

The COE has used data to make necessary improvements in candidate performance, program quality, and unit operations. A summary of the timeline, processes, activities, and outcomes derived from the use of data are provided as such:

Candidate Performance/Program Quality

The COE Academic Planning Committee and Field Placement Committee produced the following:

Fall 2013

- *COE developed a scope and sequence for all academic programs:*
The committee wanted to ensure that students would be able to complete their academic program within a reasonable timeframe.
- *COE Reviewed Academic Programs and the respective courses and submitted buck sheets/courses change forms to reflect edits changes:*
The committee reviewed the academic programs and the respective course descriptions and submitted buck sheets/course change forms to internal NNMC Committees and administration for approval. These changes were to provide clarity on New Mexico State Testing, field experiences, prerequisites, and co-requisites and program requirements
- *COE Revised their Section of the NNMC Catalog:*
In addition, the committee began revising the COE section of the NNMC Catalog to reflect new hires, edits to academic program requirements and revised course descriptions approved during the Fall 2013 Semester.

Spring 2014

- *The NM Public Education Department (NMPED):*
This state entity adopted the NES Evaluation Series that replaced the New Mexico Teacher Assessments. This became effective January of 2014
- *COE section of the catalog was submitted:*
The committee revised the COE section of the catalog was revised and submitted to Creative Director, Communications and Marketing.
The revisions included: updating text to include new staff and faculty hires, editing program information regarding A.A., B.A., and ALP Programs, changing the name of the New Mexico State Tests: specifically all the NMTA Assessments (Basic Skills, Content, and Competency Assessments) will now read as “The State of New Mexico Required Entry Level Teacher Exams”. The NES Essential Components of Elementary Reading Instruction Exam description will remain the same
- *The COE Syllabus Template was edited by the committee to include the following:*
Edit roman numerals to include new items (make sure they are in sequence), include NNMC Student Learning Outcomes (SLOs), include NMTA/NES Teacher Assessment policy requirements, VII: Email Requirement: All students attending NNMC must use their NNMC Email Account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259, IX: Catalog Course Description: (as described in the newly revised catalog), VII: Personal Responsibility: All students must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements, Create a footer that states, revised 3/24/14
- Combine BA and ALP students for the Student Teaching Seminar and Lab
- Review and Create ALP and BA Portfolio Packets
- Create Mentor Packets
- Create a Lesson Plan to be used in all courses consistently

- Policy change: ECE lab practicum students may document and submit up to 8 hours of professional development towards contact hours via NNMC Log Sheet. AA Practicum Students may NOT document and submit professional development hours towards contact hours. Student teachers may participate in all professional development opportunities in correspondence with their mentor teachers during the 16 weeks of student teaching. Student teachers will document and submit professional development hours towards contact hours via NNMC Log Sheet. ALP students may document and submit up to 8 hours of professional development towards contact hours via NNMC Log Sheet.
- Create Teacher Interview packets
- Modify BA Entrance Interview questions and grading scale
- Modify Assurance Forms for BA and ALP
- Add “notification to use only NNMC email” to Master Syllabus
- Modify NNMC COE Handbook
- Modify BA and ALP Assurance Forms
- Modify Site Request Form
- Create Philosophy Statement Rubric
- Create Letter of Interest Rubric
- Modify BA Interview questions
- Modify Dispositions Checklist Form (Class and Field)
- The following sections of the NNMC COE Handbook were revised:
 - Page 19 section 1 orientation and identification – sections 1.1, 1.4, 1.5, 1.6, and 1.7.
 - Page 20 and 21 section 2 student teacher candidates (BA) – section 2.3.
 - Page 21 section 3 field lab experiences – title correction sections 3.1 and 3.2 and boxed section.
 - Page 21 section 4 child abuse reporting – section 4.1.
 - Page 21 and 22 section 5 classroom emergencies - section 5.
 - Page 22 section 6 classroom management – sections 6.2, 6.3, and 6.4.
 - Page 23 section 9 failure to act – sections 9.2 and 9.3 were added.
 - Page 23 section 10 field trips - section 10.1.
 - Page 23 section 11 non instructional and extracurricular activities – section 11.1.
 - Page 23 section 12 full time student teacher candidates as substitute teachers – section 12.1.
 - Page 24 section 13 AA and ECE lab practicum courses – section 13.1.
 - Page 24 section 16 AA and ECE lab practicum students – section 16.1.
 - Page 25 section 19 AA and ECE lab practicum students – section 19.1.
 - Page 25 and 26 section 20 student teaching (BA) – section 20.2, 20.3, 20, 6, 20.7 and sections 20.5 and 20.8 were deleted.
 - Pages 17, 18 and 19 – an asterisk was added to overview of field lab experience courses.
 - On page 12 the New Mexico Public Education Department website will be place somewhere else.
 - On page 13 under NNMC conceptual framework a new heading will be cut and pasted.
- The following sections were revised:
 - Page 31 section 45.1 and 45.2 on liability information will be added per Rose’s request..
 - Page 32 section on appeals.

Fall 2014

- *Academic Planning Committee Charter was developed and priorities were identified :*
Priority #1:
 The committee will develop a comprehensive COE Handbook. Develop a table of contents and corresponding sections to formalize COE Policies and Procedures.
 COE Handbook was edited to include the following:

1.) The committee will utilize the adopt Engineering Departmental Handbook Table of Contents as an example for developing a handbook. The COE merged a few of the COE contents based on relevance i.e. Establishing an account for licensure (Engineering doesn't have this) and including Field Placement Information.

2.) The committee included an organizational chart, Conceptual Framework, COE Vision, and Mission Statements within the COE Student Handbook.

Special attention was made to specific sections of the handbook:

E.) Candidate Growth Plan Policy for Handbook.

The committee reviewed documents that have been utilized in previous semesters and as part of the previous NCATE Accreditation Visit. The membership reviewed: an "Intervention Policy, a Candidate's Growth Plan, and an Intervention Agreement". The determined that the Intervention Policy and the Intervention Agreement could be utilized by the field placement office and was not appropriate for developing a candidate growth plan and policy.

Membership reviewed the Candidate Growth Plan Form and we did agree that this form could be edited and utilized. We edited the Candidate Growth Plan Form. We determined that we could craft policy that is aligned with the use of this form.

H.) Grade/Performance Intervention.

L.) Dispositions (Dispositions Checklist) Intervention.

The committee would like for the Grade/Performance Intervention Policy to be very similar to the Candidate Growth Plan Policy so the committee focused on editing H.) and L.) policies.

N.) Complaint Process and changed the focus to be on following the Chain of Command.

And a clause was inserted to address the testing policy that teacher candidates pass the NMTA/NES testing at specific points within their program

Priority #2: The committee reviewed current A.A. and B.A. Degrees to comply with New Mexico Higher Education Requirements of adhering to a the 60 credit hour requirement for A.A. Degrees and the 120 credit hour requirement for B.A. Degrees. The committee took into consideration the New Mexico Public Education Department's program requirements for New Mexico Teacher Licensure, especially with regards to the general education requirements

Priority #3: a.) The committee developed an academic survey for local Early Childhood Centers to determine the need for a B.A. in Early Childhood Education. b.) Identify a list of local pueblo and non-pueblo early childhood centers to survey. c.) faculty administered the survey and aggregated the data

Priority #4: a.) The committee researched and develop an ECE degree plan based on the Early Childhood education Taskforce. b.) Created course and program forms for approval from all institution committees and administrators **Priority #5:**

a.) The COE a master syllabus Template to include NNMC Student Learning Outcomes.

- Create ECE Assessment Tool with rubric
- Background and Fingerprinting "help sheet" created
- Modifications to NNMC COE Handbook
- NNMC Curriculum Committee Revised the General Education Requirements to Include the following:
The College of Arts and Sciences deleted the Humanities (HUM) 100 requirement and substituted it with First Year Experience (FYE) 100. The First Year Experience was also made as its own category. In addition, the Library Technology (LT) 100 was deleted and content was integrated into the FYE 100

Spring 2015

- Make COE Entrance Interview requirements more efficient
- Create ECE Proficiency Alignment

- Create ECE Lesson Plan Template and Rubric

The COE has used data to make necessary improvements in unit operations guided by NNMC and COE policies, budget, Strategic Plan, and various components of the 2009 BOE Report. A summary of the timeline, processes, activities, and outcomes derived from the use of data are provided as such:

2009-2014

BOE Report:

NNMC built the Teacher Education Center and equipped the building with technology resources:

There are 4 dedicated classrooms for COE instruction. There are 11 offices for faculty and staff. There are 2 dedicated workspaces for programs to utilize in the delivery of student services. There is Wi-Fi through out the building and there are whiteboards in the classroom. There is a resource room where students, faculty, and students can have access to an apple cow with iPads, computer carts with laptops, a copier/printer, and other instructional media.

NNMC has provided access to Native American Faculty:

NNMC has established an American Indian Center where teacher candidates have access to American Indian Faculty and Staff. Dr. Matthew Martinez teaches Pueblo Indian Studies courses as NNMC offers an undergraduate minor in pueblo Indian studies. Many of the Early Childhood Education Teacher Candidates are placed at Early Childhood Centers on the pueblos which provides them access to American Indian Teacher/Mentors

NNMC has developed an Equity and Diversity Office and hired a Director, Dr. Patricia Trujillo:

This office coordinates professional development training and college wide events for the campus on equity and diversity research and initiatives

Spring 2013

COE Created a scope and sequence for all academic programs:

The unit strives to ensure that students can graduate within a reasonable amount of time based on academic program that that they are pursuing. Financial aide also requires that students complete coursework within a specific timeframe (Exhibit – COE Scope and Sequence).

Fall 2014

NNMC and COE Internal Schedule was edited and published:

The COE revisions to the schedule were to ensure that BA Courses were not offered at the same time as Bilingual/TESOL Courses. The COE wants to ensure that the BA students can complete their degree in two years. Special education (SPED) courses can be offered when BA or ALP Secondary, Elementary courses are offered, as they do not have common education course requirements. Early childhood education (ECE) courses can be offered when BA or ALP courses are offered, as they do not have common education course requirements.

The NNMC and Internal COE Fall 2014 Schedule also were edited to reflect the approved course prefix and course numbers for the following Bilingual/TESOL Courses: (EDTE 403, EDBE 403, EDTE 412, EDBE 412). The buck sheets/course forms were approved by NNMC Committees and administration.

Faculty training developed regarding COE Syllabi Template:

Training provided for full time faculty/adjunct faculty to become familiar with the COE Syllabi Template. The adjunct faculty will need to align the course objectives to the teacher competencies and the COE Conceptual Framework and NNMC Student Learning Outcomes (SLOs). It was suggested that the Dean provide training for adjuncts during the next semester faculty orientation.

Revision of Mission and Vision:

Hiring of Highly Qualified Faculty and Staff:

The COE continues to hire highly qualified faculty and staff with terminal degrees (when applicable).

Recruitment Efforts:

Faculty made personal visits to partnering school districts. Presentations were provided regarding the academic programs available for pre-service and in-service teacher candidates. The partnering districts are:

Retention Efforts:

The COE has implemented retention strategies and activities utilizing the AVANCE and NOYCE Grant funding to support teacher candidates in persisting in their academic careers and ultimately earning degrees, certificates, and endorsements. Some of the activities include: providing students tuition scholarships, loaning required course books, providing stipends for testing fees (State Mandated Tests such as NMTA/NES and La Prueba), and opportunities to attend professional development trainings via conferences and events. Recently, the COE was awarded a P'OE Grant which will recruit American Indian Teacher Candidates to increase representation in the K-12 Public Education Setting. Some of the same activities will take place regarding recruiting and retaining American Indian Teacher Candidates.

During the spring 2015 semester, NNMC hired a Foundation Director. Presently, teacher candidates have the opportunity to apply for a *NNMC Foundation Scholarship*. In the future, the COE is interested in collaborating to create a more scholarship funding opportunities for teacher candidates.

Established or Maintained Partnerships:

NNMC/COE established a partnership to offer a Master of Arts in Educational Leadership with Principal Licensure.

COE established a partnership with Mesa Vista Consolidated Schools to offer professional development training to school faculty regarding effective communication and collaboration.

COE maintained or established MOUs with our partnering school districts to provide field-lab experiences and student teaching/supervised field experiences for teacher candidates enrolled in academic programs of study.

Supported Faculty/Staff Professional Development:

COE supported faculty and staff professional development as evidenced in respective curriculum vitas. Some of the professional development trainings include: NM La Cosecha Conference, National MALCS, Statewide Diversity Summit, COE Equity and Diversity Retreat. With regards to COE fulltime and adjunct faculty an orientation/training was held regarding COE's changes regarding candidate performance, program quality and unit operations

AVANCE provided a *Culture-Based Education Symposium* to the college and local community. Public school districts and community organizations attended which built collaboration across stakeholders.

Fulltime faculty also presented their research at state, national, and international venues.

With regards to Goal 3, NNMC has repurposed the Early Child Hood Center and the facility is no longer available as lab school for the COE.

With regards to Goal 4, NNMC/COE is pursuing National NCATE Accreditation.

With regards to Goal 6, NNMC is continuing to pursue increasing departmental funding to support the unit.

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2012-current Revision of Lesson Plan Template:

In Spring 2014, the Field Placement Committee created a Lesson Plan template and accompanying rubric for Faculty to implement throughout all courses. The criteria of the Lesson Plan was guided by the *NNMC COE Conceptual Framework, Common Core, Entry-level Teacher Competencies, NMTeach Observation Strands, The Framework for 21st Century Skills, Data Driven Instruction, Pedagogical Practices and Best Practices (i.e., SIOP, "I can statements," IDEA, WIDA, Multiple Intelligences, and strategies for ELLs and Students with Special Needs) and reflective practitioner elements (i.e., Data Analysis and Data Reflection).*

Revision of COE Proficiency Matrix:

In Spring of 2014, the Academic Planning and Field Placement Committees revised the *COE Proficiency Alignment Matrix* to ensure that the *NM Entry Level Teacher Competencies* were being covered within the academic program and were aligned to the collection of competency-based artifacts, which is a summative assessment. As a result of these revisions, teacher candidates are ensured opportunities throughout their academic program of student to demonstrate proficiency. Full-time faculty was consulted during this process and teacher candidate artifacts were identified within specific courses. A faculty orientation/training was provided provide the proficiency alignment and required artifacts.

Revision of Syllabus Template:

The following revisions were made:

- Edit roman numerals to include new items (make sure they are in sequence).
- Include NMTA/NES Teacher Assessment policy requirements.
- Include NNMC Student Learning Outcomes (SLOs).
- VII: Email Requirement: All students attending NNMC must use their NNMC Email Account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.
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