. Currently, the state has 13 EPPs, including both traditional and alternative certification programs. These programs operate at the undergraduate or graduate level; offer in-person, online, or blended learning models; and provide traditional or alternative paths to certification. The goal of the comprehensive state accreditation process is to support the development of high-quality teachers by all EPPs through processes that, while applicable to all, take into account the contexts and constraints of different kinds of programs. The process thus is designed to be broadly applicable across all types of EPPs, yet flexible enough to fit the design and needs of each and to support both provider- and program-level reviews.

### Goals of the Comprehensive State Accreditation Process

The overarching goal of the process is the same as that of all of the state's EPPs: to improve the educational outcomes for students in New Mexico. To pursue this aim, the process is designed to be:

- *Focused on PK-12 outcomes:* Establishing meaningful links between and ways of measuring the impact of EPP inputs on PK-12 student performance
- *Oriented toward continuous improvement:* Creating feedback mechanisms to spur ongoing internal improvement
- *Authentic, frequent, and impactful:* Streamlining the process to minimize burden on EPPs and review teams while maximizing the result

As a central focus of the process, "Day-One Readiness" requires careful definition. A Day-One Ready teacher is able to have a positive impact on student learning and development from the first moment the educator takes control of a classroom. Doing so requires deep content knowledge, as well as an ability to design and deliver coherent instruction, motivate and actively engage students in learning, and personalize learning to different students' needs. A Day-One Ready teacher accepts responsibility for all students' learning, well-being, and futures; is attentive to his or her own strengths and growth areas; and effectively engages in cycles of continuous improvement. This definition is demanding. Nevertheless, no parent in the state would, or should, be willing to accept less when it comes to the learning outcomes of his or her child. Recognizing that it will take time and the continuation and acceleration of EPPs' ongoing conscientious efforts to reach a level where all their graduates are Day-One Ready, this is the ultimate bar for candidates graduating EPPs and entering PK-12 schools.





Six design principles have guided the development of the comprehensive state site visit process:

- (1) Oriented toward Day-One readiness: the process should promote research- and practice-based steps for increasing beginning teacher effectiveness.
- (2) Focused on equity: the process should increase access by the state's highest-need students to its highest-quality teachers, including by promoting diversity across the teacher workforce.
- (3) Flexible and broadly applicable: as noted above, the process should apply equally to various providers, pathways, and programs, while attending to contexts and strategies that differentiate them.
- (4) Simple and straightforward: the process should be easy to understand and conducive to clear guidelines, expectations, and definitions of success.
- (5) Easily implemented: the process should not overly burden or require excessive commitment of resources by EPPs or the state and should fit into EPPs' routines.
- (6) Aligned with allied systems: the process should integrate with and support related processes and policies such as the department's teacher evaluation process, InTASC,<sup>2</sup> and the Educator Accountability Report.

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<sup>2</sup> Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

## COMPONENTS OF REVIEW

As outlined in the following sections, the comprehensive state site visit process is organized around four key components—(1) Curriculum Design and Delivery, (2) Clinical Experience, (3) Candidate Quality, and (4) Continuous Improvement—as well as Program Impact, which measures the other components’ integrated long-term result.

Each of the four components has: standards EPPs are expected to meet, subcomponents that provide more information about expected EPP inputs and outcomes, and aligned tools and indicators review teams will use to track progress within each component and subcomponent. Each of the four components informs one or more areas of an EPP’s Program Impact that are measured to determine an EPP’s overall effectiveness.

<b>COMPONENT 1. CURRICULUM DESIGN AND DELIVERY</b>	
<i>EPPs design and deliver a high-quality curriculum that ensures candidates develop the content, pedagogical, child development, data literacy, and technological facility necessary to advance the learning of all students toward attainment of rigorous college-and-career readiness standards. In addition, candidates are prepared to address the needs and academic language development of culturally and linguistically diverse students, including English learners, in New Mexico.</i>	
<b>1.1 Curriculum Design</b>	EPPs adopt a curriculum designed to ensure candidates acquire the key knowledge and competencies necessary for success as a Day-One Ready teacher. NMPED requires that educator preparation programs (EPPs) demonstrate alignment to the Interstate Teacher Assessment and Support Consortium (InTASC) standards and this includes supporting Social and Emotional Learning (SEL) of all students.
<b>1.2 Instructional Delivery</b>	EPPs effectively deliver instruction that engages and challenges candidates and enables them to master the standards. All candidates’ courses and materials, including those taught by non-tenured and adjunct faculty, are subject to review.

<b>COMPONENT 2. CLINICAL EXPERIENCE</b>	
<i>EPPs design clinical education to ensure that candidates can apply their learning in ways that nurture student academic growth and that candidates are regularly observed and given feedback. EPPs foster strong partnerships with districts to ensure candidates receive quality clinical experiences, training, and support, that are representative of the classrooms in which they will teach after program completion.</i>	
<b>2.1 Selection of Observation and Placement Sites and Cooperating Teachers/Mentors</b>	EPPs select observation sites for preclinical experience (as applicable) and placement sites for clinical experience to ensure candidate receive a reasonable opportunity to experience the challenges teachers typically face in different settings and with different students. EPPs select high-quality cooperating teachers/mentors to help their candidates get the most out of the clinical experience.
<b>2.2 Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor</b>	EPPs provide program-based supervisors and cooperating teachers/mentors with high-quality, relevant preparation to ensure they are equipped to aid candidates throughout the clinical experience.
<b>2.3 Preclinical and Clinical Experiences</b>	EPPs design the preclinical and clinical education to help candidates learn effective teaching practices. EPPs provide meaningful support to candidates throughout their preclinical and clinical education.
<b>2.4 Collaboration of Partners</b>	Partnerships between EPPs and placement districts collaboratively ensure candidates' clinical experiences are high-quality.
<b>COMPONENT 3. CANDIDATE QUALITY</b>	
<i>EPPs evaluate applicants based on their academic achievement, teaching dispositions, and reflection of the geographic, demographic, and economic diversity of the State's student population; continuously assess candidates on academic achievement and teaching dispositions in order to provide high-quality support and feedback on performance during the academic and clinical experience components of the program; and responsibly recommend qualified candidates based on academic achievement and teaching dispositions for licensure at the time of program graduation.</i>	
<b>3.1 Recruitment and Admissions</b>	EPPs design a robust recruitment and selection process that prioritizes the admission of candidates who have demonstrated strong academic achievement, exhibit the dispositions needed to succeed as educators, and increase diversity of the state's teacher pool to better reflect the diversity of the state's PK-12 student population.
<b>3.2 Continuous Assessment and Support for Candidate Progress</b>	EPPs design and implement a rigorous evaluation system with multiple measures and checkpoints to assess candidate progress in areas of academic mastery of curriculum and teaching dispositions, especially for readiness for (1) clinical experience and (2) Day-One Readiness for licensure. EPPs develop high-quality support systems and feedback mechanisms for candidates to ensure continuous improvement of candidate quality throughout the program.

<p><b>3.3 Selectivity during Graduation</b></p>	<p>EPPs graduate and recommend for licensure Day-One Ready candidates.</p>
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<p><b>COMPONENT 4. CONTINUOUS IMPROVEMENT</b></p>	
<p><i>EPPs articulate a theory of action for preparing Day-One Ready candidates and collect and make ongoing improvements based on evidence of the success of their theories of action and programs and on evolving PK-12 student needs and school and district conditions.</i></p>	
<p><b>4.1 Theory of Action</b></p>	<p>EPPs explicitly articulate a theory of action (i.e., the series of logically integrated steps an EPP believes that it or its candidates need to take in order for the candidates to become Day-One Ready as of the time they complete the program).</p>
<p><b>4.2 Goal-setting and Implementation</b></p>	<p>EPPs conduct an internal review focused on results and perceptions and then benchmark their findings in strategic goal setting. EPPs plan, implement, and track these goals with demonstrated awareness for alignment to their theory of action and programs, PED and K-12 partner needs, and general education landscape shifts.</p>
<p><b>4.3 Reflection and Adjustment</b></p>	<p>EPPs consider their internal capacity to plan, implement, and track their goals will adjust. EPPs change plans and initiatives to achieve process improvements and performance improvements while maintaining progress towards original strategic goals.</p>

<p><b>PROGRAM IMPACT</b></p>	
<p><i>Program Impact measures the collective and cumulative impact of the contributing components toward creating Day-One Ready teachers through impact on PK-12 student learning, employment outcomes for graduates, employer satisfaction, and graduate satisfaction.</i></p>	



## Curriculum Design and Delivery

### STANDARD 1: Curriculum Design and Delivery

EPPs design and deliver a high-quality curriculum that ensures candidates develop the content, pedagogical, child development, data literacy, and technological facility necessary to advance the learning of all students toward attainment of rigorous college-and-career readiness standards. In addition, candidates are prepared to address the needs and academic language development of culturally and linguistically diverse students, including English learners, in New Mexico.

#### Description:

The “Curriculum Design and Delivery” component ensures EPPs are designing and delivering a curriculum to all candidates that prepares them to become Day-One Ready teachers. To this end, EPPs must design a curriculum that includes the content, pedagogical, technological, data literacy, and child-development knowledge needed by Day-One Ready teachers to advance students towards New Mexico’s rigorous college-and-career standards (NMCSS). In addition, EPPs’ curriculum should take into account the specific needs of New Mexico’s diverse students. As one of the most culturally, linguistically, and ethnically rich states in the country, New Mexico requires teachers who understand and are able to engage with students of many backgrounds. Equally importantly, EPPs must prepare their graduates to deliver this curriculum effectively in a manner that achieves the results for which it was designed.

The two subcomponents of “Curriculum Design and Delivery” are Curriculum Design and Instructional Delivery. The following sections outline both subcomponents and the inputs and outcomes associated with each, along with key metrics EPPs can use to track progress towards program improvement within each.

#### 1.1 Curriculum Design

EPPs adopt a curriculum designed to ensure candidates acquire the key knowledge and competencies necessary for success as a Day-One Ready teacher. Curriculum should include, but is not limited to, the content of the InTASC standards and the priority areas outlined below. Individual EPPs may have important additional program priorities (for example, socio-emotional learning) that are not listed but are taken into account through reviewer’s consideration of each EPP’s specific theory of action (as described in Component 4: Continuous Improvement).

A note on alternative certification programs: The PED strongly encourages alternative certification programs to require that candidates complete intensive teacher training of at least several weeks before starting teaching. These intensive trainings should focus on the skills with the greatest impact on teaching performance. As an example, the New Teacher Project identified these skills as having the greatest impact on first-year teaching:

- Delivering lessons clearly
- Maintaining high academic standards



- Maintaining behavioral expectations
- Maximizing instructional time

**Inputs:**

*InTASC Standards:* Candidates are presented with courses and materials that, if understood and mastered, enable them to satisfy the 10 InTASC standards in the following categories:

- The Learner and Learning:
  - Standard #1: Learner Development
  - Standard #2: Learning Differences
  - Standard #3: Learning Environments
- Content Knowledge:
  - Standard #4: Content Knowledge
  - Standard #5: Application of Content
- Instructional Practice:
  - Standard #6: Assessment
  - Standard #7: Planning for Instruction
  - Standard #8: Instructional Strategies
- Professional responsibility:
  - Standard #9: Professional Learning and Ethical Practice
  - Standard #10: Leadership and Collaboration

In support of and in addition to the 10 standards outlined in InTASC, EPPs' courses and materials address the following high-priority areas:

*Data literacy:* Building on InTASC Standard #6, providing that a candidate “understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making,”<sup>3</sup> EPPs embed instruction and assessment on data literacy throughout their coursework.

*Content knowledge:* EPPs ensure that candidates either have acquired appropriate content knowledge prior to entry into their programs or have developed that knowledge in the EPP’s program prior to participating in the EPP’s content methods courses. Candidates develop the knowledge and skills necessary to lead all PK-12 students to master rigorous college- and career-ready standards (e.g., New Mexico Common Core State Standards, Next

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<sup>3</sup> CCSSO’s Interstate Teacher Assessment and Support Consortium (InTASC). (2011). InTASC Model Core Teaching Standards: A Resource for State Dialogue (Publication).

Generation Science Standards, National Career Readiness Certificate). In addition, candidates “apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM)” as appropriate to their program of study.<sup>4</sup>

*Teaching Reading:* EPPs present all candidates, regardless of level or program, with courses and materials that enable them to effectively teach scientific based reading. This includes, but is not limited to, content related to literacy development and reading instruction as aligned with the New Mexico Educator Assessment. The purpose of the reading courses is to ensure the courses help teachers identify scientifically supported reading methods and strategies (e.g. phonemic awareness, phonics, vocabulary, comprehension, and fluency).

*Culturally and Linguistically Diverse Pedagogy:* In addition to InTASC Standards #2 and #3, EPPs present candidates with material, that if understood and mastered, enables candidates to address the needs and academic language development of culturally and linguistically diverse students, including English learners.

*Technological facility:* Candidates “model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.”<sup>5</sup> Technological standards are embedded in the EPP curriculum.

*Child Development:* In addition to the developmental knowledge outlined in the InTASC standards, candidates acquire knowledge of child development and apply it to influence and inform their instruction of and daily interaction with students. EPPs embed child development throughout their programs to ensure an emphasis on application.<sup>6</sup>

#### Tools and Indicators

- Worksheet for Curriculum Design and Delivery Component to demonstrate alignment of curriculum and summative assessment with InTASC standards and additional priority areas
- Rubric for Curriculum Design and Delivery Component to assess alignment of curriculum and summative assessment with InTASC standards and additional priority areas
- SPA accreditation status or reports and other appropriate evidence of standards alignment

<sup>4</sup> Council for the Accreditation of Educator Preparation. (2015). CAEP Accreditation Manual (Rep.).

<sup>5</sup> Council for the Accreditation of Educator Preparation. (2015). CAEP Accreditation Manual (Rep.).

<sup>6</sup> National Institute of Child Health and Human Development (NICHD) and National Council for the Accreditation of Teacher Education (NCATE). (2006). Child and Adolescent Development Research and Teacher Education: Evidence-based Pedagogy, Policy, and Practice. (Rep.). Retrieved November 27, 2016, from [https://www.nichd.nih.gov/publications/pubs/documents/child\\_adol\\_dev\\_teacher\\_ed.pdf](https://www.nichd.nih.gov/publications/pubs/documents/child_adol_dev_teacher_ed.pdf).



**Outcomes**

EPPs lead all candidates to master (or, achieve proficiency in regard to) the standards and priorities listed above as assessed through rigorous EPP-created summative mastery and capstone assessments or other, consumer- and outcome-based performance assessments.

Tools and Indicators

- Summative and capstone assessment scores to measure candidate mastery of InTASC standards and five priority areas
- Graduate Survey to measure completer satisfaction with effectiveness and relevance of EPP coursework
- New Mexico teacher Assessment exams assessing graduate mastery

**1.2 Instructional Delivery**

EPPs effectively deliver instruction that engages and challenges candidates and enables them to master the standards. All candidates' courses and materials, including those taught by non-tenured and adjunct faculty, are subject to review.

**Inputs:**

*Delivery aligned with curriculum design:* Instructional delivery is aligned to the standards and priorities presented to satisfy Standard 1.1 "Curriculum Design." Content covered in courses includes the knowledge and skills specified in course goals and by licensure requirements and generally matches the course plan (i.e., syllabus) in sequence and material.

*Active candidate learning:* Instructors consistently employ a variety of active learning strategies in classes of all sizes, including activities that encourage candidates to talk with each other, work in small groups, and respond to questions through in-class discussion, writing, or polling. Instruction reflects adult learning theory and research.

*Classroom dynamics and diversity:* The classroom environment is highly conducive to the learning of all students. While assuring the exercise of mutual respect between and among instructors and candidates, instructors acknowledge diverse perspectives of their students and employ a variety of perspectives to enrich all students' understanding of the subject at hand.

Tools and Indicators

- Rubric to assist qualitative observation of EPP courses

**Outcomes:**



EPPs lead all candidates to master (or, achieve proficiency in regard to) the standards and priorities listed above as assessed through rigorous EPP-created summative mastery and capstone assessments or other, consumer- and outcome-based performance assessments.

Outcomes (and corresponding Tools and Indicators) for Standards 1.1 Curriculum Design and 1.2 Instructional Delivery are the same: candidate mastery of program content as measured by EPPs themselves and by their graduates' satisfaction and NMTA exam results. When below the top level, outcomes on each of these measures may point to growth areas either in 1.1 Curriculum Design, 1.2 Instructional Delivery, or both. The component's Tools and Indicators are expected to provide review teams with sufficient information to trace root causes to EPPs' materials and actions related to either or both standards.

#### Tools and Indicators

- Summative and capstone assessment scores to measure candidate mastery of InTASC standards and five priority areas
- Graduate Survey to measure graduate satisfaction with effectiveness and relevance of EPP coursework
- Summative assessments evaluating graduate mastery



## Clinical Experience

### STANDARD 2: Clinical experience

EPPs design clinical education to ensure that candidates can apply their learning in ways that nurture student academic growth and that candidates are regularly observed and given feedback. EPPs foster strong partnerships with districts to ensure candidates receive quality clinical experiences, training, and support, that are representative of the classrooms in which they will teach after program completion.

#### Description:

The clinical experience component sets the expectations for the design and delivery of EPPs' preclinical and clinical experience components. In particular, it sets the expectation that EPPs:

- Ensure candidates can apply learning in lesson planning, lesson content, and instructional delivery, and can assess student learning in order to nurture student academic and social-emotional growth
- Ensure candidates are regularly observed and given feedback based on a performance-based protocol aligned to the department's evaluation process
- Foster strong partnerships with districts to ensure candidates receive quality clinical training, support, and experiences that are representative of the classrooms they will practice in after program completion

"Clinical experience" is composed of four subcomponents: (1) Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor, (2) Selection of Observation and Placement Sites and Cooperating Teachers/Mentors, (3) Structure and Content of Preclinical and Clinical Experiences, and (4) Collaboration of Partners. The following sections outline all four subcomponents and the inputs and outcomes associated with each, along with key metrics EPPs can use to track progress towards program improvement within each.

### 2.1 Selection of Observation and Placement Sites and Cooperating Teachers/Mentors

EPPs select observation sites for preclinical experience (as applicable) and placement sites for clinical experience to ensure candidate receive a reasonable opportunity to experience the challenges teachers typically face in different settings and with different students. EPPs select high-quality cooperating teachers/mentors to help their candidates get the most out of the clinical experience.

#### Inputs:



*Preclinical experience (if applicable):* EPPs select a variety of schools, or the equivalent within an electronic sample lesson library, that allow the candidate to observe and participate in guided reflection upon teaching in diverse settings.

In selecting schools or models for preclinical observation/field work, candidates are introduced to settings that represent a variety of school quality and of student population diversity (in terms of race, ethnicity, socioeconomic status, etc.), students of different learning needs (e.g., English Language Learners, students with disabilities, etc.) as well as schools in different geographic settings (for example, rural vs. urban). Programs make reasonable efforts to enable candidates to teach in settings with Native American students.

*Clinical Experience:* EPPs and districts select a high-quality cooperating teacher and placement site. EPPs, working together with the relevant school districts, select placements with the following characteristics:

- A high-quality cooperating teacher, who is:
  - willing and committed to host the candidate
  - in a classroom setting with student classifications that align with the candidate’s target license and/or endorsement area
  - *For alternative certification programs*, in an appropriate setting that aligns with EPPs’ alternative certification goals (e.g. in a high-need school or in a district hiring-shortage area)
- School administrators who are willing and committed to host the candidate
- Opportunity for the candidate to gain experience working with students of different backgrounds and learning needs

#### Tools and Indicators

##### *Preclinical experience:*

- Worksheet for Clinical experience component to document selection of sites and cooperating teachers/mentors
- Rubric for Clinical experience component to assess selection of sites and cooperating teachers/mentors
- Interviews or focus groups to determine usefulness of experience and quality of guided support

##### *Clinical Experience:*

- Worksheet to document alignment of clinical setting with candidate needs and relevance to program
- Rubric to assess selection of sites and cooperating teachers/mentors

#### **Outcomes:**

EPPs provide candidates with high-quality, diverse experiences during preclinical coursework.

EPPs ensure candidates learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.

EPPs ensure candidates have the opportunity to observe effective teaching practice during their student teaching/job-embedded role.



### Tools and Indicators

- Candidate surveys to assess satisfaction with student teaching or job-embedded clinical experience

## 2.2 Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor

EPPs provide program-based supervisors and cooperating teachers/mentors with high-quality, relevant preparation to ensure they are equipped to aid candidates throughout the clinical experience.

### **Inputs:**

EPPs select program-based supervisors who have recent teaching experience, expertise in the content area that the supervised candidate is pursuing, strong interpersonal skills, and experience with adult learners.

EPPs train, and assure that districts train, program-based supervisor and cooperating teacher/mentor in general responsibilities and evidence-based coaching strategies. EPPs ensure all program-based supervisors and cooperating teachers/mentors:

- Understand their roles and responsibilities related to the candidate, district/placement site, and program, and have the information they need
- Are well trained in coaching strategies that include evidence-based coaching and may include coaching on content-specific pedagogy and instructional practices, cognitive coaching, and adult learning theory
- Are well trained in applicable content area standards and, for program-based supervisors, in professional teaching standards
- Are well trained on the department approved teacher evaluation to assess
- Have access to ongoing professional development and support relating to effective coaching

To the extent that supervisors and cooperating teachers/mentors already have training on any of the above, a separate training may not be required, as long as EPPs ensure supervisors and cooperating teachers/mentors are properly prepared.

### Tools and Indicators

- Worksheet to document training provided to supervisors and cooperating teachers/mentors
- Rubric to assess training provided to supervisors and cooperating teachers/mentors
- Supervisor and cooperating teacher/mentor survey to assess satisfaction



## Outcomes

EPPs provide candidates with clear guidance from supervisors and consistent, evidence-based based coaching and support from supervisors and cooperating teachers/mentors, leading candidates to develop and perform at higher levels during their clinical experience.

## Tools and Indicators

- Candidate survey to assess satisfaction

## 2.3 Structure and Content of Preclinical and Clinical Experiences

EPPs design the preclinical and clinical education to help candidates learn effective teaching practices. EPPs provide meaningful support to candidates throughout their preclinical and clinical education.

### Inputs:

*Preclinical Experiences (if applicable):* EPPs design preclinical experiences so that candidates become acquainted with aspects of teaching that support student achievement and teaching in different settings and to different students (as described in section 2.1). The preclinical observations and activities:

- Begin in the first year of the program
- Are designed to align with the credential the candidate is seeking

*Clinical Experiences:* EPPs design clinical experiences that provide candidates opportunity to apply coursework and practice effective teaching strategies. The clinical experience:

- Is aligned with the credential the candidate is seeking
- Provides candidates with substantive practice in their ability to effectively:
  - apply content
  - plan lessons
  - deliver lessons clearly
  - maintain high academic expectations
  - maintain behavioral expectations in the classroom
  - maximize instructional time
  - assess student learning
- Regularly engages candidates in guided reflection on their practice, such as through an advisory group or other programming, to discuss problems of practice
- *For traditional programs:* Meets New Mexico's licensure requirements for length of student teaching



- *For traditional programs:* Emphasizes co-planning and co-teaching
- *For dual credential programs leading to a general education and special education credential:* Extends clinical experience to both settings and encourages candidates to participate in substantially longer clinical experience than required by New Mexico's licensure requirements

The program-based supervisor and cooperating teacher/mentor oversee the candidate's growth during the clinical experience, remain in frequent contact with the candidate, and provide the candidate with evidence-based coaching and support.

Specifically, program-based supervisors and cooperating teachers/mentors:

- Coach intensively throughout the candidate's clinical experience, engaging in evaluations every two to three weeks
- Conduct observations through a classroom visit or by watching a video of the candidate every 3-4 weeks.
- Follow-up observations with a one-on-one debrief with the candidate in which they provide targeted, specific feedback based on evidence of what was observed
- Use the department teacher evaluation process to observe and provide feedback to the candidate
- Prompt candidates to practice new techniques immediately

EPPs ensure that program-based supervisors and cooperating teachers/mentors working with the same candidate are in contact with one another so that they can provide consistent coaching to that candidate.

#### Tools and Indicators

- Worksheet to assess the quality of structure of the preclinical and clinical experiences
- Rubric to assess candidate teaching practice and activity/observation-debrief cycles during the preclinical and clinical experience
- Candidate survey to gauge candidate learning and alignment of experience with candidate expectations and needs

#### **Outcomes:**

*Preclinical experience:* EPPs ensure candidates receive a rich set of preclinical activities and observations that acquaint them with high-quality teaching in a variety of contexts are better prepared to start the clinical experience.

*Clinical experience:* EPPs ensure candidates have substantive practice and demonstrate growth in their ability to effectively: apply content, plan lessons, deliver lessons clearly, maintain high academic and behavioral expectations in the classroom, maximize instructional time, and assess student learning. EPPs teach candidates how to recognize and select high-quality curriculum materials in their classroom settings and how to adapt these materials to meet students' needs. EPPs are instructing candidates on how to use culturally and linguistically relevant strategies and activities during their clinical



experiences. EPPs are providing coaching and reflection opportunities that help candidates improve as teachers and become more aware of their strengths and weaknesses.

#### Tools and Indicators

- Worksheet to assess the quality of structure of the preclinical and clinical experiences
- Rubric to assess candidate teaching practice and activity/observation-debrief cycles during the preclinical and clinical experience
- Candidate survey to gauge candidate learning and alignment of experience with candidate expectations and needs
- Program-based supervisor and cooperating teacher/mentor survey to assess candidates' experiences and progress
- Department approved Evaluation scores of candidates over time
- Formative or, where applicable, summative assessments of the candidates' students to assess candidate impact on student learning

### 2.4 Collaboration of Partners

Partnerships between EPPs and placement districts collaboratively ensure candidates' clinical experiences are high-quality.

#### **Inputs:**

EPPs develop strong partnerships with the districts they serve. EPPs and districts collaborate to build on successes and review, discuss, and address existing challenges in creating effective preclinical and clinical experiences for candidates.

EPPs evaluate their partnerships regularly and ensure they are productive. Where a partnership is not productive, EPPs evaluate ways to improve the quality of the partnership(s) in line with the continuous improvement cycle described in Component 4.

#### Tools and Indicators

- Worksheet to document the nature of the partnership between the EPP and the district(s) it serves

#### **Outcomes:**

Candidates benefit from a high-quality, continuously improving clinical experience. Partnerships between EPPs and the districts are productive and focused on improving candidate learning and preparation resulting in strong placements for candidates and better planning and alignment between EPPs and districts in their support for candidates.

#### Tools and Indicators

- Candidate and cooperating teacher/mentor surveys to assess quality and impact of partnerships



## Candidate Quality

### STANDARD 3: Candidate Quality

EPPs evaluate applicants based on their academic achievement, teaching dispositions, and reflection of the geographic, demographic, and economic diversity of the State’s student population; continuously assess candidates on academic achievement and teaching dispositions in order to provide high-quality support and feedback on performance during the academic and clinical experience components of the program; and responsibly recommend qualified candidates based on academic achievement and teaching dispositions for licensure at the time of program graduation.

#### Description:

The goal of the “Candidate Quality” component is to increase candidate quality and diversity at the start of, during, and at the end of the program, so that EPPs’ graduating candidates increase in quality and preparation over time, with a goal of universal Day-One Readiness upon graduation.

The standard outlines three broad phases during which EPPs should be reviewing and making selection or advancement decisions based on candidate quality: recruitment and admission; duration of the program; and completion, graduation, and licensure application. To advance the objective of producing Day-One Ready teachers, the component encourages EPPs to focus on three areas at each stage: academic achievement, candidate dispositions, and diversity.

*Academic Achievement:* This component reviews how effectively EPPs attend to both the academic achievement of the incoming cohort and admitted students’ progress and growth throughout their educator preparation experience.

*Dispositions:* Candidates’ dispositions can substantially affect how quickly and successfully they progress toward being Day-One Ready, specifically their disposition toward serving as professionals who envision their responsibility to include both (1) the wellbeing and future of all their students, whatever the students’ backgrounds and needs may be, and (2) their own professional development. Apart from those critical dispositions defined in the InTASC standards, the state accreditation process does not prescribe the particular dispositions a program should value. Rather, it examines the ways in which EPPs recognize, assess, and promote the various characteristics that align with their theory of action and strategy for ensuring candidates are Day-One Ready. The component asks EPPs to provide evidence that they consider the relevant teaching dispositions in their engagement with candidates across all three phases.

*Diversity:* Currently, there is a gap between the demographic make-up of the state’s PK-12 student population and students completing EPPs. The Quality Review recognizes the EPPs’ responsibility to help reduce the gap in teacher pool representation and better cater to the varied needs of New Mexico’s diverse students. This component focuses on this area primarily during admissions.





The three subcomponents of "Candidate Quality are (1) Recruitment and Admissions (2) Continuous Assessment and Support for Candidate Progress, and (3) Selectivity during Graduation. The following sections outline all three subcomponents and the inputs and outcomes associated with each, along with key metrics EPPs can use to track progress towards program improvement within each.

### 3.1 Recruitment and Admissions

EPPs design a robust recruitment and selection process that prioritizes the admission of candidates who have demonstrated strong academic achievement and content knowledge, exhibit the dispositions needed to succeed as educators, and increase diversity of the state's teacher pool to better reflect the diversity of the State's PK-12 student population.

#### Inputs:

EPPs create recruitment and selection goals and an aligned selection model that:

- Prioritizes high academic achievement and describes its methods for evaluating applicants' academic achievement
- Recognizes and assesses dispositions for teaching
- Aims to admit candidates reflecting the geographic, demographic, linguistic, and economic diversity of the New Mexico's student population

#### Tools and Indicators

- Worksheet for Candidate Quality presenting aggregate applicant pool and incoming cohort data
- Rubric for Candidate Quality measuring quality of recruitment and selection goals
- Rubric measuring quality of selection model and alignment to goals

#### Outcomes:

EPPs admit a cohort of candidates with improvements across the following characteristics:

- Metric(s) used by EPPs shows increased average academic achievement
- Positive dispositions towards teaching and the motivation to increase student learning in the PK-12 system
- Representation of the geographic, demographic, linguistic, and economic diversity of NM compared to the diversity of NM's student population

#### Tools and Indicators

- Worksheet documenting EPPs' selection outcomes as compared to goals across academic achievement, dispositions, and diversity

### 3.2 Continuous Assessment and Support for Candidate Progress

EPPs design and implement a rigorous evaluation system with multiple measures and checkpoints to assess candidate progress in areas of academic mastery of curriculum and teaching dispositions, especially for readiness for (1) clinical experience and (2) Day-One Readiness for licensure. EPPs



develop high-quality support systems and feedback mechanisms for candidates to ensure continuous improvement of candidate quality throughout the program.

**Inputs:**

EPPs periodically assess and track candidates' improvement in academic mastery of curriculum and teaching dispositions.

EPPs develop and use support systems to assess candidates' performance over time and support candidates in their growth. These support systems and feedback mechanisms have the capacity to effectively facilitate improvement across the learning areas and are differentiated, supporting all candidates as needed but especially candidates identified as at risk of not meeting standards.

Tools and Indicators

- Worksheet describing evaluation and support systems
- Rubric measuring quality of evaluation system
- Rubric measuring quality of support system
- Rubric measuring assessing cohort growth

**Outcomes:**

EPPs use evaluation system to track cohort progress, provide feedback to individual candidates, and use support system to improve candidate and overall cohort performance over time.

Tools and Indicators

- Interviews to assess the growth of individual candidate and cohort performance at each stage of evaluation
- EPP faculty and candidate surveys and interviews to gauge the quality and effectiveness of the evaluation and support systems

### 3.3 Selectivity during Graduation

EPPs graduate and recommend for licensure Day-One Ready candidates.

**Inputs:**

EPPs create and use a structure for approving candidates for graduation or recommendation for licensure that takes into account candidates' academic achievement and dispositions (e.g. identifying a specified level of student teaching outcomes that Day-One Ready candidates must achieve).

EPPs provide extra support to candidates who are nearing program completion but are not Day-One Ready.



Tools and Indicators

- Rubric measuring quality of structure for identifying Day-One Ready graduates or making favorable recommendations for PED licensure
- Interviews of candidates to gauge the rigor of the selectivity criteria and model during completion

**Outcomes:**

EPPs will recommend only those candidates for licensure who qualify as Day-One Ready. Candidates who were off-track approaching program completion have been supported and qualify as Day-One Ready by graduation or are being supported towards that aim.

Tools and Indicators

- Average GPA, nationally-normed test scores, or other data; cohort graduation rate; and graduate NMTA test scores to determine graduate cohort academic achievement
- Positive dispositions towards teaching and the motivation to increase student learning in the PK-12 system to determine graduate cohort dispositions
- Representation of the geographic, demographic, linguistic, and economic diversity of NM compared to the diversity of NM's student population
- Cohort graduation rate
- New Mexico Teacher Assessment exams assessing graduate mastery
- Feedback and graduate surveys to determine candidate satisfaction with preparation and support throughout program



## Continuous Improvement

### STANDARD 4: Continuous Improvement

EPPs articulate a theory of action for preparing Day-One Ready candidates and collect and make ongoing improvements based on evidence of the success of their theories of action and programs and on evolving PK-12 student needs and school and district conditions.

#### Description:

The “Continuous Improvement” component of the Quality Review considers the extent to which an EPP adapts its actions based both on evidence of the success of its theory of action and on shifting PK-12 demands. EPPs that engage in ongoing evidence-based improvements are more likely to continue to produce Day-One Ready teachers who positively affect the learning outcomes of PK-12 students throughout the state. The improvement process should be iterative and the information it generates should provide additional actionable feedback that an EPP can use in those improvement cycles.

This component considers a number of improvement activities by an EPP. EPPs should:

- Develop an integrated theory of action for preparing candidates to be Day-One Ready and programming actions aligned to that theory of action
- Define success criteria for determining whether its theory of action is meeting its Day-One Ready objective
- Gather evidence on its success criteria and evidence of changing PK-12 student needs and school and district conditions that may affect its candidates’ success
- Craft improvement steps in response to that evidence and its ongoing assessment of its local partners’ changing hiring needs and conditions, including the evolving needs of the children its partners serve
- Monitor the success of its improvement steps over time
- Use best practices and national trends to inform decision-making when setting or revising its theory of action, activities, and improvement steps

“Continuous Improvement” groups these activities into three subcomponents: (1) Theory of Action, (2) Goal-Setting and Implementation, and (3) Reflection and Adjustment. The following sections outline all three subcomponents and the inputs and outcomes associated with each, along with key metrics EPPs can use to track progress towards program improvement within each.

### 4.1 Theory of Action

#### Inputs:

EPPs explicitly articulate a theory of action (i.e., the series of logically integrated steps an EPP believes that it or its candidates need to take in order for the candidates to become Day-One Ready as of the time they complete the program).

#### Tools and Indicators



- Worksheet for Continuous Improvement Component describing evidence-based rationale to derive the theory of action and define the future direction of the EPP
- Rubric for Continuous Improvement Component measuring alignment of EPPs' theories of action with PK-12 student needs in New Mexico

**Outcomes:**

EPPs make strategic decisions in alignment with their theories of action and provide evidence of strategic planning or problem-solving processes and decisions made by faculty committees or other governance structures across EPPs.

Tools and Indicators

- Worksheet documenting EPPs' approach to pursuing continuous improvement

## 4.2 Goal-setting and Implementation

**Inputs:**

EPPs conduct an internal review focused on results and perceptions and then benchmark their findings in strategic goal setting. EPPs plan, implement, and track these goals with demonstrated awareness for alignment to their theory of action and programs, PED and K-12 partner needs, and general education landscape shifts.

EPPs identify key areas for improvement rooted in data collection and analysis from an internal review. EPPs articulate key findings and use them to inform strategic goals that are aligned with their theory of action, PED and partner goals, and overall shifts. Well-defined goals use SMART criteria (sustainable, measurable, actionable, rigorous, and time-bound).

Tools and Indicators

- Continuous Improvement Worksheet describing examples of continuous improvement efforts
- Rubric assessing EPPs' goal-setting, planning, and identification of measures to track progress

**Outcomes:**

EPPs communicate how changes will be tested and evaluated and implement program improvements based on internal findings, revised plans, and process iterations. EPPs have formal implementation timelines that identify critical checkpoints to measure results. They have, in advance of implementation, determined which key indicators would signal improvement and which data is relevant to the specific investigation. EPPs have identified the tools that they will use and specified the level(s) of data analysis. The data collection tools could be determined by current organizational committees and could include candidate surveys, administrative records, teacher rubric scores, or licensure exam scores. EPPs have a clear



understanding of who is responsible for collecting, entering, aggregating, and analyzing the data that will be reviewed against the intended goals and outcomes.

#### Tools and Indicators

- Rubric measuring data-collection and analysis that pairs results with SMART goals and assesses effectiveness of the intended improvements
- Rubric measuring evidence of implementation and data collection that demonstrates capacity to implement, test, and evaluate program improvements

*A note on embedding continuous improvement practices:* Evidence collection and documentation is an outcome of the continuous improvement process itself. Therefore, in an organization that works to continuously improve, this evidence would be a by-product of existing systems and practices.

### 4.3 Reflection and Adjustment

#### **Inputs:**

EPPs consider their internal capacity to plan, implement, and track their goals. EPPs change plans and initiatives to achieve process improvements and performance improvements while maintaining progress towards original strategic goals.

#### Tools and Indicators

- Worksheet describing example demonstrating how progress towards improvement targets and goals has been tracked and used to inform planning

#### **Outcomes:**

EPPs improve their processes and performance in areas of their program impact.

#### Tools and Indicators

- Rubric measuring EPPs' effectiveness in evidence-based decision making
- Rubric measuring growth toward strategic goals and targets



## Program Impact

Successfully addressing all of the standards in the four components, with strong practices around inputs and high-quality outcomes, will lead to effective preparation of teacher candidates. More specifically, EPPs which attract and enroll a qualified, diverse cohort of students; design and deliver a high-quality curriculum; design and implement high-quality clinical experience; and engage in practices of continuous improvement, will prepare candidates that are Day-One Ready and are therefore prepared to positively impact PK-12 student learning outcomes in their first years as full-time teachers.

Program Impact measures this collective and cumulative impact of the contributing components toward Day-One Ready teachers through impact on PK-12 student learning, employment outcomes for graduates, employer satisfaction, and graduate satisfaction. Data and evidence of Program Impact is collected by the PED, in many cases annually as part of its Educator Accountability Report.

*Impact on PK-12 Student Learning:* Teachers are positioned to positively influence PK-12 student learning and development in their first year.

### Tools and Indicators

- Title II data and Educator Accountability Report data (Section 22-10A-19.2. NMSA 1978)
- Candidates' student work observed during site visits to measure student learning
- Completer survey results

*Graduate Satisfaction:* Graduates perceive their preparation as comprehensive, effective, and “relevant to the responsibilities they confront on the job.” Graduates feel prepared “to apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.”<sup>7</sup>

### Tools and Indicators

- Survey to assess graduate satisfaction, filled out by graduates one year and two years after graduation

*Employment Outcomes and Employer Satisfaction:* Candidates find placements and remain teaching in New Mexico's school districts. Placement and retention in high-need districts is on par with that of other districts. This will ensure students with the greatest need receive high-quality teachers, beginning to close the equity gap between high-need students and their peers. Fostering partnerships and developing greater coordination between districts and EPPs, as described in Clinical experience Component 2.4 Collaboration of Partners and Continuous Improvement Component 4.2 Goal-setting and Implementation, will support alignment of program design with partner district needs and provide candidates experience in districts that most need them. This may also help EPPs maintain contact with their graduates to learn about their progress and satisfaction with teaching. District



satisfaction is another measure of successful employment. Satisfaction of district and school leaders with beginning teachers' effectiveness is an indication of the quality of their preparation.

### Tools and Indicators

- Title II data and Educator Accountability Report data (Section 22-10A-19.2. NMSA 1978)
- Placement rate, particularly in high-need districts
- Retention rate, particularly in high-need districts, and in the state
- Survey to assess employer satisfaction, completed by principals annually
- Interviews with principals during site visits

The criteria, tools, and indicators outlined above can be used to accurately determine EPPs' ultimate impact on teaching candidates and New Mexico's students and schools.





## COMPREHENSIVE STATE ACCREDITATION PROCESS

The process aims to develop an authentic, fair, and complete picture of EPPs. The process contains the traditional, key elements of reviews, including EPP self-review and evidence collection, on-site review, and a final report of results.

The process is divided into six main phases: (1) self-review, (2) site visit notification, (3) pre-visit review, (4) on-site review, (5) post-visit review, and (6) report of results. The entire six-phase process is expected to take approximately six months. This condensed timeline will allow for more frequent, streamlined reviews, reduced burden of preparation on EPPs and review teams, and final reports to be both both timely and impactful, with the goal of driving ongoing improvement for EPPs.

Each year the Quality Review process itself will be reviewed and revised to ensure that it continues to support EPPs' continuous improvement efforts.



### Phase 1: Self-review

#### PED

- During the summer, confirms with EPPs that they will receive a visit in the coming school year
- Supplies EPPs with applicable data that measures program impact

#### EPPs

- Engage in a self-review of performance and outcomes for each review component using worksheets provided by the PED
- Create an annotated list of all available artifacts that serve as evidence of inputs or outcomes
- Submit outcome measures requested by the PED

Note on tools: Worksheets have clear directions and word limits and ask EPPs to briefly describe how they meet the standards for each review component.

Note on artifacts: To minimize the preparation burden for EPPs, the Quality Review focuses on a reduced amount of evidence for each component of review, asking for existing documents where possible and minimal creation of new material. Further, all evidence will not have to be collected in advance of reviews; rather, EPPs will include a list of all the artifacts they have which could be used as evidence.

**Phase 2: Site visit notification**PED

- No fewer than three months in advance, informs EPPs of on-site-visit dates
- Assembles a review team with all of the necessary members, including any additional members bringing specific expertise

Review Team

- Based on EPPs' self-review, asks EPPs to provide selected artifacts from list of available evidence

Note on review teams: Review team members are responsible for participating in each portion of the process. Review teams always include at least one representative from each of the following:

- PED staff, who will lead the team and ensure all components are adequately reviewed
- Dean, Director, or Faculty member from a different New Mexico EPP to provide expertise and context
- A member of a local education agency administrative team
- Principal and/or teacher from a local school currently partnering with the EPP

EPPs

- Collect requested artifacts

**Phase 3: Pre-visit review**Review Team

- Conducts initial review of EPPs' artifacts and self-review
- Asks EPPs to supply additional artifacts or to provide any incomplete and/or missing information

EPPs

- Share requested artifacts no less than one month in advance, providing additional artifacts as requested
- Coordinate logistics for on-site review, including individuals and locations for classroom observations, interviews, and focus groups, using Site Visit Schedule Guide tool provided by PED (see below)

**Phase 4: On-site review**Review Team

- Visits EPP sites and conducts on-site visit, which will last no longer than two days



- At the beginning of the on-site visit: participates in Orientation Meeting to develop consensus about approach to the review, while reviewing the site-visit schedule and protocol and briefly discussing findings from initial document review
- Seeks input from several stakeholders, including current candidates and alumni, professors and staff, and partner district teachers and staff
- Conducts classroom observations of courses and of candidate student-teaching classrooms and focus groups with EPPs' staff, students, and alumni
- Interviews EPPs' central office staff, professors, teaching candidates and alumni, and district teachers and staff
- At the end of the site visit: holds Debriefing Meeting with the administrative leadership of the EPP:
  - Provides some immediate feedback, answers any questions, discusses next steps in the Quality Review process, and initiates what will be an open, continuous dialogue focused on supporting the EPPs' improvement efforts

*Tool: Site Visit Schedule Guide*

Day ● Stakeholder focus	Schedule of Review Activities
<b>Day One</b> <ul style="list-style-type: none"> <li>● Orientation</li> <li>● Teaching Candidate Experiences</li> <li>● EPP Staff Experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Review Team Orientation Meeting</li> <li>● Classroom observations of EPPs' courses and focus groups, and interviews with teaching candidates</li> <li>● Focus groups and interviews with EPP faculty and central office staff</li> </ul>
<b>Day Two</b> <ul style="list-style-type: none"> <li>● District Visits</li> <li>● District Experiences</li> <li>● Complete any remaining observations, interviews, focus groups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom observations of candidate student teaching classrooms</li> <li>● Focus groups and interviews with district teachers, principals, superintendents, and staff at schools being observed</li> <li>● Debriefing Meeting</li> </ul>

### Phase 5: Post-visit report

#### Review Team

- Within one month after the visit, issues a preliminary report of findings and recommendations for the EPPs to review and answers EPPs' questions
- Begins supporting EPPs' steps towards improvement



EPPs

- Clarify any outstanding Review Team questions and provide any requested follow-up evidence
- Review preliminary report and correct any inaccurate or incomplete information
- Discuss the report's findings with the PED

**Phase 6: Report results**Review Team

- No more than three months after the on-site visit, the team issues a final report containing the EPPs' review status, along with targeted areas identified during the review and recommendations for resources to support growth
- The department determines whether an EPP earns approval for continued operation, is placed on probation, or has its approval revoked. The EPP status shall determine the frequency of comprehensive state approval site visits and the scope of EPP responsibilities.
- The department connects the EPPs with supporting tools and resources in targeted areas that were identified as needing improvement

Note on the report: The report contains a comprehensive review of EPPs across all four component areas and Program Impact and identifies several key areas where EPPs should seek to improve. Reports will include scores for each component's rubric and additional indicators and provide an overall cumulative recommendation.

EPPs

- Develop action plans for improvement and plan an appropriate timeline for implementing changes with support from the PED

## USING THE QUALITY REVIEW TO DRIVE CONTINUOUS IMPROVEMENT

The PED's new Quality Review was designed with a focus on encouraging and supporting continuous improvement, with the final report providing practical guidance to EPPs as to how they can move towards effectively preparing all program graduates to be Day-One Ready teachers. Following a Quality Review, EPPs will have a clear snapshot of their current strengths and areas for growth.

The continuous improvement component of this manual (especially sections 4.2 Goal-setting and Implementation and 4.3 Reflection and Adjustment) can then serve as a guide for planning and implementing changes. EPPs can design or revisit strategic goals for improving in growth areas, develop concrete plans to achieve those goals, and track progress towards improvement targets, iterating along the way based on data feedback loops.



Depending on EPPs' Quality Review performance outcomes, the PED may encourage or require EPPs to develop Action Plans (See Appendix 4 for a template). In these cases, the PED will engage in an ongoing dialogue to support the development and implementation of these Action Plans.

In addition to drawing on experts within their own organizations, EPPs can consult with other EPPs – both within and outside of New Mexico – with complementary strengths that may help facilitate or accelerate improvement. The PED will be able to connect in-state EPPs with complementary strengths based on Quality Review results.

EPPs can also engage other local and state-based governmental stakeholders such as the Higher Education Department or, depending on relevance to the EPP's action plan, Local Education Agencies.

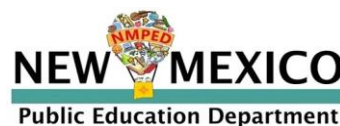
## CONCLUSION

This process, which prioritizes responsiveness to PK-12 systems, continuous improvement, and authenticity and impact of results, will support the development of Day-One Ready teachers to serve in schools throughout New Mexico. Better educator preparation is an important step towards reaching the PED's goal of an effective teacher in every classroom. It will also lead to positive changes in other aspects of the teacher life-cycle, impacting New Mexico's talent ecosystem in five other areas: recruitment, evaluation, training, retention and placement, and career advancement.

*Recruitment:* Improved educator preparation in the state will result in a more diverse and qualified teacher pool from which districts and charter schools can hire teachers. As conceived in this Quality Review process, improved preparation also includes the increasingly integrated partnership between EPPs and their local districts, meaning teachers are also better informed about potential long-term school placements, leading to better fits with initial placements.

*Evaluation:* The Department's evaluation process created a common definition of high-quality teaching and a language for strong teaching competencies and practices in the state of New Mexico. The department's Teacher Observation Rubric provides a foundation for learning concrete, scaffolded strategies for effective teaching, and exposing candidates to it early will result in better prepared teachers and greater continuity between candidates' training and teaching.

*Training:* Improved preparation of new teachers will directly translate to lessons that districts and charters can learn and apply to professional development for current teachers. Further, with teachers entering the profession with better and more relevant foundational preparation, in-service training can be focused on more advanced knowledge, techniques, and practice.



*Retention and Placement:* Better prepared teachers are more likely to be successful in their placements, thereby increasing retention rates in schools and in the profession. Stronger teachers are also more likely to be eligible for incentives that encourage placement and retention in hard to staff areas and to earn performance-based awards that increase retention.

*Career Advancement:* Finally, a stronger workforce results in greater numbers of teachers ready to leverage career advancement opportunities. Stronger teachers will turn into stronger teacher leaders, school leaders, district leaders, and policy at all levels.

New Mexico's students are capable of incredible achievement and deserve improved access to the most effective teachers. The state's educator preparation programs are in a unique position and have a critical role in driving improved teacher quality to accelerate the trajectories of New Mexico's students.



## POST-QUALITY REVIEW ACTION PLAN

<b>EPP:</b>	<b>Date of most recent Quality Review:</b>			
<b>Name of action plan owner or lead:</b>	<b>Date of Action Plan:</b>			
<b>Component to be addressed (select one):</b>				
<input type="checkbox"/> 1. Curriculum Design and Delivery <input type="checkbox"/> 2. Clinical experience <input type="checkbox"/> 3. Candidate Quality <input type="checkbox"/> 4. Continuous Improvement				
<b>Provide a rationale for focusing on this component in the action plan:</b>				
<b>GOALS</b>				
<b>Include 1-3 measurable objective(s), including specific subcomponents where relevant:</b>				
<b>ACTION PLAN:</b>				
<b>Key Actions/Strategies</b> <i>(to attain stated goals)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Formative Evidence/Measures</b> <i>(to assess progress toward goals)</i>



**Figure 1. AAQEP Expectations Framework**

### **Standard 1: Candidate/Completer Performance**

#### **Program completers perform as professional educators with the capacity to support success for all learners.**

Candidates and completers exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

- 1a.** Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought
- 1b.** Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory
- 1c.** Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning
- 1d.** Assessment of and for student learning, assessment and data literacy, and use of data to inform practice
- 1e.** Creation and development of positive learning and work environments
- 1f.** Dispositions and behaviors required for successful professional practice

Evidence will include multiple measures, multiple perspectives (from program faculty, P-12 partners, program completers, and graduates' employers), and direct measures and evidence of performance in a field/clinical setting appropriate to the program.

### **Standard 2: Completer Professional Competence and Growth**

#### **Program completers adapt to working in a variety of contexts and grow as professionals.**

Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers. Evidence shows that completers:

- 2a.** Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities
- 2b.** Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
- 2c.** Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts
- 2d.** Support students' growth in international and global perspectives
- 2e.** Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection
- 2f.** Collaborate with colleagues to support professional learning

Evidence for this standard will show both that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings appropriate to the credential or degree sought.




**Figure 1. AAQEP Expectations Framework (continued)**

### Standard 3: Quality Program Practices

**The program has the capacity to ensure that its completers meet Standards 1 and 2.**

Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. Effective program practices include consistent offering of coherent curricula; high-quality, diverse clinical experiences; dynamic, mutually beneficial partnerships with stakeholders; and comprehensive and transparent quality assurance processes informed by trustworthy evidence. Each aspect of the program is appropriate to its context and to the credential or degree sought. Evidence shows the program:

- 3a.** Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable
- 3b.** Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts
- 3c.** Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation
- 3d.** Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards
- 3e.** Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system
- 3f.** Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment

Evidence related to this standard will include documentation of program practices and resources as well as the program's rationale for its structure and operation.

### Standard 4: Program Engagement in System Improvement

**Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.**

The program is committed to and invests in strengthening and improving the education profession and the P-20 education system. Each program's context (or multiple contexts) provides particular opportunities to engage the field's shared challenges and to foster and support innovation. Engagement with critical issues is essential and must be contextualized. Sharing results of contextualized engagement and innovation supports the field's collective effort to address education's most pressing challenges through improvement and innovation. The program provides evidence that it:

- 4a.** Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes
- 4b.** Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support
- 4c.** Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned
- 4d.** Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs
- 4e.** Meets obligations and mandates established by the state, states, or jurisdiction within which it operates
- 4f.** Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

Evidence for this standard will address identified issues in light of local and institutional context.

## Appendix 1: Alignment of the Comprehensive State Accreditation Process and CAEP

Among many resources considered during the development of the Quality Review, CAEP accreditation standards were an important reference. Though New Mexico does not require EPPs to be CAEP-accredited and the Quality Review is designed to function as a stand-alone process, there is significant alignment in the standards each puts forward for EPP review, and in some cases, the Quality Review explicitly adapts CAEP standards. Thus, even while certain indicators, tools, or processes may differ, the Quality Review is designed in a manner that ensures that efforts toward state renewal under the Quality Review also support the pursuit of CAEP accreditation.

Quality Review Standards	CAEP Standards
<p><b>Component 1: Curriculum Design and Delivery</b></p> <p>EPPs design and deliver a high-quality curriculum that ensures candidates develop the content, pedagogical, child development, data literacy, and technological facility necessary to advance the learning of all students toward attainment of rigorous college-and-career readiness standards. In addition, candidates are prepared to address the needs and academic language development of culturally and linguistically diverse students, including English learners, in New Mexico.</p>	<p><b>Standard 1: Content and Pedagogical Knowledge</b></p> <p>The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p>
<p><b>Component 2: Clinical experience</b></p> <p>EPPs design clinical education to ensure that candidates can apply their learning in ways that nurture student academic growth and that candidates are regularly observed and given feedback. EPPs foster strong partnerships with districts to ensure candidates receive quality clinical experiences, training, and support, that are representative of the classrooms in which they will teach after program completion.</p>	<p><b>Standard 2: Clinical Partnerships and Practice</b></p> <p>The provider ensures that effective partnerships and high-quality clinical experience are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all PK-12 students' learning and development.</p>

<p><b>Component 3: Candidate Quality</b></p> <p>EPPs evaluate applicants based on their academic achievement, teaching dispositions, and reflection of the geographic, demographic, and economic diversity of the State’s student population; continuously assess candidates on academic achievement and teaching dispositions in order to provide high-quality support and feedback on performance during the academic and clinical experience components of the program; and responsibly recommend qualified candidates based on academic achievement and teaching dispositions for licensure at the time of program graduation.</p>	<p><b>Standard 3: Candidate Quality, Recruitment, and Selectivity</b></p> <p>The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.</p>
<p><b>Component 4: Continuous Improvement</b></p> <p>EPPs articulate a theory of action for preparing Day-One Ready candidates and collect and make ongoing improvements based on evidence of the success of their theories of action and programs and on evolving PK-12 student needs and school and district conditions.</p>	<p><b>Standard 5: Provider Quality Assurance and Continuous Improvement</b></p> <p>The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates and completers’ positive impact on P- 12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.</p>
<p><b>Program Impact</b></p> <p>Program Impact measures the collective and cumulative impact of the contributing components toward creating Day-One Ready teachers through impact on PK-12 student learning, employment outcomes for graduates, employer satisfaction, and graduate satisfaction.</p>	<p><b>Standard 4: Program Impact</b></p> <p>The provider demonstrates the impact of its completers on PK-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</p>