

2.3.c Policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair.

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The Assessment Processes Chart shown below demonstrates how the unit ensures that the assessment processes are fair, accurate, consistent and free of bias. The processes were developed utilizing the *New Mexico Entry Level Teacher Competencies*, NNMC COE's *Conceptual Framework* and the *INTASC Standards* and influence policy via the *NNMCE COE Handbook*, which was developed during Spring 2014 and Fall 2014. The assessment tools are administered at specific times during the program.

In addition, considerations were made to ensure that data results reflect quantitative and qualitative performance measures as shown in chart below:

Assessment Processes Chart

Bachelor of Arts Elementary Education (K-8) Alternative Licensure Program (Elementary, Secondary and Special Education) *Both BA and ALP				
Assessment Processes	Fair	Accurate	Consistent	Free of Bias
<u>ENTRY LEVEL</u>				
A minimum score on the B.A. Entrance Interview (Qualitative Narrative) A Passing score on either the NMTA Basic Skills or the NES Essential Academic Skills (subtests I, II, and III). (Quantitative Evidence – Title II Report) A completed B.A. Entrance Application Packet. (Qualitative Narrative).	Teacher candidates are provided with the entry level program requirements and assessment procedures via NNMC COE Handbook and NNMC Catalog. Teacher candidates are provided with rubrics or guidelines for letter of intent,	The entry level requirements are designed to measure the candidate’s readiness to meet program requirements. Teacher candidates are required to express themselves orally and in writing. Teacher candidates are	Application materials are received and consistency is ensured through rubrics for acceptance into the programs. Prior to acceptance into the BA Program, potential teacher candidates will be interviewed by the College of Education Faculty and Staff and are assessed via a rubric.	The policy, procedures, and assessment rubrics were created using research-based tools that were modified to meet the needs of teacher candidates for NNMC, which reflect the demographics of the institution’s student population. The valid and reliable tools ensure equality, equity, and diversity. The COE Conceptual Framework encompasses respect

<p>GPA minimum of 2.5</p> <p>A Passing score on either the NMTA Basic Skills or the NES Essential Academic Skills (sub tests I, II, and III). (Quantitative Evidence – Title II Report)</p> <p>A completed A.L.P. Entrance Application Packet. (Qualitative Narrative).</p>	<p>philosophy of education and interview.</p>	<p>evaluated based on the GPA, transcripts, Interview, and passing scores on NMTA Basic Skills/NES Essential Academic Skills.</p>		<p>for multiculturalism and multilingualism, understanding of standards-based education, respect for the complexity of individual learning, knowledge of assessment as a tool for direction as well as measurement of learning - and a tool for ensuring fairness for all learners in the classroom, respect for the interplay between theory and practice in well-directed</p>
<p><u>MID-POINT</u></p> <p>Student Teaching Application Packet</p> <p>Pre-Student Teaching Interview</p> <p>NES: Assessment of Professional Knowledge: Elementary, Elementary Education (subtests I and II), Essential Components of Elementary Reading Instruction.</p> <p>NES: Assessment of Professional Knowledge: Elementary, Elementary Education (subtests I and II), Essential Components of Elementary Reading</p>	<p>Teacher candidates are provided with the mid-point level program requirements and assessment procedures via NNMC COE Handbook and NNMC Catalog.</p> <p>Appeals may be made based on academic standing, unfavorable disposition reports, issues involving field lab placement, and/or unfavorable background check. Teacher</p>	<p>Student teacher candidates must submit a completed Student Teaching Application packet by the end of April of the Spring Semester or the end of October of the Fall Semester.</p> <p>The mid-point requirements are designed to measure candidate's readiness to progress to the Supervised Student Teaching/ Field</p>	<p>Student Teaching packets are received and consistency is ensured through rubrics for acceptance into the programs. Prior to Student Teaching, candidates will be interviewed by the College of Education Faculty and Staff and are assessed via a rubric. Passing scores for all NMTA/NES state mandated tests are required.</p> <p>Passing Scores</p>	<p>practice, value of inclusive participation in education, and understanding the value of professional collaboration with students, parents and fellow educators.</p> <p>The COE relies on the knowledge of socially-constructed education, based on the theoretical work of John Dewey, Lev Vygotsky and Jerome Bruner. These theorists also point to the experiential and cyclical nature of learning and the nature of learning as an active pursuit. The current knowledge base about creativity</p>

<p>Instruction.</p> <p>Degree Check</p>	<p>candidates are enrolled in courses that require field experience and must submit a dispositions checklist on the teacher candidate completed by the mentor teachers. These dispositions and characteristics are grounded in NNMC's Teacher Education Conceptual Framework which strives to help teacher candidates develop the dispositions of fairness and equity, a belief that all students can learn, and ethical behavior. Faculty gather data using a 4-point scale rubric. A Candidate Growth Plan is implemented when a teacher candidate score in the range of "Unacceptable."</p>	<p>Lab Experience</p> <p>level of the program. Candidates provide grades, licensure/ background check status, and passing scores on the <i>NMTA/NES</i>.</p>	<p>for NMTA/NES Essentials Academic Skills are required.</p>	<p>in learning is expressed in the work of Edelman, Tonini and Tomasello. Neuro-cognitive science is also at the heart of works by Renata Caine and Eric Jensen, as well as researchers like Zadina (2007). These ideas and perspectives support the concept that all students can learn, and that the job of the teacher is to help the student learn. In essence, we believe that teaching and learning are on the same continuum of cognitive experience. Using Eisner's Curriculum and Cognition Revisited as a philosophical base, the COE is conscious of the need to apply the concept of the democratic nature of the classroom throughout the curriculum, with equity of opportunity for all.</p> <p>In addition, the COE has been guided by the educational policy work of Linda Darling-Hammond (The Right to Learn: a Blueprint for</p>
<p><u>EXIT</u></p> <p>Collection of Competency Based Artifacts (Portfolio)</p>	<p>Teacher candidates are provided with</p>	<p>The exit requirements are designed to measure a candidate's readiness to perform as a Level I teacher,</p>		<p>a Blueprint for</p>

<p>Assessment of Classroom Teaching and NM Teach Observation Protocol</p> <p>Field Dispositions Checklist</p> <p>Student Survey Principal and Mentor Survey</p> <p>Field Log Sheets</p> <p>Post Student Teaching Interview</p> <p>Assessment of Classroom Teaching and NM Teach Observation Protocol</p> <p>Collection of Competency Based Artifacts (Portfolio)</p> <p>Field Dispositions Checklist</p> <p>Student Survey</p> <p>Principal and Mentor Survey</p> <p>Field Log Sheets</p>	<p>the exit level program requirements and assessment procedures via NNMC COE Handbook and NNMC Catalog.</p> <p>All student teacher candidates must meet COE exit and seminar requirements in order to graduate.</p> <p>Candidates certify with an advisor the completion of Program of Study and requirements that include: NNMC Application to Graduate, NNMC Petition to Graduate, and evidence of passing the State of New Mexico required assessments.</p>	<p>according to the <i>INTASC Standards</i>, the <i>NMPED Entry Level Competencies</i> and the NNMC COE <i>Conceptual Framework</i>.</p>	<p>Schools that Work) and Katy Haycock and others at The Education Trust in Washington, D. C. These authors have emphasized the importance of schools of teacher education for producing quality teachers in order to systemically affect the education of the nation's students.</p>
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Tools implemented as part of the process that insure fairness, accuracy, consistency and freedom from bias during the implementation of the program are described below:

Course Syllabus Template

The syllabus template ensures consistency because it is utilized by all faculty. All NNMC-COE courses are aligned to the *Conceptual Framework* and *NM Entry Level Teacher Competencies*. Every course must contain the essential components included in the master syllabi. This includes grading criteria; a course

description; a course name; course requirements; rubrics, checklist, or exemplars for the assignments and grading scale. Syllabi are aligned to the *Conceptual Framework* and to state and professional standards. NNMC is committed to the assessment of identified student learning outcomes (SLOs): 1. Ability to communicate clearly and effectively; 2. Ability to think critically through analytical, inventive and creative means; 3. Demonstrate commitment to address cultural, social, and ethical responsibilities; and 4. Demonstrate Proficiency in the use of Current Technology and Innovation

Dispositions Checklist (Field and Classroom)

The *Field and Classroom Dispositions Checklist* was modified in Spring 2014 and implemented during Fall 2014. The *Dispositions Checklist* is a tool that allows candidates, cooperating mentor teachers, practicum instructors, and college supervisors to comment on the professional and personal dispositions required of professional classroom teachers. These dispositions and characteristics are grounded in NNMC's Teacher Education Conceptual Framework which strives to help teacher candidates develop the dispositions of fairness and equity, a belief that all students can learn, and ethical behavior. Data motivating this change came from faculty and staff discussions on ways to clarify the intent of the *Conceptual Framework* and expectations of candidate performance.

Portfolio Evaluation/Rubric

All NNMC COE courses and artifacts are aligned based on proficiency and the progression continues into a culminating *Competency-Based Collection of Artifacts* collected during their Student Teaching (BA) or Field Lab Experience (ALP). The *Competency-Based Collection of Artifacts* is used by candidates as a reflective tool to demonstrate their readiness for employment and as an employment interview tool. Faculty uses the data from the *Competency-Based Collection of Artifacts* to improve instruction in areas where candidates are showing weakness. The assessment tool is aligned to *NM Entry Level Teacher Competencies* and the *COE Conceptual Framework*.

Assessment of Classroom Teaching

The *Assessment of Classroom Teaching* was adopted in fall of 2008 for both the Alternative Licensure and Bachelor of Arts programs. The purpose is to assure that the teacher candidate provides evidence of meeting entry-level teacher competencies that are aligned with the unit's *Conceptual Framework*. This tool is composed of an evaluation scale and rubric that integrates quantitative and qualitative performance measure. The *ACT* is a comprehensive evaluation tool that allows for teacher candidate, college supervisor and cooperating mentor teacher scores that provide fair, accurate, consistent and unbiased data. Students are rated and provided with feedback and recommendations are made to continue student teaching, to develop a growth plan or retake the course. Candidates use the data from the *ACT* to determine areas for improvement, based on assessment by cooperating mentor teacher, college supervisor and self-assessment. An overall average score of "Proficient" or above is required for successful completion of the supervised field experience. Faculty uses the data from the *ACT* to determine areas where candidates need assistance in reaching proficiency in *NM Entry Level Teacher Competencies* and the *COE Conceptual Framework*.

New Mexico Teacher Assessment Reporting

Students are required to take and pass the *NMTA/NES* exams. These assessments demonstrate evidence of the teacher candidate's knowledge, providing evidence of the student's readiness to apply for a Level One Teacher License. ([2a.1.4 Title II Completer Summary Report](#))

