

## **Summary: Unit's leadership and authority in preparation of educators**

An example of shared governance relevant to the unit involves the revision of tools for the supervised field experience component of the BA program. When the director of field placement recognized the need to align the observation and evaluation tools to the revised *Conceptual Framework*, the work of alignment and revision was shared by the ALP coordinator, three faculty members and the Dean. The work of alignment and revision became a departmental effort (this is a small department) and, as the work progressed, the group decided to make the tools applicable to the Alternative Licensure Program candidates as well. The alignment and use of the same tools for all supervised field experience candidates was implemented Fall 2008, producing data on candidate performance that is informing the department on the efficacy of both the tools and the process in helping candidates meet *NMPED Entry Level Teacher Competencies* and *INTASC Standards*. The group decided that major changes (see Ex.6.1.a.1) would remain in place for at least one full year before revision of gathered data would allow an informed determination of the effectiveness of the changes.

### **Management of Program Delivery**

The management of COE program delivery focuses on student learning, delivery of content, management of class offerings, management of faculty assignments, and quality assurance of student learning with the focus on helping candidates meet *NMPED Entry Level Teacher Competencies* and *INTASC Standards*. Program are delivered on campus, online or as hybrid courses (includes both live and online components).

*Student learning* is managed by setting criteria for success, defining these criteria based on New Mexico Public Education Department competencies for entry level teachers *NMPED Entry Level Teacher Competencies* and *INTASC Standards* for teacher education; both these sets of criteria and the values of the COE are defined in the *Conceptual Framework*. The content of each class in the COE is reflective of some portion of the criteria, with student learning always at the forefront of the work being done in the class (see Ex. I.5.b.). The professional and personal dispositions are defined in the *Conceptual Framework* as well and managed through the *Dispositions Checklist* that is administered by professors and field-based instructors throughout the program. Student learning is also determined by the pass rates of candidates on the New Mexico Teacher Assessments and candidate performance is monitored by both faculty and staff.

In order to ensure that *content delivery* is reflective of the expectations of candidates in the COE, the content of each class is expected to be of high quality, rigorous and based on standards for teacher education as demonstrated by class syllabi. The content of each class is also placed on a learning matrix that shows that all *NMPED Entry Level Teacher Competencies* are addressed during the course of study for teacher candidates. Candidates are given the opportunity in each class to evaluate their instructors, and to offer suggestions for improvement. These evaluations are taken seriously, with the Dean of the COE communicating in writing with each instructor on the results of the evaluations. If the average of the evaluations falls below 3.8, a face-to-face meeting is held to plan for improvement in the areas candidates are reporting as lacking. The Dean of the COE is responsible for the supervision of instructional activities within the unit, including continuous evaluation of instructional activities within the college, evaluation of curriculum and ascertaining the maintenance of current course outlines and syllabi which accurately reflects the instructional program. The Dean sits on the Academic Dean's Council, the President's Cabinet, and the AQIP Council, and can make recommendations for improvement through these entities, or go directly to the Provost or President.

*Management of class offerings* is a shared responsibility. The staff and faculty of the COE schedule classes, including weekend, short term, and hybrid classes. The scheduling of classes is also dependent on student enrollment, the requirements of short programs such as the Alternative Licensure Program and the funding of adjunct positions. In addition, the partnerships that the COE has with Española School District, Los Alamos National Laboratory Foundation, and the Northern Network all require additional professional development classes, and these are managed by the unit.

*Management of faculty assignments* is the responsibility of the Dean, based on information from faculty resumes and faculty evaluations by students. Recruitment of adjunct faculty is driven by department need for expertise in helping candidates meet *NMPED Entry Level Teacher Competencies* and *INTASC Standards* and diversity of experience. Faculty assignments are appropriate to faculty expertise and education, as well as suitability for classroom instruction.

### **Management of Overall Program Operation**

The programs of NNMC-COE are relatively new, and the faculty and staff are small in numbers. Therefore, the faculty and staff may be tasked with responsibilities that are managerial as well as academic.

In making decisions that affect the college, faculty and staff are responsible for exploring options, offering suggestions, making decisions jointly in an atmosphere of mutual respect. Most decisions affecting programmatic changes undergo the scrutiny of all full-time faculty and staff. Most full-time faculty are participants in selection committees for new faculty members, ensuring that new faculty members have the expertise and experience to deliver content needed by candidates to meet *NMPED Entry Level Teacher Competencies* and *INTASC Standards*.

Some managerial tasks that fall on the administrator of the college (Dean) include: annual evaluation of faculty and staff, budgetary decisions, hiring and recruitment of adjunct faculty, recommendation for tenure, instructional assignments and leading the COE to develop and revise the *Conceptual Framework* to reflect the requirements of candidates to meet *NMPED Entry Level Teacher Competencies* and *INTASC Standards*.

The unit's Organizational Chart is provided as Ex. 6.3.b.