

## Complete Report Card

AY 2015-16

## Institution Information

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

**Institution/Program Type:** Traditional

**Academic Year:** 2015-16

**State:** New Mexico

**Address:** 921 Paseo de Onate

NNMC

Espanola, NM, 87532

**Contact Name:** Dr. Joaquin Vila'

**Phone:** 5057472194

**Email:** joaquin.vila@nnmc.edu

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 traditional 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?
BA Elementary Education	No
Total number of teacher preparation programs: 1	

## Section I.b Admissions

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

Junior year   Junior Year

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>

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

2.5 GPA requirement for teacher candidates at the junior level

Passing scores Essential Academic Skills (I, II, III); letter of interest; philosophy of education; College of Education application and assurance form; entrance interview and background clearance

## 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	No
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes

Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	No
Interview	Yes	Yes
Other	No	No

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

2.5

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

3.28

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

2.5

**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.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?

No

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	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported

Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
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**

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

**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:	45
Unduplicated number of males enrolled in 2015-16:	7
Unduplicated number of females enrolled in 2015-16:	38
<b>2015-16</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	36
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	0

Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	3
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	133
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	1
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)	12
Number of students in supervised clinical experience during this academic year	12

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

Students are placed in diverse setting for a total of 14 weeks. The clinical experience includes supervision from a clinical field 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	2
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	
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	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	2
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	2
Teacher Education - Social Studies	2
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	2
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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	2
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	
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 - 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: 2

2014-15: 13

2013-14: 31



## 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:

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 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:**

Ongoing reduction in program/ institution enrollments will likely impact this area

**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:**

Ongoing reduction in program/ institution enrollments may likely impact this area

## 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:**

Ongoing decline in enrollments will likely impact this area.

**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:**

Ongoing decline in enrollments will likely impact this area.

## **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?**

No

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

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

NA

**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:**

Currently, our College does not offer traditional pathways towards teacher preparation in the  
field of special education.

**Academic year 2016-17**

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

No

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

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

**Academic year 2017-18**

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

No

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

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?**

3

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

Anticipated reduction in numbers due to continued 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?**

2

**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:**

NNMC COE Conceptual framework ensures effective teaching and learning for all learners. The College addresses the following learning outcomes: ability to communicate clearly and effectively, ability to think critically and analytically through inventive & creative means; demonstrate commitment to address cultural, social and ethical responsibilities and, demonstrate proficiency in the use of current technology and innovation. COE field placement office ensures partnerships with local school districts including public, private, charter, and BISD schools.

NNMC College of Education has implemented these strategies to assure that candidates are receiving knowledge and gaining skills in effective teaching and learning of diverse learners both academically and socio-economically:

1. All candidates take courses that focus on diversity—HSS 220 Teaching Diverse Communities, ED 450 Pedagogy (researching disability categories covered under IDEA), ED 201 Foundations (IDEA laws and concepts like free appropriate public education and LRE), ED 220 Ed Psych (students become familiar with SPED categories, and learn about FBA), these are relevant also to low income students and help avoid misdiagnosis of English Language Learners.

2. The Field Placement Director has implemented an annual personal visit with each partner school district superintendent to delineate observation guidelines for teacher candidates, and qualifications for cooperating mentor teachers for full time student teachers. During these visits, the College of Education also ascertains needs of school districts and implements program

improvements based on the results of these visits as well as an employer's survey. This survey garners data regarding candidate and first year teacher performance.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name</b> <b>Test Company</b> <b>Group</b>	<b>Number</b> <b>taking</b> <b>tests</b>	<b>Avg.</b> <b>scaled</b> <b>score</b>	<b>Number</b> <b>passing</b> <b>tests</b>	<b>Pass</b> <b>rate</b> <b>(%)</b>
001 -BASIC SKILLS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
001 -BASIC SKILLS Evaluation Systems group of Pearson Other enrolled students	9			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2015-16	3			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2014-15	4			
001 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2013-14	8			
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	4			



011 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT051 -NES ASSESSMENT OF PROFESSIONAL KNOWLEDGE: ELEM. Evaluation Systems group of Pearson Other enrolled students	4			
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 Other enrolled students	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 Other enrolled students	4			
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	8			

Evaluation Systems group of Pearson Other enrolled students				
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	8			
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	8			
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT104 -NES ESSENTIAL COMPONENTS OF ELEM.READING INSTRUCT. Evaluation Systems group of Pearson Other enrolled students	4			
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2015-16	3			

003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2014-15	4			
003 -TEACHER COMPETENCY (ELEMENTARY) Evaluation Systems group of Pearson All program completers, 2013-14	8			

## Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	3		
All program completers, 2014-15	4		
All program completers, 2013-14	8		
All program completers, combined 3 academic years	15	15	100

## 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 COE Lesson Plan Template requires candidates to incorporate technology (21st Century Skills) with all lesson preparations. All COE syllabi require a student learning outcome which incorporates a technology component (SLO #4). All courses have access to Blackboard platform which provides online teaching and learning environment. All COE classrooms have smart boards used for teaching and learning experiences. The unit has secured funding through a grant to make laptops available to students on loan.

## 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 COE utilizes a standards-based lesson plan template that requires teacher candidates to differentiate, modify, accommodate, and or scaffold learning opportunities for learners with special needs and English language learners. COE utilizes various assessment tools to measure candidate dispositions to ensure they can implement appropriate instruction for all learners

NNMC recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to relevant learning opportunities. The Accessibility and Resources Center (ARC) is the campus office that collaborates with students with disabilities to provide and arrange reasonable accommodations in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

In two reading courses, goals and objectives in the IEP are addressed, with emphasis on collaborating with regular education teachers to support special learners. Candidates learn in depth how to address students' needs using the Multiple Intelligence theory and practice and develop lesson plans based on it.

ED201 - Students get familiar with the IDEA law and concepts such as Free Appropriate Public Education and LRE (Least restrictive environments). Students visit the NM PED Special Education Bureau Page and write a report on it.

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

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

**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 College of Education does not prepare special education through the traditional pathway.

## 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**

AY 2015-16