

Institutional Report for a First Visit (Continuous Improvement Pathway)  
Updated May 2013

The Institutional Report (IR) and Exhibits outlined below should be used for the educator preparation provider seeking accreditation for the first time with an NCATE-legacy visit scheduled between spring 2014 and spring 2016.

1. Scope of Review

The unit must address in its IR and Exhibits all programs in the institution for the initial and advanced preparation of teachers and for preparation of other professionals to work in P-12 settings. For clarification of terms, please refer to NCATE glossary presented in the Professional Standards for the Accreditation of Teacher Preparation Institutions (Unit Standards).

2. Reporting Requirements

- Meeting the Standards. The unit is expected to address in its IR and Exhibits how programs are meeting the NCATE unit standards. It is critical that the unit uses the rubrics in addressing the expectations for each of the elements as articulated in the Unit Standards. The unit must show it is performing at the acceptable level, at least, to meet a standard.
- Movement Toward Target. The unit is required to demonstrate performance at the target level on some aspect or element of at least one standard. The unit is expected to report and provide evidence on the following:
  - o How the unit is currently performing at the target level on an aspect/element of the standard. Clearly specify which aspect/element of the standard are at the target level.
  - o Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
  - o Discuss plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.
- The BOE will review evidence provided for the three prompts above and make a recommendation on moving toward target in the onsite report:

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
AND	OR	AND	AND
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

	[BOE specifies which is present and which is not in their findings.]		
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### 3. Institutional Report

The unit should submit its report using the Institutional Report and Exhibits for First Accreditation template in NCATE's Accreditation Information Management System (AIMS) with prompts and maximum character limitations for each of the responses.

### 4. Exhibits

Exhibits are uploaded directly into the AIMS IR template as individual documents in Word, PDF, Docx, or Excel formats. Documents should be no larger than 2MB. To aid the BOE team members in locating exhibit evidence, it is recommended that each uploaded document include the exhibit number and an accurate title describing the content. It is critical that the exhibits are made available at the time of IR submission and prior to the Offsite Review for use by the Offsite Board of Examiners (BOE) team.

### 5. Data Expectations

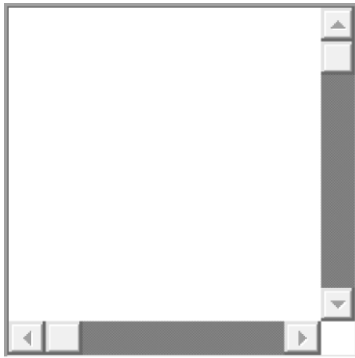
NCATE expects institutions to regularly and systematically collect, compile, aggregate, summarize, analyze, and use data throughout the full (five to seven years) accreditation cycle between on-site visits. For the purposes of unit accreditation, a limited number of years of data are required. Data reported on assessments in the IR for unit accreditation should be for the most recent 12-month period. When the BOE team conducts the onsite visit, it should find evidence that the institution has two years of data for first accreditation. Institutions that do not meet this minimum requirement will have an area for improvement (AFI) cited under Standard 2, indicating that the unit is not regularly and/or systematically collecting and summarizing assessment data. For programs that were nationally reviewed through Specialized Professional Associations (SPAs) or through a state process that required the review of assessments and data, units are required to report in the IR only assessments and data on (1) professional dispositions and (2) proficiencies identified in the unit's conceptual framework. No additional assessment data for these programs are required for Standard 1. Assessments and data collected after the submission of programs for national or state review must be available at the time of the onsite visit. For programs not reviewed by specialized professional associations (SPAs) and when the state review process does not require reporting of assessments, scoring guides, and data on candidate outcomes, the unit is required to provide information listed in the first paragraph under Data Expectations.

## OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

### I. Overview and Conceptual Framework

I.1 Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious).

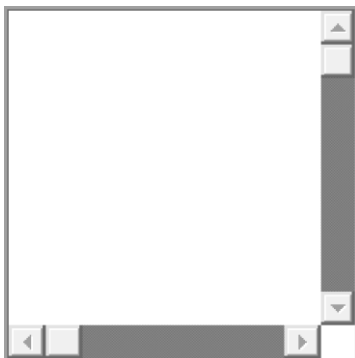


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I.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in the preparation of professional educators.

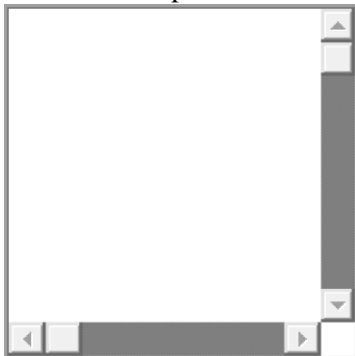


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I.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternate route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals.

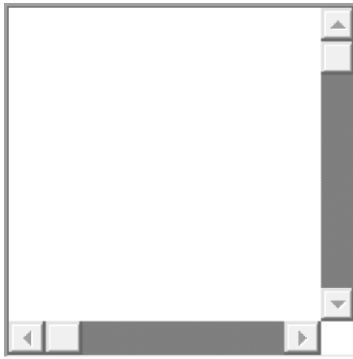


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I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions.



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### I.5 Exhibits

I .5 .a	Pages from catalogs and other printed documents describing general education, specialty/content studies, and professional studies
I .5 .b	Examples of syllabi for professional education courses
I .5 .c	Conceptual framework(s)
I .5 .d	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)
I .5 .e	Updated institutional, program, and faculty information under institutional work space in AIMS

## II. Unit Standards and Movement Toward Target

### Movement Toward Target

Please indicate the standard(s) on which the unit selected to demonstrate movement toward target:

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Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Assessment System and Unit Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Field Experiences and Clinical Practice	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Diversity	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Faculty Qualifications, Performance, and Development	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Governance and Resources	<input type="checkbox"/>	<input type="checkbox"/>

## Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

### 1.1 Candidate Knowledge, Skills, and Professional Dispositions

#### 1.1.a Content Knowledge for Teacher Candidates

Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the content knowledge delineated in professional, state, and institutional standards.

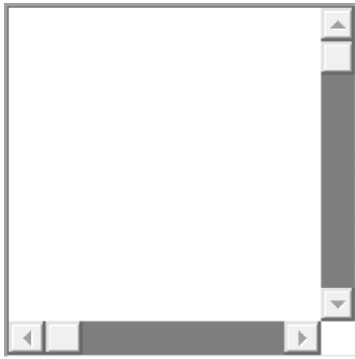
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#### 1.1.b Pedagogical Content Knowledge for Teacher Candidates

Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the pedagogical content knowledge delineated in professional, state, and institutional standards.



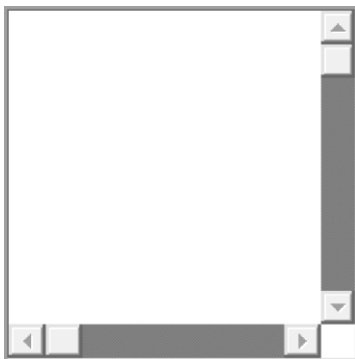
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#### 1.1.c Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.



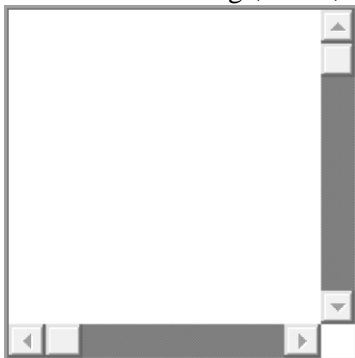
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#### 1.1.d Student Learning for Teacher Candidates

Summary processes for development and outcomes from key assessments based on candidates' demonstration of the knowledge, skills, and ability to affect student learning.



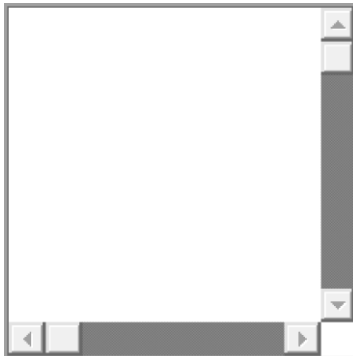
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### 1.1.e Knowledge and Skills for Other School Professionals

Summarize processes for development and outcomes from key assessments based on other school professionals' demonstration of the knowledge and skills delineated in professional, state, and institutional standards.



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### 1.1.f Student Learning for Other School Professionals

Summarize processes for development and outcomes from key assessments based on other school professionals' demonstration of abilities to create and maintain positive environments, as appropriate to their professional responsibilities, which support student learning in educational settings.



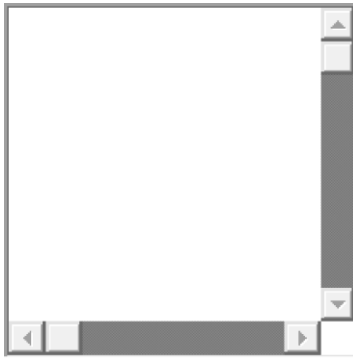
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### 1.1.g Professional Dispositions for All Candidates

Summarize processes for development and outcomes from key assessments based on candidates' demonstration of professional dispositions expected by the unit.



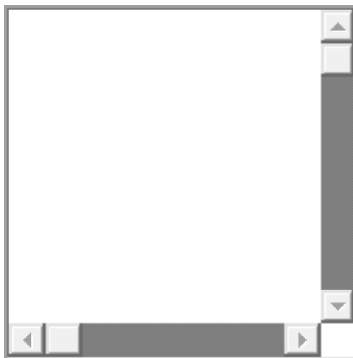
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### 1.1.h Follow Up Studies

Summarize results from follow-up studies of graduates and employers regarding your teacher education graduates' content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, ability to help all students learn, and professional dispositions.



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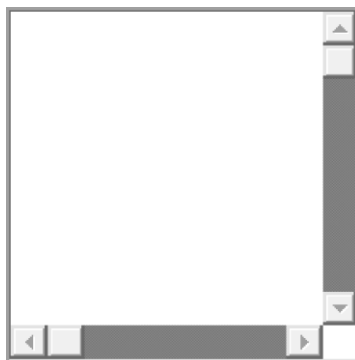
### 1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 1.2.b.

#### 1.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.





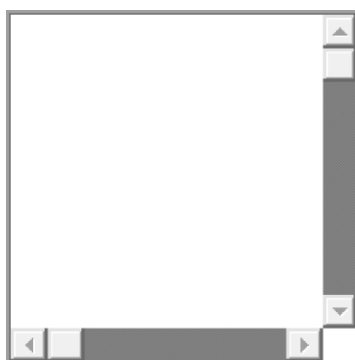
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### 1.2.b Continuous Improvement

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.



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### 1.3 Exhibits for Standard 1



1 . 3 . a	State program review documents and state findings (Some of these documents may be available in AIMS.)
1 . 3 . b	Title II reports submitted to the state for the previous three years
1 . 3 . c	Key assessments and scoring guides used for assessing candidate learning against professional and state standards as well as nationally recognized programs in AIMS. Cross reference as appropriate.)

1 . 3 . d	Aggregate data on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program)
1 . 3 . e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
1 . 3 . f	Aggregate data on key assessments of candidates' professional dispositions (Data should be disaggregated by program)
1 . 3 . g	Examples of candidates' assessment and analysis of P-12 student learning
1 . 3 . h	Examples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1 . 3 . i	Aggregate data on follow-up studies of graduates
1 . 3 . j	Aggregate data on employer feedback on graduates
1 . 3 . k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of those programs

## Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

### 2.1 Assessment System and Unit Evaluation

### 2.1.a Assessment System

Summarize content, construct, process, and evaluation of the unit assessment system, its key assessments in relation to professional, state, and institutional standards, and its use in monitoring candidate performance, program quality, and unit operations.

## Content Construct Process Evaluation

The content, construct, process, and evaluation of the unit assessment system was developed by the COE faculty and staff and stakeholders beginning in 2007 and continues to improve the process by coordinating the data collected from candidate performance, program quality, and unit operations.

The Assessment System and Unit Evaluation Flowcharts (Exhibit 2.3.a and Exhibit 2.3.b) demonstrate the process for evaluating candidate performance: acceptance into the programs (entry), continued performance in the program (mid-point), and proficiency of competencies (exit); these proficiencies are guided by state and institutional standards. All candidates are monitored throughout the assessment process from entry to exit and employers are surveyed after program completion using the Principal and Mentor Teacher Preparation Survey (Exhibit 2.3.a.1). The New Mexico Entry Level Competencies guide course development and assessments. Data from the pilot Principal and Mentor Teacher Preparation Program Survey will provide evidence of teacher candidates' performance regarding first year readiness. The key assessments are consistent for both the ALP and BA programs and include: the NM State Mandated testing requirements for an initial license, the Collection of Competency-Based Artifacts (Exhibit 3.3.f), the Field and Classroom Dispositions Checklists (Exhibit 2.3.a.3), the Teacher Candidate Program Reflection (Exhibit 2.3.a.4) and the Principal and Mentor Teacher Preparation Program Survey (Exhibit 2.3.a.1).

The entry requirements include a BA Entrance Packet including a BA Entrance Interview and an ALP Packet (Exhibit 2.3.a.5). The New Mexico State Mandated testing results are indicators of the efficacy of the program as well as candidate proficiency in performance at entry into the program. Candidates are evaluated on their Basic Skills/Essential Academic Skills (at entry into the program in the case of the BA and in the first semester of the ALP program). These pass rates are indicative of student readiness to continue pursuing program requirements.

Mid-point requirements occur prior to the semester of student teaching; student teacher candidates will complete a BA Pre/Post Student Teaching Interview (Exhibit 2.3.a.11) conducted by a COE screening committee. Teacher candidates must pass the screening interview with a minimum passing score to continue with the full-time teaching experience. The screening committee will recommend continuation in student teaching or remediation course(s) prior to full-time student teaching. Upon recommendation from the committee, any students who fail the initial screening interview will be given resources to better prepare for the interview process and allowed a second screening; however, if a student fails the second interview, the student must appeal the decision through the COE Appeals Committee (Exhibit 2.3.e). With regards to ALP, teacher candidates must complete a Field Lab Experience Packet (Exhibit 2.3.a.6) one semester prior to beginning their supervised field lab experience. Program Policy ensures that ALP teacher candidates must maintain a minimum of a 3.0 GPA and BA teacher candidates must maintain a minimum of 2.5 in order to progress.

Exit point requirements include the following assessments for BA and ALP candidates: Collection of Competency-Based Artifacts, Assessment of Classroom Teaching (Exhibit 3.3.f.1), NM Teach Observation Protocol (Exhibit 2.3.a.8), Field and Classroom Dispositions Checklists, Teacher Candidate Program Reflection, Principal and Mentor Teacher Preparation Survey, Field Log Sheets (Exhibit 2.3.a.9), NNMC Lesson Plan (Exhibit 2.3.a.10), BA Pre/Post Student Teaching Interview (Exhibit 2.3.a.11), and Petition to Graduate (Exhibit 2.3.a.12).

The purpose of these assessments 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 information is gathered throughout their program and is compiled during their capstone courses. These evaluation tools that integrates quantitative and qualitative performance measures and rubrics as applicable. Students are rated and provided with feedback. The Evaluation tools include:

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### **2.1.b Data Collection, Analysis, and Evaluation**

Summarize processes, timelines, and outcomes of data collection, analysis, and evaluation of candidate performance, program quality, and unit operations.

NNMC COE evaluates candidate performance, program quality, and unit operations as illustrated in the Assessment Cycle for Candidate Performance and Program Quality and Assessment of Unit Operations Flowcharts (Exhibit 2.3.b and Exhibit 2.3.a). NNMC Policies, procedures, and practices ensure that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias (Exhibit 2.3.c). Data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement (Exhibit 2.3.d). Various assessments are reviewed annually for effectiveness and revisions are considered; data provide input for future academic and programmatic changes that will reflect the COE's Conceptual Framework (Exhibit 2.3.a.13).

The Assessment Cycle for Candidate Performance and Program Quality (Exhibit 2.3.b) occurs each semester and summative data is collected and analyzed annually during the Summer Semester. Each semester (Fall and Spring), candidate and program data is collected and compiled at entry (August and January), mid (Fall/October; Spring/April for Placement), and exit points (Fall/December and Spring/May). Each summer (June and July), data is aggregated and disaggregated via GoogleDoc; recommendations from faculty and staff feedback are used to develop professional development in ensuring candidate performance, program quality, and unit operations. Professional development training is offered during NNMC convocation events.

Entry Assessments are collected and analyzed every semester by the COE Interview Committee for BA and ALP programs. The Entry Assessments for BA are: a minimum score on the BA 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 as noted on the Title II Report - Exhibit 2.3.a.14), a completed BA Entrance Application Packet (Exhibit 2.3.a.5). (Qualitative Narrative), and a GPA minimum of 2.5. The Entry Assessments for ALP are: a Passing score on either the NMTA Basic Skills or the NES Essential Academic Skills(subtests I, II, and III). (Quantitative Evidence as noted on the Title II Report - Exhibit 2.3.a.14), and a completed BA and ALP Entrance Application Packet (Exhibit 2.3.a.5).

Mid-point Assessments are collected and analyzed every semester by the COE Interview Committee for BA and ALP programs. The mid-assessments for BA are: BA Student Teaching Application Packet (Exhibit 2.3.b.3), Pre-Student Teaching Interview, NES: Assessment of Professional Knowledge: Elementary, Elementary Education (subtests I and II), Essential Components of Elementary Reading Instruction. The mid-Assessments for ALP include a Student Folder Checklist (Exhibit 2.3.b.1).

Exit Assessments are collected and analyzed annually by the COE Interview Committee for BA and ALP programs. The Exit Assessments for BA are: Collection of Competency-Based Artifacts, Assessment of Classroom Teaching (Exhibit 3.3.f.1), NM Teach Observation Protocol (Exhibit 2.3.a.8), Field and Classroom Dispositions Checklists (Exhibit 2.3.a.3), Candidate Program Final Reflection (Exhibit, 2.3.a.4), Principal and Mentor Teacher Preparation Survey (Exhibit 2.3.a.1), Field Log Sheets (Exhibit 2.3.a.9), NNMC Lesson Plan (Exhibit 2.3.a.10), BA Pre/Post Student

Teaching Interview (Exhibit 2.3.a.11), and Petition to Graduate (Exhibit 2.3.a.12). The ALP Exit-point Assessments mirror the BA program with the exception of the BA Pre/Post Student Teaching Interview.

Program Completion assessments are collected and analyzed annually by the COE Interview Committee for BA and ALP programs. The Program Completion Assessments include a Principal and Mentor Teacher Preparation Program Survey (Exhibit 2.3.a.1).

After Program Completion employment tracking is shared annually by the Field Placement Office for BA and ALP programs with faculty and staff. When possible, tracking is shared with PTEAC.

### Unit Operations

The evaluation of COE Unit Operations occurs annually guided by candidate performance and program quality data. The timeline and processes include gathering data in December and May of the academic year. Dean and Committee Chairs aggregate, analyze, and implement recommendations from the data during the Summer Semester (June-July). Progress with regards to the COE Strategic Plan and recommendations to faculty and PTEAC are shared consistently in August and periodically when applicable. The COE Annual Report is shared to Provost and the Board of Regents in September; a future goal is to publish this report electronically via the NNMC website.

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### 2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 2.2.b.

#### 2.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

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#### **2.2.b Continuous Improvement**

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

#### Implementation

NNMC COE evaluates candidate performance, program quality, and unit operations as illustrated

in the Assessment Cycle for Candidate Performance and Program Quality and Assessment of Unit Operations Flowcharts (Exhibit 2.3.b and Exhibit 2.3.a). Because various assessments are reviewed annually, opportunities for sustaining and enhancing can be implemented and used to guide the creation of a COE Pilot Annual Academic Calendar. Appropriate faculty and staff will be identified to implement the Assessment Cycle for Candidate Performance and Program Quality and Assessment of Unit Operations Flowcharts. In the COE Annual Report which will be provided by the Dean, may contain recommendations for improvement and enhancement to candidate performance, program quality, and unit operations. The unit's Strategic Plan will be reviewed to reflect current NNMC Student Learning Outcomes (SLOs) (Exhibit 2.1.c.2 page 4).

Accountability

The COE aims to enhance candidate performance and program quality by scheduling monthly COE Faculty and Staff Meetings where assessment is a consistent agenda item. Data and COE Faculty and Staff Meeting minutes will be archived with the COE Administrative Office. Opportunities will be made available to faculty and staff for to receive appropriate training to improve unit operations. The COE will continue to sustain performance of the Academic Planning Committee and Field Placement Committee. These committees will continue to inform the COE faculty and staff of current revisions to processes, policies, and procedures. A pilot Assessment Committee will comprise of faculty who are responsible for analyzing data and creating changes to ensure that the assessment cycles are being implemented.

Shared Data Depository

The COE is committed to enhancing candidate performance and program quality through providing access to data collected through its teacher preparation programs. Such access provides opportunities for faculty to collect, review, confirm and/or challenge data findings, which is an important aspect of the process. In addition, providing access to data can enhance inquiry and exploration of patterns to make necessary modifications for success.

Enhancement

The NNMC COE will make efforts to improve website usability and user friendly accessibility. Goals include publishing well-formatted content that is easily accessible to students for requesting information, submitting applications, signing up for a site placement, and accessing forms pertinent to the COE.

Expanded Budget

The COE will build in a budget to maintain optimal unit operations (i.e. NCATE funding). The COE aims to provide faculty and staff with the resources and support needed to provide effective instruction and to achieve student learning outcomes.

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2.3 Exhibits for Standard 2



2 . 3 . a 2	Description of the unit's assessment system including the requirements and key assessments used at transition points
2	Admission criteria and data from key assessments used for entry to programs

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2 .br/>3 .br/>c	Policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program
2 .br/>3 .br/>d	Policies, procedures, and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analy
2 .br/>3 .br/>e	Policies, procedures and practices for managing candidate complaints
2 .br/>3 .br/>f	File of candidate complaints and the unit's responses and resolutions (This information should be available during the onsi
2 .br/>3 .br/>g	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Field Experiences and Clinical Practice

3.1.a Collaboration Between Unit and School Partners

Summarize processes and outcomes of collaboration between unit and school partners in the design, delivery, and evaluation of field and clinical experiences, and in sharing of responsibilities, resources, and expertise.

Processes and Outcomes of Collaboration in Design, Delivery, and Evaluation

The NNMC COE has partnerships participating in the design, delivery, and evaluation of field and clinical practice and include public school systems, charter



schools, magnet schools, and Bureau of Indian Education schools. There are eleven school districts and 55 school level placements from the surrounding area with populations that reflect the diversity of the college. The districts include: Española Public Schools, Los Alamos Public Schools, Pojoaque Valley Public Schools, Taos Independent Schools, Jemez Mountain Public Schools, Santa Fe Public Schools, Chama Valley Independent Schools, Mesa Vista Consolidated Schools, Peñasco Independent Schools, Questa Independent Schools, and Bureau of Indian Education (BIE) schools. Other school sites and school districts within the state may be considered for field and clinical practice (Exhibit 3.3.a.7 School List abbreviated).

In collaboration with the partnering schools, the Field Placement Office in coordination with course instructor(s) and principal(s) will place the teacher candidate at the approved school site with a mentor. A mentor is a full-time teacher with at least 3 years of experience in his/her own classroom, and who carries a minimum of a Level II Teaching License. Efforts are made to honor the candidate's request for site preference. To ensure diverse experiences of a variety of placements and sites, all placements will be recorded and reviewed prior to placement each semester (Exhibit 3.3.b Candidate Diversity Tracking Placements).

In 2009, a Memorandum of Understanding (MOU) was drafted by the COE and entered into agreement with partnering schools which listed criteria for selection of mentor teachers. The MOU clearly identifies the unit and the school partners sharing of expertise and resources to support teacher education candidates in field and clinical practice. The first section of the MOU (College Agreements) states the unit's contribution, while the second section (School District Agreements) states the school partners' contributions. There is a collaborative effort between the unit and the school partners to contribute to field and clinical practice and candidate education by sharing expertise and resources. In Spring 2015, an email regarding further updates and encouraging input to MOUs was sent to the following schools: Jemez Mountain Public Schools, Jemez, Valley Public Schools, Albuquerque Public Schools, Española Public Schools, Pojoaque, Valley Public Schools, Santa Fe Public Schools, Taos Municipal Schools, Los Alamos, Mesa Vista, Peñasco, Santa Fe Indian School, and Chama.

The School District and the College of Education are jointly responsible for placing field lab and student teaching candidates, selecting mentor teachers, and planning the candidate's field lab/student teaching experiences with principals and mentor teachers (Exhibit 3.3.a.8 Mentor Packet). The COE made modifications to the Memorandum of Understanding in 2013 (Exhibit 3.3.a.1) and further changes are being considered by the COE with feedback encouraged from partnering superintendents per email request (Exhibit 3.3.a.2).

#### Sharing of Responsibilities, Resources, and Expertise

The COE organized collaborative activities such as a Superintendent's Luncheon (Exhibit 3.3.a.3), professional development (Exhibit 3.3.a.4), and regular meetings with principals (Exhibit 3.3.a.5 School Visit Itinerary sample) between unit and P-12 schools to support the design, implementation, and evaluation of field lab experiences and clinical practices. The Superintendent Luncheon was represented by the following attending schools: Los Alamos, Española, Pojoaque, Mesa Vista, Santa Fe, Taos, Santa Fe Indian School, and Peñasco.

There are ongoing various comprehensive, collaborative efforts between the COE and the public schools to provide the candidates the opportunity to optimize their educational experience in the field and clinical practice. AVANCE with COE provided a Culture-Based Education Symposium (Exhibit 2.1.c.11) to the college and local community. Public school districts and community organizations attended which built collaboration across stakeholders.

All entering teacher candidates receive pertinent information via the NNMC COE Handbook Section VI (Exhibit 3.3.e) and course syllabi (Exhibit 2.1.c.2 page 5) regarding the completion of the requirements pertaining to field lab experiences for courses. Orientations take place for each course on the first day of the semester in which student is conducting the field lab experience and will be scheduled by the instructor in coordination with the Field Placement Coordinator. If student fails to be present for class at the time of the orientation, he/she needs to arrange for a meeting with the Field Placement Coordinator. Failure to attend the required orientation or make necessary arrangements may delay or cancel field lab experience. During this orientation, students are informed of policies and procedures including background and fingerprinting information (Exhibit 3.1.a.1 Fingerprinting and Background Check Information Packet). Additionally, instructors embed field lab experiences within the course of study and delaying or failing to complete any such experiences may negatively impact the course grade as outlined in the course syllabi (Exhibit 2.1.c.2 page 5).

The unit's partners assist the COE and Field Placement Office with the assessment and evaluation of field lab/student teaching experiences and clinical practice courses with several instruments. Candidates, instructors, college supervisors, and mentor teachers work collaboratively to complete required assessment forms that consist of the following:

1. Assessment of Classroom Teaching Evaluation (ACT - Exhibit 3.3.f.1). This form is a cooperative effort between the college supervisor and the mentor teacher.
2. Field Dispositions Checklist (Exhibit 2.3.a.3) Candidates, the college supervisor, and the mentor teacher must each submit two forms—one at mid-term and one at finals.
3. NM Teach (Exhibit 2.3.a.8). This form is a cooperative effort between the college supervisor and the mentor teacher.
4. NNMC Field Log Sheet observation forms (Exhibit 2.3.a.9) This form is a collaborative effort between the candidate and the mentor.
5. Weekly Reflections (Exhibit 3.3.f.2 page 13). These weekly reflections allow candidates to practice becoming reflective practitioners and allow mentors the opportunity to share their expertise with effective discourse and feedback.

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### 3.1.b Design, Implementation, and Evaluation of Field Experiences and Clinical Practices

Summarize the design, implementation, and evaluation of field experiences and clinical practices; expectations for mentors and supervisors; and outcomes of candidates in meeting proficiencies outlined in the unit's conceptual framework, state standards, and professional standards during their field and clinical experiences.

## Design, Implementation, and Evaluation of Field Experiences and Clinical Practices

The Assessment System and Unit Evaluation Flowcharts (Exhibit 2.3.a and Exhibit 2.3.b) demonstrate the process for evaluating candidate performance: acceptance into the programs (entry), continued performance in the program (mid-point), and proficiency of competencies (exit); these proficiencies are guided by state and institutional standards. All candidates are monitored throughout the assessment process from entry to exit and employers are surveyed after program completion using the Principal and Mentor Teacher Preparation Survey (Exhibit 2.3.a.1). The New Mexico Entry Level Competencies guide course development and assessments. Data from the pilot Principal and Mentor Teacher Preparation Program Survey will provide evidence of teacher candidates' performance regarding first year readiness.

The key assessments are consistent for both the ALP and BA programs and include: the NM State Mandated testing requirements for an initial license, the Collection of Competency-Based Artifacts (Exhibit 3.3.f), the Field and Classroom Dispositions Checklists (Exhibit 2.3.a.3), the Teacher Candidate Program Reflection (Exhibit 2.3.a.4) and the Principal and Mentor Teacher Preparation Program Survey (Exhibit 2.3.a.1). The entry requirements include a BA Entrance Packet including a BA Entrance Interview and an ALP Packet (Exhibit 2.3.a.5). The New Mexico State Mandated testing results are indicators of the efficacy of the program as well as candidate proficiency in performance at entry into the program. Candidates are evaluated on their Basic Skills/Essential Academic Skills (at entry into the program in the case of the BA and in the first semester of the ALP program). These pass rates are indicative of student readiness to continue pursuing program requirements

Mid-point requirements occur prior to the semester of student teaching; student teacher candidates will complete a BA Pre/Post Student Teaching Interview (Exhibit 2.3.a.11) conducted by a COE screening committee. Teacher candidates must pass the screening interview with a minimum passing score to continue with the full-time teaching experience. The screening committee will recommend continuation in student teaching or remediation course(s) prior to full-time student teaching. Upon recommendation from the committee, any students who fail the initial screening interview will be given resources to better prepare for the interview process and allowed a second screening; however, if a student fails the second interview, the student must appeal the decision through the COE Appeals Committee (Exhibit 2.3.e). With regards to ALP, teacher candidates must complete a Field Lab Experience Packet (Exhibit 2.3.a.6) one semester prior to beginning their supervised field lab experience. Program Policy ensures that ALP teacher candidates must maintain a minimum of a 3.0 GPA and BA teacher candidates must maintain a minimum of 2.5 in order to progress.

Exit point requirements include the following assessments for BA and ALP candidates: Collection of Competency-Based Artifacts, Assessment of Classroom Teaching (Exhibit 3.3.f.1), NM Teach Observation Protocol (Exhibit 2.3.a.8), Field and Classroom Dispositions Checklists, Teacher Candidate Program Reflection, Principal and Mentor Teacher Preparation Survey, Field Log Sheets (Exhibit 2.3.a.9), NNMC Lesson Plan (Exhibit 2.3.a.10), BA Pre/Post Student Teaching Interview (Exhibit 2.3.a.11), and Petition to Graduate (Exhibit 2.3.a.12).

The purpose of these assessments 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 information is gathered throughout their program and is compiled

during their capstone courses. These evaluation tools that integrates quantitative and qualitative performance measures and rubrics as applicable. Students are rated and provided with feedback.

#### Expectations for Mentors and Supervisors

A Memorandum of Understanding (Exhibit 3.3.a.1) with the College of Education and partnering schools listed criteria regarding the process for selecting mentor teachers. In collaboration with the partnering schools, the Field Placement Office in coordination with course instructor(s) and principal(s) will place the teacher candidate at the approved school site with a mentor. To ensure diverse experiences of a variety of placements and sites, all placements will be recorded and reviewed prior to placement each semester (Exhibit 3.3.b Candidate Diversity Tracking Placements). .General requirements for mentor teachers include:

1. A minimum of three years successful teaching experience.
2. Tenure or non-probationary status (level 2, required or level 3, preferred) in the school district. Extensive teaching experience in another district may be an exception. All teachers must have a minimum of one year of successful teaching within the district.
3. Licensure and teaching experience in the major field of the full-time student teacher candidate and the supervised field experience candidate.
4. Knowledge and practice of the goals and philosophy of the College of Education, as stated in the Field Experience Handbook (Exhibit 3.3.e Section VI) and the Mentor Packet (Exhibit 3.3.a.8). .
5. Recommended and supported by the administration of the school.

Unusual circumstances may lead to the waiving, by mutual agreement, of one or more of the above requirements (Exhibit 2.3.e Appeals Committee).

For placement of field practice candidates in the schools, the Field Placement Office completes the following steps:

1. The Field Placement Director contacts the building administrator in accordance with the candidate's site request. With principal recommendation, the candidate is paired with a mentor at a specific grade and/or subject level.
2. A letter drafted to the school, the mentor, and the candidate informing them of the site and mentor placement. A copy of the letter is also provided for the field practice instructor. Copies of the letters are placed in the candidate's file. (Exhibit 2.3.a.6).
3. For each visit candidate makes to the school, a NNMC Log Sheet (Exhibit 2.3.a.9) must be completed and signed by the mentor teacher. The information is placed in the candidate's file.

Outcomes of Candidates in Meeting Proficiencies (Conceptual Framework, State Standards, and Professional Standards)

#### Proficiency Alignment

In Spring of 2014, the Academic Planning and Field Placement Committees revised the COE Proficiency Alignment Matrix (Exhibit 3.1.c.1) 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 (Exhibit 2.1.c.8 Workshop Agenda; Exhibit 2.1.c.9 Workshop Professional Development).

Conceptual Framework:

Entry-level teacher competencies are aligned with the unit's Conceptual Framework (Exhibit 2.3.a.13). In Spring 2014, the Field Placement Committee created a lesson plan that aligns with Conceptual Framework to ensure that competencies are met (Exhibit 2.3.a.10).

State Standards and Professional Standards

The COE Assessment System and Unit Evaluation Flowcharts (Exhibit 2.3.a and Exhibit 2.3.b) demonstrate the process for evaluating candidate performance: acceptance into the programs (entry), continued performance in the program (mid-point), and proficiency of competencies (exit); these proficiencies are guided by state and institutional standards. In Spring 2014, the Field Placement Committee created a lesson plan that aligns with Conceptual Framework (Exhibit 2.3.a.13) to ensure that competencies are met (Exhibit 2.3.a.10 NNMC Lesson Plan template). In addition, the NNMC Lesson Plan requires candidates to develop data-driven instruction aligned with State Standards and Professional Standards including the State Common Core (Exhibit 2.3.a.10 NNMC Lesson Plan template).

Data Outcomes

Overall, the mean scores from the comprehensive tool, the Assessment of Classroom Teaching were in the proficient scoring area indicating that candidates demonstrate a comprehensive knowledge and understanding of the elements. The COE will maintain a target of proficient while continuing to apply best practices, sound pedagogy, and state aligned standards. Candidates consistently apply the element in a field setting. The candidates skillfully integrate elements into an overall lesson. Candidates critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction (as stated on the assessment and rating rubric of the Assessment of Classroom Teaching).

Enhancing Performance

The behavioral descriptors on the Assessment of Classroom Teaching (ACT) tool are indicators of the kinds of behaviors expected of candidates who understand pedagogical content knowledge. The ACT instrument is aligned to NNMC's Conceptual Framework (Exhibit 2.3.a.13), INTASC Standards (Exhibit 4.1.a.2), and PED Entry-level teacher competencies (Exhibit 4.1.a.1). The tool uses a rubric that measures with the following 4-point scale: (1) Basic, (2) Developing, (3) Proficient, and (4) Advanced. Proficient is the target and maintains that a teacher candidate will demonstrate substantial knowledge and understanding of the element; the candidate demonstrates the ability to apply the element in the classroom setting and is able to assess student learning and evaluate teaching performance (Exhibit 3.3.g.1). The ACT tool is used by the College Supervisor and Mentor Teacher to assess the candidate at various points through the field placement experience. Consistent mean scores over the past two years were 3.17, 3.12, and 3.09 in

the following indicator areas: Feedback is consistently high quality and provided in a timely manner; Communicates clearly and accurately in oral and written language; Uses skillful questioning/discussion techniques to engage students in learning; Monitors student learning through feedback from students; Provides timely and accurate feedback to students; Candidate models and makes available for students technology tools to demonstrate learning, tools such as spreadsheets, databases, presentation software, webpage development software, online resources (Exhibit 3.3.g.1). In response to enhancing performance in these areas, the Field Placement Committee changed policies and procedures (reflected in the COE Handbook), course requirements, course syllabi, and assessment tools. The Student Learning Outcomes which are required in every course within the College of Education targets many of the indicators as well and include: 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. 4. Demonstrate Proficiency in the use of Current Technology and Innovation (Exhibit 2.1.c.2 Master Course Syllabi page 4 SLOs).

The Field Disposition Checklist form (Exhibit 2.3.a.Field) consists of attributes and characteristics that 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. The scoring Rubric is a 4-point scale with the following scores: (4) Exemplary, (3) Acceptable, (2) Needs remediation conference with faculty, (1) Unacceptable. Further action may be taken, which may include a Candidate Growth Plan (Exhibit 2.1.c.4).

The revised Field Disposition Checklist (Exhibit 2.3.a.3 Field) form revealed mean scores of 3.4 and 3.2 over the past year in the area of "Reflective Practitioner" (Exhibit 3.3.g.2). The areas reflected by "Reflective Practitioner" are: Takes initiative to find solutions and solve problems; Uses data to improve instruction and/or to modify lesson "in progress" when needed; Takes accountability for actions; Helps facilitate less motivated or struggling students; Goes above and beyond minimum requirements; Works and handles responsibilities independently; improvises when needed; Researches different and most effective teaching styles; Identifies areas for growth; and Solicits feedback and makes improvements. While this is a proficient score, the score is on the lower end and was the lowest of all mean scores. In response, the NNMC Lesson Plan was created and contains an area for candidates to reflect on practice with every lesson they create (Exhibit 2.3.a.10 Lesson Plan - Reflective Practitioner).

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### 3.1.c Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Summarize proficiency expectations and processes for development during field experiences and clinical practices; and outcomes based on demonstration of knowledge, skills, and professional dispositions to help all students learn.

#### Proficiency Expectations and Processes for Development

The COE Assessment System and Unit Evaluation Flowcharts (Exhibit 2.3.a and Exhibit 2.3.b) demonstrate the process for evaluating candidate performance: acceptance into the programs (entry), continued performance in the program (mid-point), and proficiency of competencies (exit);

these proficiencies are guided by state and institutional standards.

#### Outcomes (knowledge and skills)

##### New Mexico State Mandated Tests

Data from the New Mexico State Mandated tests determine a candidate's readiness to enter the profession. If they do not pass these assessments they can retake them in order to meet the program requirements and the NMPED licensing requirements.

Faculty uses data from the New Mexico State Mandated exams to determine student eligibility for entrance into the BA Program, or continued progression through the ALP Program. Data is also used to determine programmatic effectiveness in helping candidates demonstrate teacher competencies. 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 as evident in the Title II Report (Exhibit 2.3.a.14).

##### Candidate Collection of Competency-Based Artifacts (portfolio)

Candidates use the formative data from the construction of portfolio artifacts to assist them in improving their areas of weakness regarding the NM Entry Level Teacher Competencies, and the COE Conceptual Framework (knowledge, skills, and dispositions). Candidates use the portfolio as a reflective tool to demonstrate their readiness for employment and as an employment interview tool.

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Faculty uses the data from the portfolio to improve instruction in areas where candidates are showing weakness. Prior to Fall 2008, the portfolio was used informally to improve instruction; however, the portfolio rubric was revised and is used to inform instruction beginning Fall 2009. This tool is now aligned to NM Entry Level Teacher Competencies and the COE Conceptual Framework.

##### 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, NM Teach 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).

##### Assessment of Classroom Teaching (ACT)

The Assessment of Classroom Teaching (Exhibit 3.3.f.1) 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 (Exhibit 2.3.a.13). This tool is composed of an evaluation scale and rubric that integrates quantitative and qualitative performance measure.

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.

## Candidate Program Reflection

Candidates use the Candidate Program Reflection (Exhibit 2.3.a.4) data to reflect on their learning during their program. They can provide feedback regarding the program's effectiveness in preparing them for the profession.

Faculty uses the Candidate Program Reflection (Exhibit 2.3.a.4) data to inform instruction. Data is shared with faculty to improve and strengthen course offerings. The quantitative data/comments and results of the survey are shared with faculty, and staff. As a result of these surveys, improvements include the implementation of the NMTA Preparation Workshops, the development of additional hybrid or online courses, the adoption of different textbooks and the development of practicum and clinical practice hours as part of the BA and ALP program.

## Outcomes (Dispositions)

### Field and Classroom Dispositions Checklist

Candidates use the data from the Field and Classroom Dispositions Checklists (Exhibit 2.3.a.3) to determine areas for improvement based on assessment by field lab experience instructors, cooperating mentor teachers, college supervisors, and self-assessment. These tools were developed to assist candidates in identifying the dispositions required of a classroom teacher. These tools were revised in Spring 2014.

Faculty uses the data from the Field and Classroom Dispositions Checklist to advise candidates in areas of weakness and to recommend continuation as a teacher candidate or to recommend review of career options (Exhibit 2.3.a.3).

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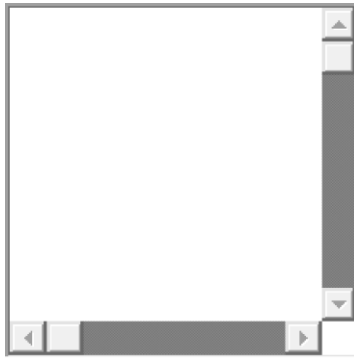
### 3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 3.2.b.

#### 3.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.





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### 3.2.b Continuous Improvement

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

#### Sustaining Performance

Overall, the mean scores from the comprehensive tool, the Assessment of Classroom Teaching were in the proficient scoring area indicating that candidates demonstrate a comprehensive knowledge and understanding of the elements. The COE will maintain a target of proficient while continuing to apply best practices, sound pedagogy, and state aligned standards. Candidates consistently apply the element in a field setting. The candidates skillfully integrate elements into an overall lesson. Candidates critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction (as stated on the assessment and rating rubric of the Assessment of Classroom Teaching).

COE students are successful in finding employment upon completion of the programs. The need for NNMC's COE is evident with a 100% hire rate for each semester (Exhibit 3.3.g).

#### Enhancing Performance

The behavioral descriptors on the Assessment of Classroom Teaching tool are indicators of the kinds of behaviors expected of candidates who understand pedagogical content knowledge. Consistent mean scores over the past two years were 3.17, 3.12, and 3.09 in the following indicator areas: Feedback is consistently high quality and provided in a timely manner; Communicates clearly and accurately in oral and written language; Uses skillful questioning/discussion techniques to engage students in learning; Monitors student learning through feedback from students; Provides timely and accurate feedback to students; Candidate models and makes available for students technology tools to demonstrate learning, tools such as spreadsheets, databases, presentation software, webpage development software, online resources (Exhibit 3.3.g.1). In response to enhancing performance in these areas, the Field Placement Committee changed policies and procedures (reflected in the COE Handbook), course requirements, course syllabi, and

assessment tools. The Student Learning Outcomes which are required in every course within the College of Education targets many of the indicators as well and include: 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. 4. Demonstrate Proficiency in the use of Current Technology and Innovation (Exhibit 2.1.c.2 Master Course Syllabi page 4 SLOs).

The revised Field Disposition Checklist (Exhibit 2.3.a.3 Field) form revealed mean scores of 3.4 and 3.2 over the past year in the area of “Reflective Practitioner” (Exhibit 3.3.g.2). While this is a proficient score, the score is on the lower end and was the lowest of all mean scores. In response, the NNMC Lesson Plan was created and contains an area for candidates to reflect on practice with every lesson they create (Exhibit 2.3.a.10 Lesson Plan - Reflective Practitioner).

The COE has used data to create and modify existing assessment tools to improve candidate performance and program evaluation. Standard 2 addresses the development and implementation of a comprehensive assessment structure that integrates a set of evaluation measures used to monitor candidate performance at entry, mid, and exit points in the programs. The comprehensive assessment structure also informs the COE in order to improve programs through management and operations. These changes have occurred as a result of increased involvement in curricular and programmatic decisions by full-time faculty and staff through the Academic Planning and Field Placement Committees. The comprehensive assessment system relies on new evaluation tools used by COE programs to give cohesive information on candidate and program performance, that leads to program improvement. The implementation of the Conceptual Framework directed the development of an assessment system that is based on expectations of candidate performance in meeting competencies and standards.

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3.3 Exhibits for Standard 3



3 . 3 . a	Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation
3 . 3 . b	Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by pro
3 . 3	Criteria for the selection of clinical faculty, which includes both higher education and P–12 school faculty

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3 .3 .d	Examples of support and evaluation of clinical faculty across programs
3 .3 .e	Guidelines/ handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support
3 .3 .f	Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
3 .3 .g	Aggregate data on candidates entering and exiting from clinical practice for all programs (These assessments may be i

## Standard 4. Diversity

### 4.1 Diversity

#### 4.1.a Design, Implementation, and Evaluation of Curriculum and Experiences

Summarize the design, implementation, and evaluation of curriculum and experiences; descriptions of and processes for development of diversity proficiencies; and the outcomes based on key assessments.

**Curricula Design and Implementation of Diversity Proficiencies.** The theme of the COE Conceptual Framework is “Celebrating the Uniqueness of northern New Mexico’s Multicultural, Multilingual Students and Communities”. The *NNMC COE Conceptual Framework* (Exhibit 2.3.a.13 Conceptual Framework) originates the design of the curricula and field lab experiences for the academic programs. The Conceptual Framework contains nine (9) Knowledge Principles, three (3) dispositions and two (2) skills which mirror and align directly with the nine (9) New Mexico Entry Level Teacher Competencies (Exhibit 4.1.a.1 New Mexico Entry Level Teacher Competencies) and with the COE Conceptual Framework aligned with the **INTASC** Standards (Exhibit 4.1.a.2 INTASC Standards). In addition, NNMC has developed *College Wide Learning Outcomes* to be addressed as part of the curricula (Exhibit 4.1.a.3 NNMC College Wide Student Learning Outcomes, SLOs).

As per the Conceptual Framework, Knowledge Principal #7 (Diversity) requires teacher candidates to recognize student diversity and create an atmosphere conducive to the promotion of positive

student involvement and self-concept. The dispositions which are part the Conceptual Framework require teacher candidates to demonstrate fairness, ethical behavior, and the belief that all students can learn. These *Field and Classroom Dispositions Checklists* (Exhibit 2.3.a.3 Field and Classroom Dispositions Checklists) assess these dispositions and are also aligned to the *New Mexico Code of Ethical Responsibility* (Exhibit 4.1.a.4 NM Code of Ethical Responsibility). NNMC's, College Wide Student Learning Outcome #3 requires Teacher Candidates to demonstrate a commitment to address cultural, social, and ethical responsibilities.

The implementation of the "Diversity" proficiencies as defined in the Conceptual Framework can be evidenced in the COE Diversity Proficiency Alignment Matrices (Exhibit 4.1.a.5 Diversity Proficiencies Matrices) and the COE Master Syllabus Template (Exhibit 2.1.c.2 COE Master Syllabus Template). These matrices and the master syllabus ensure that Knowledge Principle #7 (Diversity) is addressed in all courses. In addition, the COE has also implemented the NNMC College Wide Student Learning Outcome #3 (Diversity) within the COE Master Syllabi. Both the unit and the institution expect that "Diversity" is taught and assessed in all courses.

**Field-Lab Experiences Design and Implementation of Diversity Proficiencies.** The COE Handbook contains the field-lab design and implementation via Section VI of the COE Handbook (Exhibit 3.3.3 Section VI COE Handbook). Section VI of the handbook specifically addresses the policies and processes of the Field Placement Office. The Field-lab experiences include observations within all academic programs, Supervised Field Experience (capstone) required of the Alternative Licensure Program(s), and Student Teaching Experience (capstone) required of the Bachelor of Arts Program.

The Field Placement Coordinator collaborates with COE College Supervisors, In-service Mentor Teachers, and Teacher candidates to ensure that they experience diverse placements (Exhibit 3.3.b Candidate Diversity Tracking Placements). Teacher candidates' also experience diversity by collaborating with diverse COE College Supervisors, K-12 Mentor teachers, and K-12 Students within their courses. Teacher candidates evidence their field lab experiences by completing a *time log Sheet* (Exhibit 2.3.a.9 Log Sheet).

**Evaluation and outcomes of key assessments.** Teacher candidate knowledge, dispositions, skills, and learning outcomes are identified and assessed through various assessment tools developed and implemented by the COE. The "Diversity" proficiencies are addressed in these assessments. The assessment tools include: first, the Field and Classroom Dispositions Checklists (Exhibit 2.3.a.3 Field and Classroom Dispositions Checklists) which is an observation tool to assess field and classroom dispositions. Second, the Assessment of Classroom Teaching (Exhibit 3.3.f.1) which is an observation protocol that evaluates the demonstration of proficiencies. Third, the COE Collection of Competency Based Artifacts (CCBA) (Exhibit 3.3.f Collection of Competency-Based Artifacts) which is a summative portfolio that is composed by the teacher candidate as part of the summative capstone course. Fourth, the New Mexico State Mandated Tests (Exhibit 2.3.a.14 Title II Report). These data allow the COE to assess candidate proficiency, program performance, and unit operations.

**Field and Classroom Dispositions Checklists** (Exhibit 2.3.a.3 Field and Classroom Dispositions Checklists). Teacher candidates use the data from the Field and Classroom Dispositions Checklists to determine areas for improvement based on assessment by field lab experience instructors, cooperating mentor teachers, college supervisors, and self-assessment. These tools assist candidates in identifying the dispositions required of a classroom teacher. These tools were revised in Spring 2014. Faculty uses the data advise candidates in areas of weakness and suggest improvements. These tools can be utilized to recommend continuation as a teacher candidate or to recommend review of career options.

***Assessment of Classroom Teaching***, ACT, (Exhibit 2.3.a.7 ACT - not on exhibit list) is an observation protocol which is utilized to evaluate teacher candidates completing their capstone lab experiences: Supervised Field Experience for ALP Certificate Program(s) and Student Teaching for the B.A. Degree Program. The purpose of this observation protocol is to evaluate performance and coach candidates to demonstrate proficiency in meeting the entry-level teacher competencies which are aligned with the unit's Conceptual Framework (Exhibit 2.3.a.13). This tool is composed of an evaluation scale and rubric that integrates quantitative and qualitative proficiency measures. Teacher candidates use the data from the ACT to determine areas for improvement, based on assessment by cooperating mentor teacher, college supervisor, and a self-assessment. An overall average score of "Proficient" or above is required for successful completion of the supervised field experience or student teaching experience which are capstone courses. Faculty uses the data to determine areas where candidates need assistance in reaching proficiency in NM Entry Level Teacher Competencies and the COE Conceptual Framework.

***The Collection of Competency-Based Artifacts*** (Exhibit 3.3.f Collection of Competency-Based Artifacts) is a dynamic assessment tool that demonstrates the teacher candidate's proficiency of entry level teacher competencies throughout their program of study. Teacher candidates create artifacts throughout their courses and in their capstone courses they reflect and refine these artifacts. This process provides them the opportunity to work collaboratively with their college faculty and mentor teachers in reaching higher proficiency levels. They share, reflect, and refine these artifacts because of their increased knowledge and diverse experiences. One artifact that is a valuable example of demonstrating "Diversity" proficiencies are examples of teacher candidate's Lesson Plans (Exhibit 4.1.a.6 Lesson Plans).

***New Mexico State Mandated Tests*** (Exhibit 2.3.a.14 Title II Report). Data from the New Mexico State Mandated tests determine a candidate's readiness to enter the profession. If they do not pass these assessments they can retake them in order to meet the program requirements and the NMPED licensing requirements.

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#### 4.1.b Experiences Working with Diverse Faculty

Summarize opportunities and experiences for candidates to work with diverse faculty; qualifications and expertise of faculty in supporting candidates in their development of expected proficiencies; and the unit's affirmation of the value and efforts to increase or maintain faculty diversity.

**Teacher Candidates work with Diverse NNMC Faculty.** Teacher candidates are provided opportunities and experiences to work with diverse college faculty in completing coursework and by participating in campus activities. The college wide course syllabi includes the College Wide Student Learning Outcome #3 - demonstrate a commitment to address cultural, social, and ethical responsibilities. (Exhibit 4.1.a.1 NNMC College Wide Learning Outcomes).

NNMC's faculty includes full-time and part-time instructors, totaling 104. Full-time faculty teach a minimum of 12 credit hours per semester and part-time faculty teach a minimum of 6 credit hours per semester. NNMC's distribution of faculty has become more representative of its student body in terms of ethnicity: 49% of full-time faculty members are Hispanic, 8% are Native American, 37% are White, and 6% are Asian or Black. Compared to the other six four-year institutions in

New Mexico, Northern currently employs and has retained the largest percentage of Hispanic full-time faculty, more than twice the number compared to the other four-year institutions, and the second largest percentage of women full-time faculty (45%) (Exhibit 4.3.d Data table on faculty demographics).

With regards to academics, the NNMC Provost brought equity and diversity to the forefront of curriculum and instruction with the institution of a Campus-Wide Learning Outcome dedicated to “Cultural Competence.” In an effort to support this learning outcome, the Office of Equity and Diversity (OED) and the Diversity Council, faculty and staff from across campus, have begun planning for the incorporation of equity and diversity across the curriculum. Faculty and staff are being provided professional development training to be able to instruct and support students, utilizing a Train the Trainer model. Regarding campus-wide activities during the 2014/15 Academic Year the OED hosted over twenty curricular and co-curricular events on campus. The OED hosts and continues to develop on and off campus activities through collaborations with students, faculty, staff, community non-profits, governmental agencies, and community members at large. Information regarding the OED is found in the *State of Equity and Diversity Report* (Exhibit 4.1.b.1 State of Equity and Diversity Report).

**Teacher Candidates work with Diverse COE Faculty.** The COE has 3 full-time faculty who 12 adjunct faculty who teach as needed. The faculty have a wide range of experiences dealing with diverse populations outside and within the United States. Faculty have attended conferences that address diversity. They are representative of the teacher candidates in terms of ethnicity: 73 % faculty members are Hispanic, 7% are Native American, 13% are White, and 7% are Asian, and 100% of the members are women. (Exhibit 4.3.d Data table on faculty demographics). Their qualifications can be evidenced in (Exhibit 4.1.b.2 COE Qualifications).

The implementation of the “Diversity” proficiencies within the COE Curricula are defined in the COE Conceptual Framework and can be evidenced in the COE Diversity Proficiency Alignment Matrices (Exhibit 4.1.a.5 Diversity Proficiencies Matrices) and the COE Master Syllabus Template (Exhibit 2.1.c.2 COE Master Syllabus Template). These matrices and master syllabus template ensure that Knowledge Principle #7 (Diversity) is addressed within all courses. In addition, the COE has also implemented the NNMC College Wide Student Learning Outcome #3 (Diversity) within the COE Master Syllabi. Both the unit and the institution expect that “Diversity” is taught and assessed in all courses. The COE Master Course Syllabus requires that faculty provide the teacher candidates a description of the assignment(s) or assessment(s) and how they address: the COE Conceptual Framework, the New Mexico Entry Level Teacher Competencies, National INTASC Standards, and the NNMC Student Learning Outcomes. The COE offers the following majors as part of the B.A. in Elementary Education: Humanities, Bilingual, or TESOL. These endorsements support the diversity of our candidates and K-12 students. Upon completion of their bachelor's degree, candidates take and pass a New Mexico State Test, La Prueba, and are eligible to apply for an endorsement in Bilingual or TESOL.

The Field Placement Coordinator collaborates with COE College Supervisors, In-service Mentor Teachers, and Teacher candidates to ensure that teacher candidates experience diverse placements (Exhibit 3.3.b Candidate Diversity Tracking Placements). Teacher candidates’ also experience diversity by collaborating with diverse COE College Supervisors, K-12 Mentor teachers, and K-12 Students within their courses. Teacher candidates evidence their field lab experiences by completing a time log Sheet (Exhibit 2.3.a.9 Log Sheet).

**COE Full-Time Faculty Qualifications.** The COE full-time and adjunct faculty all have diverse academic and professional work experiences, with one commonality: the faculty all have experience in P-12 schools either as classroom teachers, counselors or administrators. This experience brings relevance to pre-service candidates as they work to show competency in the

areas required by the COE Conceptual Framework, especially “Diversity”. The combination of these experiences ensures that the faculty have a comprehensive knowledge of the content they teach. Please review the full-time faculty’s curriculum vitae and a table summarizing the adjunct-faculty’s qualifications (Exhibit 4.1.b.2). Below is a summary of the full-time faculty’s qualifications as they teach most of the courses. Their professional development, published papers, conference presentations, committee memberships are extensive and allow them to share her knowledge and experiences regarding diversity and equity.

**Dr. Rose Cavalcante** earned a Ph.D. in Educational/School Psychology from the University of Indiana. She is a tenured Associate Professor working for the COE. She is a Nationally Certified School Psychologist. She holds a New Mexico Level 3 School Psychologist License, and a New Mexico Level 2 Diagnostician License. She is fluent in English, Portuguese, and Spanish reading and speaking. She has conducted psychological assessments for students at Espanola and Pojoaque School Districts. She has been an adjunct instructor at other universities and has taught in a public school settings in Brazil.

**Dr. Kristy Pruitt** earned an Ed.D. of Education with a Specialization in Teacher Leadership from the University of Wayland Baptist Church. She is an Assistant professor of Education working for the COE. She holds a teaching license with certifications in English as a Second Language (ESOL), Language Arts, Science, and Educational Leadership. She over 15 years of teaching middle school science, and English at the public school level. She has been an adjunct instructor at other universities and has taught in a public school settings in Costa Rica.

**Christina Esquibel** earned an Education Specialist Degree from the University of New Mexico. She is a tenured Associate Professor working for the COE. She holds a New Mexico Level 3 Teaching License with endorsements in Reading, Early Childhood Education, and Teaching English as a Second Language (TESOL). She has worked for a school district in Colorado and in New Mexico where she has provided technical services in the area of literacy. She provides literacy consultation to districts and professional development training for teachers who work with diverse student populations.

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#### 4.1.c Experiences Working with Diverse Candidates

Summarize opportunities and experiences for candidates to work with diverse peers; and the unit's affirmation of the value and efforts to increase or maintain candidate diversity.

The community geographic and demographic information and school demographic information for the four primary school districts are listed in School District Information, Appendix 3a.1.1. The summary below reflects the diversity of the schools.

Comparisons of the Primary School Districts (See School District Information, Appendix 3a.1.1)

\*Information taken from The State of Education in Northern New Mexico, September 2002

The ethnicity category reflects the ethnic percentages of each population: for Espanola, the largest group is Hispanic; for Los Alamos, the largest group is White; for Pojoaque there is a ten percent increase of Hispanics over Whites; while in Taos, there is 14% increase of Whites over Hispanics. Note the percentage of Native Americans for each District.

Three of the four primary sites' income levels are essentially within the same range. Los Alamos did not report its median income. It is the only district that lists the educational level of its residents: "New Mexico's best educated community, proportionately, with 68.6% of adult residents (25 and older) holding an associate degree or higher, and 62.1% of adults possessing a baccalaureate degree or higher (2000 Census)." (Source: Wikipedia, the free encyclopedia)

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#### 4.1.d Experiences Working with Diverse Students in P-12 Schools

Summarize opportunities and experiences for candidates to work with diverse students in P-12 schools; processes for the development of knowledge, skills, and professional dispositions related to diversity; and outcomes based on key assessments during field experiences and clinical practice.

The college's service area has significant differences in culture, economic conditions, and access to job opportunities from the rest of the state. Northern New Mexico has maintained a unique character; as a multilingual, multicultural community comprised primarily of indigenous Native American and Hispanics who have coexisted alongside each other's villages and pueblos for over four centuries. Field experiences are constructed around northern New Mexico's richly diverse communities: see Espanola ([Espanola Demographics](#)), Los Alamos County ([Los Alamos County Demographics](#)), Taos County ([Taos County Demographics](#)), and Santa Fe County ([Santa Fe County Demographics](#)). The field experience sites are representative of the respective county's demographics.

Teacher education candidates in the BA and ALP programs complete a variety of field experiences preceding their student teaching experiences. Moreover, BA students complete 9 semester hours (420 working hours) of student teaching during their final semester. Alternative Licensure Students complete between 96 and 120 hours of field-based placement experience during their final semester. The Field Experience Director for all ALP practica and student teaching ensures that all BA students are placed in all at least three of the four districts represented in the table below. The method for ensuring the diversity of field placement is via a "practicum audit." The audit ensures that students have a variety of field experiences with students from diverse backgrounds. Because the audits have been successful in ensuring that BA students are placed in diverse settings, the procedure will be duplicated for the ALP program. The demographics of these sites are presented in Table 10.

All candidates enrolled in methods courses must include strategies for



working with diverse learners in lesson plans prepared for these courses. All ALP candidates enrolled in Field Experience course and BA candidates enrolled in Student Teacher must complete an Assessment of Teacher Competencies twice during the semester. The Assessment of Teacher Competencies is also completed by the cooperating mentor teacher and the college supervisor. Diversity competency areas in which the student earns a score of 2 (developing) or below are areas in which written and oral feedback is provided to the student. The student is expected to demonstrate improvement in the areas during the next formal observation.

ALP candidates enrolled in Field Experience course and BA candidates enrolled in Student Teacher must complete an Assessment of Teacher Competencies twice during the semester. The Assessment of Teacher Competencies is also completed by the cooperating mentor teacher and the college supervisor. Diversity competency areas in which the student earns a score of 2 (developing) or below are areas in which written and oral feedback is provided to the student. The student is expected to demonstrate improvement in the areas during the next formal observation.

Candidates in BA and ALP programs engage in a series of field experiences culminating in a semester of clinical practice. The field experiences provide candidates a series of field experiences that build upon previous field experiences prior to clinical practice. By completing a series of field experiences and clinical practice, candidates experience a diversity of placements – primarily low class rural, upper middle class urban and/or rural, and settings with mixed populations. In these settings, candidates work with populations of diverse students and with students with exceptionalities. Candidates are placed in schools in four school districts. All these settings have mainstreamed or inclusion experiences with children with disabilities. Table 10 provides basic demographic information on the diversity in the districts.

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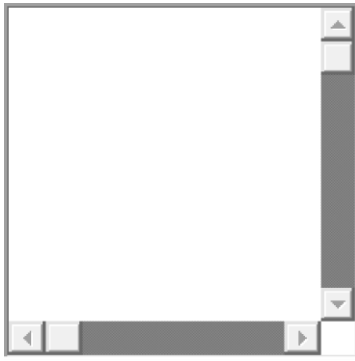
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#### 4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 4.2.b.

##### 4.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.



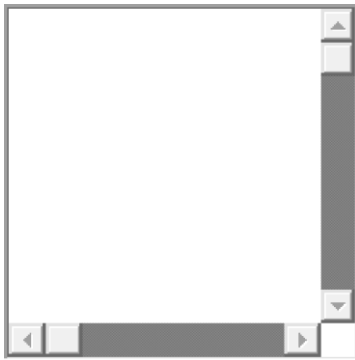
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#### 4.2.b Continuous Improvement

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.



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#### 4.3 Exhibits for Standard 4



4 . 3 . a	Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with
4 . 3 . b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows divers
4 . 3 .	Assessment instruments and scoring guides related to candidates meeting diversity proficiencies, including impact on Cross reference as appropriate.)

c	
4 .3 .d	Data table on faculty demographics (see Appendix A for an example)
4 .3 .e	Data table on candidates demographics (see Appendix B for an example)
4 .3 .f	Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
4 .3 .g	Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty
4 .3 .h	Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates
4 .3 .i	Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

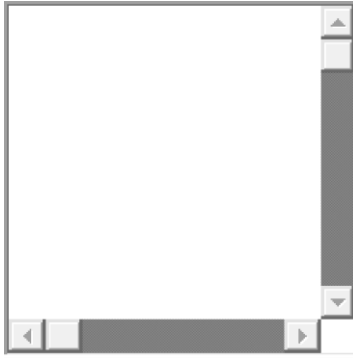
## Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

### 5.1 Faculty Qualifications, Performance, and Development

#### 5.1.a Qualified Faculty

Summarize unit's expectations for and evaluations of its professional education faculty, school-based faculty, and university clinical faculty regarding faculty qualifications.



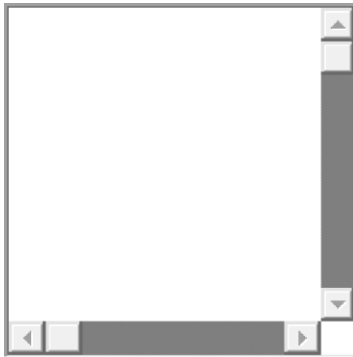
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### 5.1.b Modeling Best Professional Practices in Teaching

Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in teaching.



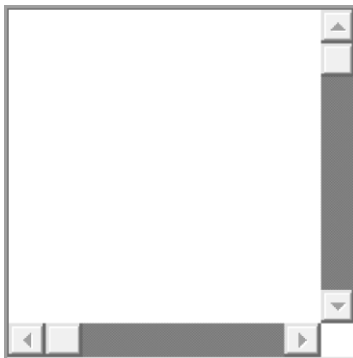
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### 5.1.c Modeling Best Professional Practices in Scholarship

Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in scholarship.



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#### 5.1.d Modeling Best Professional Practices in Service

Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in service.

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#### 5.1.e Unit Evaluation of Professional Education Faculty Performance

Summarize unit's expectations for and evaluations of its professional education faculty regarding faculty performance.

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#### 5.1.f Unit Facilitation of Professional Development

Summarize resources, opportunities, processes, and outcomes regarding unit facilitation of professional development.

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### 5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 5.2.b.

#### 5.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

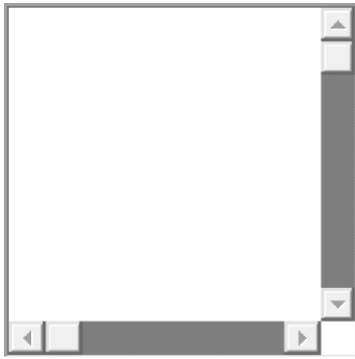
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#### 5.2.b Continuous Improvement

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.



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Exhibit 5.3.a - Data table on qualifications of professional education faculty. This table can be compiled below from data submitted in the Manage Faculty section of AIMS or compiled in Excel, Word, or another format and uploaded as an exhibit.

Faculty Member Name	Highest Degree, Field, & University <sup>14</sup>	Assignment: Indicate the role of the faculty member <sup>15</sup>	Faculty Rank <sup>16</sup>	Tenure Track	Scholarship <sup>17</sup> , Leadership in Professional Associations, and Service <sup>18</sup> : List up to 3 major contributions in the past 3 years <sup>19</sup>	Teaching or other professional experience in P-12 schools <sup>20</sup>
Total: 0 record(s)						

5.3 Exhibits for Standard 5



5.3.a	Data table on qualifications of professional education faculty (This table can be compiled in the online template from exhibit. See Appendix D for an example.)
5.3.b	Data table on qualifications of clinical faculty (i.e., P-12 school professionals and professional education faculty responsible for...

5 .3 .c	Policies and practices to assure clinical faculty meet unit expectations
5 .3 .d	Policies, expectations, and samples of faculty scholarly activities
5 .3 .e	Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teaching community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses,
5 .3 .f	Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results
5 .3 .g	Policies, procedures, and practices for professional development and summaries of the results

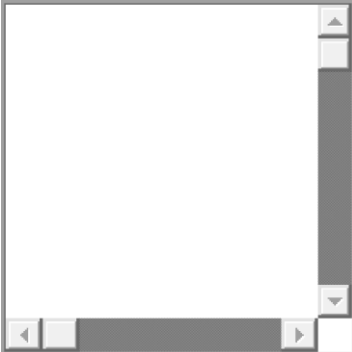
Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Governance and Resources

6.1.a Unit Leadership and Authority

Summarize unit's leadership and authority in the design, delivery, operations of all programs at the institution for the preparation of educators and other school professionals.



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#### 6.1.b Unit Budget

Summarize budget allocation and its sufficiency in supporting both campus and clinical work that are essential to the preparation of educators and other school professionals.

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#### 6.1.c Personnel

Summarize policies, procedures, and practices of faculty workload; unit's use of faculty and personnel in ensuring coherency and integrity of programs and operations; and resources and opportunities for professional development.

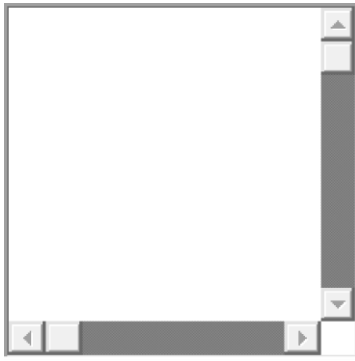
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#### 6.1.d Unit Facilities

Summarize campus and school facilities to support candidates in meeting standards, including support for use of technology in teaching and learning.



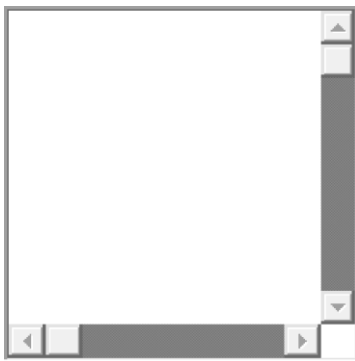
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#### 6.1.e Unit Resources including Technology

Summarize resource allocations to support candidates in meeting standards, with provisions for assessment, technology, professional development, and support for off-campus, distance learning, and alternative route programs when applicable.



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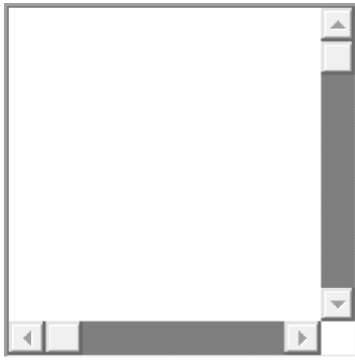
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#### 6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 6.2.b.

##### 6.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.



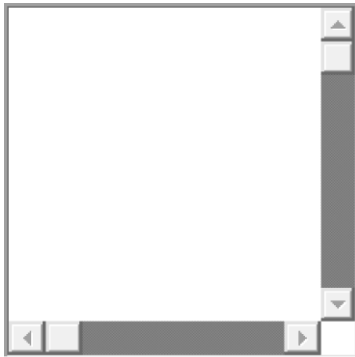
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### 6.2.b Continuous Improvement

Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.



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### 6.3 Exhibits for Standard 6



6 . 3 . a	Policies, procedures, and practices for governance and operations of the unit
6 . 3 . b	Organizational chart and/or description of the unit governance structure and its relationship to institutional governance
6 . 3 . c	Policies, procedures, and practices for candidate services such as counseling and advising

6 .3 .d	Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the ed
6 .3 .e	Academic calendars, catalogs, unit publications, grading policies, and unit advertising
6 .3 .f	Unit budget, with provisions for assessment, technology, professional development, and support for off-campus, distan
6 .3 .g	Budgets of comparable units with clinical components on campus or similar units at other campuses
6 .3 .h	Policies, procedures, and practices for faculty workload and summary of faculty workload
6 .3 .i	Policies, procedures, and practices to ensure that all candidates have access to physical and/or virtual classrooms, com
6 .3 .j	Policies, procedures, and practices to ensure that all candidates access have to distance learning including support serv