

## Complete Report Card

AY 2015-16

## Institution Information

**Name of Institution:** Northern New Mexico College

**Institution/Program Type:** Alternative, IHE-based

**Academic Year:** 2015-16

**State:** New Mexico

**Address:** 921 Paseo de Oñate

Espanola, NM, 87532

**Contact Name:** Dr. Joaquin Vila

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Alternative Licensure Program- Elementary	No
Alternative Licensure Program- Secondary	No
Alternative Licensure Program- Special Education	No
<b>Total number of teacher preparation programs: 3</b>	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate Postgraduate

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://nnmc.edu/home/academics/colleges-and-departments/college-of-education/>

Please provide any additional comments about or exceptions to the admissions information provided above:

Teacher Candidates must take and pass either the NES Basic Essential Skills Exam or an approved PED Alternative Assessment in their first semester to become fully accepted into the program.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	No	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	Yes
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program?**

**What was the median GPA of individuals accepted into the program in academic year 2015-16**

0

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.55

Please provide any additional comments about the information provided above:

No GPA information available for candidates upon acceptance to program

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	No	No

Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program?**

**What was the median GPA of individuals accepted into the program in academic year 2015-16**

3.41

**What is the minimum GPA required for completing the program?**

3

**What was the median GPA of individuals completing the program in academic year 2015-16**

Please provide any additional comments about the information provided above:

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	37
Unduplicated number of males enrolled in 2015-16:	15
Unduplicated number of females enrolled in 2015-16:	22
<b>2015-16</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	17
<i>Race</i>	
American Indian or Alaska Native:	4

Asian:	2
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	14
Two or more races:	0

## Section I.d Supervised Clinical Experience

**Provide the following information about supervised clinical experience in 2015-16.**

Average number of clock hours of supervised clinical experience required prior to student teaching	40
Average number of clock hours required for student teaching	100
Average number of clock hours required for mentoring/induction support	10
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	10
Number of students in supervised clinical experience during this academic year	10

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Candidates are placed in diverse settings for a total of 14 weeks. The clinical experience includes supervision from a faculty supervisor and a site-based mentor teacher.



## Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	1
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	6
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	

Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

**Section I.e Teachers Prepared by Academic Major**

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	1
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	3
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	

Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	

Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	

Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	

Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

**Provide the total number of teacher preparation program completers in each of the following academic years:**

2015-16: 10

2014-15: 13

2013-14: 19



## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2015-16**

**Did your program prepare teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2015-16?**

3

**Did your program meet the goal for prospective teachers set in mathematics in 2015-16?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Scholarships provided to qualifying candidates.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

There is a Statewide trend of declining enrollment in the field of teacher education.

**Academic year 2016-17**

**Is your program preparing teachers in mathematics in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2016-17?**

2

**Provide any additional comments, exceptions and explanations below:**

Anticipated continued decline in enrollments (campus wide).

**Academic year 2017-18**

**Will your program prepare teachers in mathematics in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2017-18?**

2

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2015-16**

**Did your program prepare teachers in science in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in science in 2015-16?**

3

**Did your program meet the goal for prospective teachers set in science in 2015-16?**

Yes

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Is your program preparing teachers in science in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in science in 2016-17?**

2

**Provide any additional comments, exceptions and explanations below:**

Anticipated continued decline in enrollments (college wide).

**Academic year 2017-18**

**Will your program prepare teachers in science in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in science in 2017-18?**

2

**Provide any additional comments, exceptions and explanations below:**

## **Section II Annual Goals - Special Education**

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for**

increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.  
(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2015-16**

**Did your program prepare teachers in special education in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in special education in 2015-16?**

4

**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

No

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Is your program preparing teachers in special education in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in special education in 2016-17?**

3

**Provide any additional comments, exceptions and explanations below:**

Anticipated continued decline in enrollments (campus wide).

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

3

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

15

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

No

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Is your program preparing teachers in instruction of limited English proficient students in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?**

7

**Provide any additional comments, exceptions and explanations below:**

Anticipated decline in enrollments (campus wide).

**Academic year 2017-18**

**Will your program prepare teachers in instruction of limited English proficient students in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?**

7

**Provide any additional comments, exceptions and explanations below:**

## **Section II Assurances**

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment**

**trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

Northern has implemented a TESOL and Bilingual program that is offered in addition to the regular coursework for prospective teachers (allows for completion of endorsement in either ESL or Bilingual).

Northern has implemented innovative classes in Special Education for in-service teacher professional development, offering these classes to prospective teachers as well.

Northern invested in faculty development in the area of strategies for success for school children from poverty, as a result, several classes now include this information. The faculty is trained in the use of instructional technology and web-based instruction to ensure high-quality courses that comply with state and national standards.

In addition, the Field Placement Director visits each partner school district to ensure that the COE is receiving feedback from school districts and to ensure that the COE is making program improvements to meet district needs. The COE at NNMC has developed and implemented a robust assessment system to monitor candidate performance and inform unit operations.

Candidates are assessed for mastery of NM Teacher competencies to ensure progression towards program completion.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
001 -BASIC SKILLS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
001 -BASIC SKILLS Evaluation Systems group of Pearson Other enrolled students	1			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2015-16	5			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2014-15	6			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2013-14	17	272	17	100
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	3			



016 -HIST GEOG ECON CIVICS GOVT Evaluation Systems group of Pearson All program completers, 2013-14	1			
012 -LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
014 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All program completers, 2015-16	5			
NT052 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: SEC. Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2015-16	4			

NT103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2015-16	4			
NT507 -NES ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	15	230	12	80
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	15	216	6	40

NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	15	211	8	53
NT003 -NES ESSENTIAL ACADEMIC SKILLS III:MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson Other enrolled students	1			
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All program completers, 2015-16	4			

NT310 -NES FAMILY AND CONSUMER SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT311 -NES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
NT601 -NES SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
015 -SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
015 -SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
032 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2014-15	3			
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2013-14	5			

004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2014-15	2			
004 -TEACHER COMPETENCY (SECONDARY) Evaluation Systems group of Pearson All program completers, 2013-14	12	263	11	92
031 -TESOL Evaluation Systems group of Pearson All program completers, 2013-14	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	8		
All program completers, 2014-15	7		
All program completers, 2013-14	19	17	89

### Section IV Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

institutional: NCA, HLC

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

## Section V Use of Technology

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

NNMC's College of Education has identified, " the utilization of technology-based tools to support student learning" as a skill that all teacher candidates will be able to demonstrate by the completion of their program. All teacher candidates create a professional portfolio that evidences their use of technology for teaching and student learning. Students are required to submit their professional portfolio electronically to demonstrate their use of technology for teaching and learning.

The college faculty integrates technology into the curricula and instruction by incorporating the National Education Technology Standards, developed by the International Society for Technology in Education, into their program's course syllabi. The programs' matrix evidences the integration of technology into the curricula for teaching and learning.

The Elementary and Secondary Programs require an assessment course, ED 492, which requires teacher candidates to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Half of the ALP Programs' college courses are either provided to teacher candidates in hybrid or web-enhanced format. The hybrid format require the college faculty and teacher candidates to

meet 50% of the time in person and fulfill the remaining course requirements via the Black Board Learning Environment. The hybrid format indicates that the college faculty meets 75% of the time face to face but requires 25% of the course requirements via Black Board or other learning environment. These formats require the college faculty and teacher candidates to use technology for teaching and learning in dynamic methods, which encourage team building, critical thinking, and provide flexible ways for both parties to communicate and learn.

The College of Education moved to a new building, and this move included new technology in the classrooms in the form of smart boards and document cameras. We also have purchased new laptops and an IPAD Cart for use in the classrooms. This increase in technology will increase our incorporation of technology in coursework.

## Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The teacher preparation program at NNMC prepares general education teachers to teach students with disabilities by integrating differentiated instructional strategies into the majority of the required courses. Instructors in the Special Education program, who also teach courses in the general education program, address the instructional and IEP needs of special learners throughout their courses. Since the academic needs and research-based instructional strategies for ELL and Special Education students are similar, both types of learners are addressed in strategies taught, materials selection, & use of instructional technology. Strategies, both formal and informal, are discussed to accurately assess student progress toward learning goals in the IEP in three of the required courses to ensure teacher candidates can effectively apply the strategies. In two reading courses, goals and objectives in the IEP are addressed, with emphasis on collaborating with regular education teachers to support special learners.

SPED 480/ED 475 - Students pursuing a general education and/or a special education license focus on teacher knowledge and application skills in teaching curricula aligned with state content standards and benchmarks. Strategies are modeled by the instructor and practiced by the students.

SPED 465 – Students learn and apply the elements of reading and the adaptations made for special learners to address skill gaps. All components of reading are explored as well as the precursors necessary for acquiring reading and literacy skills. Assessments consist of students effectively applying the strategies in lesson plans and classroom activities based on case studies and their individual classroom population (for those who are teaching).

All reading courses in both general education and Alternative Licensure courses address strategies to meet the needs of English Language Learners. These strategies are also included in the Bilingual and TESOL programs offered to prospective teachers as additional licensure programs.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The SPED program at NNMC prepares special education teachers to teach students with disabilities by providing a firm foundation in pedagogy, content, characteristics of various exceptionalities (SPED 455, SPED 480) and the relevant classroom strategies to support each. Students learn to conduct an effective and efficient IEP, per the requirements of IDEA, as well as develop techniques to train team members in the IEP process. The learning needs of students identified as ELL and receiving special education services are addressed through identifying the specific need of the child, be it communication disorders, perceptual, auditory, and other areas to better target instruction and support in an inclusion program.

SPED 455 - IEP Development - Students learn to develop and Individualized Educational Plan (IEP), including the RTI process, relevant special education legislation, writing and measuring



goals and objectives based on NM Content Standards and Benchmarks, and interfacing with regular classroom teachers.

## Section VII Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

The College of Education at Northern New Mexico College is a National NCATE accredited school. Currently, the New Mexico State Public Education Department has approved the program at Northern through the State NCATE review process. In addition, two members of the COE staff have participated in state and national Boards of Review for three colleges and universities in the state of New Mexico. The College of Education also participates in the New Mexico Deans and Directors of Teacher Education and the Alternative Licensure Collaborative which are state consortia in partnership with the New Mexico Legislative Education Study Commission. This group presents a yearly report to the NM LESC concerning quality teacher education.

Supporting Files

**Complete Report Card**

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