

Adopted Rule Abstract

1. **Agency:** Public Education Department
2. **Rule Citation:** 6.65.3 NMAC
3. **Rulemaking Action:** New Rule
4. **Register Issue and Date of Notice of Proposed Rulemaking:** Volume 29, Issue 6, March 27, 2018
5. **Register Issue and Date of Adoption:** Volume 29, Issue 12, June 26, 2018
6. **Effective Date:** July 1, 2018
7. **Specific Legal Authority:** Sections 22-10A-19.2 NMSA 1978, 22-2-1 NMSA 1978, and 21-22E-3 NMSA 1978
8. **Purpose of Rule:** To improve and strengthen the preparation of day-one ready New Mexico educators by developing standard and transparent processes for the evaluation, review, and approval of teacher preparation programs in the state.
9. **Link to Permanent Agency Rulemaking Record:**
http://statenm.force.com/public/SSP_RuleHearingSearchPublic

Summary of Adopted Rule

The June 26, 2018 issue of the *New Mexico Register* contained the final adoption of the new rule, Part 3 of 6.65 NMAC, “Educator Preparation Program Accountability.” Specifically, the new rule defines the requirements for teacher preparation program practices including: entry and exit requirements, clinical practice experiences, candidate observations, alignment with Public Education Department (PED) standards, and submittal of data to PED. Programs will be evaluated with both a comprehensive site visit and a scorecard. The site visit and scorecard will both be used to determine a program’s status, including approval for continued operation, probation, or revocation. The results from the evaluation are intended to provide information to drive continuous improvement of the program. See **Attachment 1, Adopted Rule 6.65.3, Teacher Preparation Program Approval Process and Accountability.**

According to PED, the new rule provides a means for the department to partner with teacher preparation programs in the state and will enable the department to benchmark the productivity and accountability of programs to ensure teachers are able and ready to positively impact student learning and development on their first day of instruction.

Analysis

Background Information

PED began working collaboratively with the New Mexico Association of Colleges for Teacher Education, commonly referred to as the Deans and Directors, in the fall of 2014 to develop a comprehensive scorecard to evaluate teacher preparation programs in the state.

PED has the statutory authority to approve teacher preparation programs and is required to report annually on specific metrics through the educator accountability reporting system (EARS) report, which is designed to provide a picture of effective preparation of teachers, counselors, and administrators in New Mexico. See **Attachment 2, Educator Accountability Report Statute**. PED included additional citations to specific legal authority for the adopted rule including Sections 22-2-1 and 21-22E-3 NMSA 1978. Section 22-2-1 outlines the general powers of the secretary and department, including its rulemaking authority, and Section 21-22E-3 NMSA defines a teacher preparation program as a program that has been formally approved as meeting PED requirements.

PED is also required to include an evaluation plan for teacher preparation programs in the annual EARS report, including data related to student achievement, teacher and administrator retention and placement of teachers in classes and subjects they are certified to teach, and the number of teachers trained in science, technology, and math. However, it is important to note the rule does not comply with the statutory requirements of the EARS report as the teacher preparation program scorecard metrics do not include each of the required indicators and performance objectives from the EARS report.

PED's teacher preparation program scorecard incorporates data from the state's teacher evaluation system, NMTEACH. The scorecard will analyze how teachers in their first three years of teaching perform on NMTEACH and teacher retention rates in high-needs schools to assess how teachers are being utilized across the state after graduation.

Sections of the Adopted Rule

Application Process for Approval. Teacher preparation programs that currently exist will be required to reapply to PED's Professional Practices and Standards Council (PPSC) for approval no later than the end of the 2018-2019 school year. Additionally, teacher preparation program providers seeking a program revision for an existing PED-approved program or seeking initial approval will be required to submit an application to PED to be reviewed by PPSC based on information outlined in the PPSC manual. The draft PPSC manual is posted on PED's website at <https://webnew.ped.state.nm.us/bureaus/policy-innovation-measurement/rule-notification/>.



Teacher Preparation Program General Requirements. Teacher preparation programs will be required to establish rigorous entry and exit requirements for teacher candidates, including a requirement that all teachers: pass all essential academic skills tests (also known as New Mexico Teacher Assessments or NMTA) prior to admission; maintain an undergraduate grade point average of at least 2.75 on a 4.0 scale; submit to a PED-required background check; successfully demonstrate competency in all relevant areas, subjects, and categories of the NMTA exams; and obtain a written recommendation from the program indicating the candidate demonstrates the dispositions necessary for success in the classroom. Teacher preparation programs will be required to ensure opportunities for clinical experiences are provided to candidates continuously throughout their enrollment, and the majority of clinical experiences will be required to align with the area, subject, or category of certification or license being sought by the candidate. Programs will be required to establish partnerships with stakeholder groups to address expectations related to clinical experiences and meeting the needs of local educational agencies.

Teacher preparation programs will be required to include instruction in pedagogy that is aligned with PED standards. The programs will be required to conduct a minimum of three formally documented observations of each enrolled student candidate that include verbal and written feedback of the candidate's practice. Observations and evaluations of candidates will be required to be aligned with the four domains of the NMTEACH evaluation system. Finally, all programs will be required to submit candidate-level data to PED annually pursuant to a signed memorandum of understanding between the program and the department.

Entry Requirements That May Be Waived By Teacher Preparation Programs. Teacher preparation programs can request waivers from the following college of education entry requirements from PED, including passage of all essential academic skills tests prior to admission and the undergraduate GPA of at least 2.75, for certain candidates. Candidates admitted under a waiver will be required to receive remedial services designed to support the candidate pass all NMTA tests within one school year.

Teacher Preparation Program Scorecards. PED will be required to issue an annual scorecard to each department-approved teacher preparation program with at least 10 teacher candidates in the state. See **Attachment 3, Teacher Preparation Program Scorecards**. The scorecard will evaluate the effectiveness of the program, grade program performance on an A through F scale, and be publicly released by PED. The scorecard metrics in the rule include: acceptance rate; diversity of cohort; candidate performance on licensure tests; hiring and retention rates for completers teaching in the state; effectiveness rating of completers, as measured by NMTEACH; distribution of completers in high-need areas; candidate and employer perception surveys, candidate aptitude based on department-approved assessments; student growth based on department-approved assessments; and student achievement based on department-approved assessments. The last three metrics were not included in the proposed rule.

The metrics for the scorecards in the adopted rule are organized into four domains as opposed to a single list of metrics as in the proposed rule. The domains are admissions, candidate promise, hiring and retention, and graduate performance. The rule also provides that a technical manual will be published annually prior to scorecard release in accordance with a memorandum of understanding between teacher preparation programs and PED.

In response to the scorecards, the Deans and Directors stated PED's responsibility to provide data back to the programs is unclear; diversity of the teacher cohort should be representative of the community the program serves, which may differ based on the region of the state the program is in; and noted concern about being evaluated on retroactive data. Additional concerns were noted, and included: the definition for "cooperating teacher" should be expanded to specifically indicate the teacher is full-time; the definition of "completer" is different than "completer" under Title II of the federal Higher Education Act; programs will be required to receive the NMTEACH overall rating for each cooperating teacher; however, there is not a timeline proposed as to when programs will receive the ratings on cooperating teachers from PED.

Other concerns are related to the fact that some programs will need to place hundreds of candidates with a cooperating teacher, but this may prove to be difficult if all cooperating teachers will be required to have a rating of "highly effective" or "exemplary." The Deans and Directors suggested PED allow for a cooperating teacher who is rated "effective" to be included as an option in limited circumstances. Bureau of Indian Education schools, private schools, and some alternative schools are not required to evaluate teachers under the NMTEACH system; as such, teacher candidates will not be allowed to be placed in these schools because the teachers will not have an annual NMTEACH rating. One of the restrictions limiting the cadre of cooperating teachers in the proposed rule may be partially addressed by the provision included in the adopted rule allowing out-of-state teachers without NMTEACH data to serve as cooperating teachers. The adopted definition allows teachers recently relocated to New Mexico who do not have NMTEACH data to serve as cooperating teachers if they have taught for at least three years and are nationally board certified or have the out-of-state equivalent rating of highly effective or exemplary.

Another concern about the proposed scorecard was that teacher preparation programs will be evaluated with respect to the proportion of completers serving in high-needs areas but "high-needs" was not defined in the proposed rule. The adopted rule defines areas of "high need" to be schools demonstrating one or more of the following attributes:

- A school grade of D or F;
- A high percentage of students qualifying as economically disadvantaged;
- A high percentage of students qualifying for special education services;
- A high percentage of students designated as English learners; or
- Other schools determined by the department.

PED may consider defining "high percentage" to provide more specific guidance. Also, PED can determine any area to be of high-need based upon these criteria, leaving expectations unclear.

Comprehensive Site Visit Review Process. PED will be required to develop a manual outlining the comprehensive site visit process that details documents and steps necessary for the site visit review, which will occur every four years as determined by the department. Programs will be assessed on four components of the quality review rubric, including curriculum design and delivery, clinical experience, candidate quality, and continuous improvement.

Additionally, the comprehensive site review process will be required to include: a self-evaluation conducted by the teacher preparation program within 12 weeks prior to the site visit; the site visit itself, which will be conducted by a certified review team; and a summative conference, which is a site visit debrief where the review team will present their initial findings. The definition of the review team in the proposed rule outlined specific members from the education community and stated the team will consist of at least one individual from each category. However, in the adopted rule, members may serve in multiple roles, limiting the potential makeup of the comprehensive review team but also providing flexibility.

Teacher preparation programs will be assessed on overall performance and will receive one of the following classifications: industry leader, well-developed, proficient, developing, or underdeveloped. Programs will receive a final written report from PED no later than 90 calendar days after the site visit review. Programs will be required to submit a written response, along with documentation, within 14 calendar days if there are any alleged factual errors in the final written report. If PED determines the error is valid, the department will be required to amend the final report within 20 calendar days.

It is unclear if each teacher preparation program will be required to have a site visit every four years or if the site visit will include individual programs (also known as “units” to college of education staff) and concerns have been raised regarding the validity of the quality review rubric.

Determination of Teacher Preparation Program Status. By November 30 of each year, PED will be required to use the scorecard grade and the site visit performance classification to determine whether PED approves a program for continued operation, places a program on probation, or revokes program approval. Each program’s status will determine the frequency of comprehensive site visit reviews and the scope of the program’s responsibilities. PED will notify programs of their status no later than November 30 annually. In the adopted rule, teacher preparation programs are required to inform current program students within 30 calendar days of the department’s notification of probationary status, while the draft rule only required candidate notification upon the third year of probationary status.

The adopted rule specifies that PED can revoke a teacher preparation program’s approval if the program has ten or fewer completers for at least two consecutive years. It is unclear if PED defines program as the entire teacher education program or each subset of units within the program, such as special education teacher preparation.

In response to concerns that it was unclear in the proposed rule when and if a program could earn approval after a revocation decision, the adopted rule states a teacher preparation program “with revoked approval shall wait two years following the date of revocation before reapplying via the application process defined in 6.65.3.8 NMAC”.

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TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 65 SCHOOL PERSONNEL EDUCATOR PREPARATION
PART 3 EDUCATOR PREPARATION PROGRAM ACCOUNTABILITY

6.65.3.1 ISSUING AGENCY: Public Education Department, herein after the department.
 [6.65.3.1 NMAC - N, 7/1/2018]

6.65.3.2 SCOPE: This rule applies to all educator preparation programs serving candidates in New Mexico. If any part or application of this rule is held invalid, its remainder or application to other situations, shall not be affected.
 [6.65.3.2 NMAC - N, 7/1/2018]

6.65.3.3 STATUTORY AUTHORITY: Section 22-10A-19.2 NMSA 1978, Section 22-2-1 NMSA 1978, and Section 21-22E-3 NMSA 1978
 [6.65.3.3 NMAC - N, 7/1/2018]

6.65.3.4 DURATION: Permanent.
 [6.65.3.4 NMAC - N, 7/1/2018]

6.65.3.5 EFFECTIVE DATE: July 1, 2018, unless a later date is cited at the end of a section.
 [6.65.3.5 NMAC - N, 7/1/2018]

6.65.3.6 OBJECTIVE: To improve and strengthen the preparation of day-one ready New Mexico educators through streamlined evaluation, review, and approval of educator preparation programs in the state.
 [6.65.3.6 NMAC - N, 7/1/2018]

6.65.3.7 DEFINITIONS:

A. “Candidate” means an individual enrolled in an educator preparation program for licensure offered through a department-approved educator preparation program provider.

B. “Certified review team” means the team trained by the department to conduct comprehensive site visit reviews. Members of the certified review team may serve in multiple roles. The following shall be represented:

- (1) a representative of the department;
- (2) a dean from another department-approved educator preparation program;
- (3) a director from another department-approved educator preparation program;
- (4) a faculty member from another department-approved educator preparation program

approved in New Mexico;

- (5) a member of a local education agency administrative team; and
- (6) a principal or eligible cooperating teacher from a local school.

C. “Clinical experience” means the guided, hands-on application of knowledge and theory to actual practice through collaborative and facilitated learning activities taking place in field-based assignments.

D. “Clinical supervisor” means the employee of the educator preparation program who works with and provides feedback to candidates during their clinical experience that is both trained and certified in NMTEACH and trained or experienced in the field in which they are supervising.

E. “Cohort” means a set of individuals who enter an educator preparation program or exit an educator preparation program in the same year, or both.

F. “Completer” means a candidate who earns a certificate or diploma from an educator preparation program approved by the department.

G. “Cooperating teacher” means an educator who has earned a rating of highly effective or exemplary on the NMTEACH educator effectiveness system, is employed by a local education agency, is collaboratively selected by the local education agency and the educator preparation program, has at least three years of experience under the appropriate license, and is the primary evaluator of the candidate during their clinical

experience. The department may allow an educator who recently relocated to New Mexico and does not yet have an NMTEACH evaluation to serve as a cooperating teacher if:

- (1) the teacher has taught for at least three years; and
- (2) the teacher is either nationally board certified or has an effectiveness rating on their out-of-state evaluation equivalent to highly effective or exemplary.

H. “Comprehensive site visit review” means the visit conducted by a certified review team to evaluate educator preparation program performance.

I. “Day-one ready educator” means a teacher who positively impacts measurable student achievement from the first day the educator begins teaching by demonstrating deep content knowledge, the ability to motivate and actively engage students, the ability to personalize learning based on students’ needs, and a willingness to engage in continuous efforts to improve teaching abilities.

J. “Disposition” means the level of professionalism demonstrated by a candidate indicating capacity to be a day-one ready educator.

K. “Educator preparation program advisory board” means the group of individuals appointed by the EPP who have unique knowledge regarding the educational needs of the local community.

L. “Educator preparation program” or **“EPP”** means an educational program offered by an educational preparation provider that is intended to lead to teacher licensure upon candidates’ successful completion of the program.

M. “EPP provider” means any individual, private or public education association, corporation, or institution of higher education offering an educator preparation program.

N. “High-needs areas” shall include one or more of the following:

- (1) schools earning a “D” or “F” on the school grading system pursuant to 6.19.8 NMAC;
- (2) schools with a high percentage of students qualifying as economically disadvantaged;
- (3) schools with a high percentage of students qualifying for special education services;
- (4) schools with a high percentage of students qualifying as English learners; or
- (5) other schools determined by the department.

O. “Initial approval” means the first time an educator preparation program provider seeks and is granted approval from the professional practices and standards council to create a new educator preparation program in the state of New Mexico.

P. “Local education agency” or **“LEA”** means a school district or a state-chartered charter school.

Q. “New Mexico teacher assessments” or **“NMTA”** means the tests required for individuals seeking initial New Mexico licensure.

R. “NMTEACH educator effectiveness system” or **“NMTEACH”** means the department-approved educator evaluation system defined in 6.69.8 NMAC that measures teacher performance on five components:

- (1) improved student achievement;
- (2) classroom observation;
- (3) planning, preparation, and professionalism;
- (4) student or parent surveys; and
- (5) teacher attendance.

S. “Professional practices and standards council” or **“PPSC”** means the body that approves new educator preparation programs as defined in 6.2.8 NMAC.

T. “Program revision” means the addition of new licensure programming or modifications made to an existing department-approved educator preparation program including changes to standards.

U. “Quality review rubric” means the tool used by the certified review team during a comprehensive site visit review to determine an EPP’s status according to a series of aligned indicators and subcomponents that contribute to an overall rating on a five-level performance scale.

V. “Revocation” means the department decision to no longer recognize an educator preparation program as approved nor to license candidates completing coursework at the revoked educator preparation program within three semesters of revocation.

W. “Scorecard” means the annual report prepared and released by the department to rate educator preparation program performance on an A through F scale.

X. “Theory of action” means the collection of cause and effect relationships developed by the educator preparation program to guide and achieve demonstrable outcomes.

[6.65.3.7 NMAC - N, 7/1/2018]

6.65.3.8 APPLICATION PROCESS FOR APPROVAL:

- A.** EPP providers existing at the time of the enactment of 6.65.3 NMAC shall be required to reapply through the PPSC no later than the end of the 2018 – 2019 school year.
- B.** EPP providers seeking a program revision for an existing department-approved EPP and EPP providers seeking initial approval shall submit an application to the department to be reviewed by the PPSC.
- C.** Applications shall provide the information outlined in the PPSC manual and meet the general requirements of 6.65.3.9 NMAC.
[6.65.3.8 NMAC - N, 7/1/2018]

6.65.3.9 EDUCATOR PREPARATION PROGRAM GENERAL REQUIREMENTS: EPPs shall meet requirements as stated in state statute, regulation, and the following additional requirements.

- A.** EPPs shall establish rigorous entry requirements including:
 - (1) passage of all NMTA essential academic skills tests prior to admission;
 - (2) candidate undergraduate grade point average of at least 2.75 on a 4.0 scale; and
 - (3) successful completion of the department’s required background check and approval process.
- B.** EPPs shall ensure that opportunities for clinical experiences are provided to candidates continuously throughout their enrollment.
 - (1) Clinical experiences shall begin upon the candidate’s entrance into an EPP.
 - (2) The majority of clinical experiences shall align with the area, subject, or category of certification or license being sought by the candidate.
 - (3) During at least one of candidates’ multiple clinical experiences, candidates shall serve as a teacher in a school under the supervision of a cooperating teacher and plan and deliver independent instruction to students on a regularly scheduled basis.
- C.** EPPs shall ensure that candidates embrace and execute upon their responsibility as educators to develop the skills and capacities to implement meaningful practices for parent and family engagement, notably keeping families fully informed of their child’s progress towards college-and-career readiness, on a regular basis, using objective measures in all subject areas.
- D.** EPPs shall establish partnerships with stakeholder groups to fulfill requirements related to clinical experiences and meet the needs of LEAs. At a minimum, partners shall include:
 - (1) classroom teachers;
 - (2) principals;
 - (3) superintendents;
 - (4) human resource directors;
 - (5) curriculum directors; and
 - (6) the EPP advisory board.
- E.** Programs for all teachers shall include instruction in pedagogy that is aligned with department standards pursuant to 6.61.2 NMAC through 6.61.12 NMAC.
- F.** EPPs shall conduct a minimum of three formally documented observations that include verbal and written feedback on the candidate’s practice.
 - (1) Observations and evaluations of candidates shall be aligned with the four domains of NMTEACH:
 - (a) planning and preparation;
 - (b) creating an environment for learning;
 - (c) teaching for learning; and
 - (d) professionalism.
 - (2) Results of evaluations shall inform program interaction with the candidate including feedback, placement, remediation, and support.
 - (3) Documentation of observations shall be stored by the EPP for a minimum of five years after candidate completion and shall be available to the completer and the department upon request.
- G.** EPPs shall establish rigorous exit requirements in alignment with those required to seek licensure from the department including:
 - (1) successful demonstration of competency in all relevant areas, subjects, or categories of NMTA; and
 - (2) a written recommendation from the EPP that the candidate demonstrates the dispositions necessary for success in the classroom and other learning environments.

H. In a form approved by the department, all EPPs shall annually submit candidate level data as agreed to in memoranda of understanding or associated amendments between the department and EPP providers. Failure to comply with data reporting and collection requests may result in revocation of the EPP's approval.

I. EPPs shall fully comply, in a timely manner, with all requirements that allow the department to generate a scorecard and conduct the comprehensive site visit review in accordance with 6.65.3.11 NMAC and 6.65.3.12 NMAC.

[6.65.3.9 NMAC - N, 7/1/2018]

6.65.3.10 ENTRY REQUIREMENTS THAT MAY BE WAIVED BY EDUCATOR PREPARATION PROGRAMS: EPPs may waive entrance requirements outlined in Paragraphs (1) and (2) of Subsection A of 6.65.3.9 NMAC for certain candidates.

A. Candidates admitted under a waiver specific to Paragraph (1) of Subsection A of 6.65.3.9 shall be provided remedial services designed to support the candidate to pass all NMTA tests. Documentation of the remedial support provided to the candidate and documentation that the candidate passes all NMTA tests within one year of admittance under a waiver shall be available to the department upon request. For each cohort, waivers for candidates who do not pass the NMTA essential academic skills tests or for candidates not meeting the required minimum GPA shall not exceed ten percent in each category.

B. EPPs shall provide support, as needed, to candidates admitted under a waiver.

C. Candidates admitted under waivers who do not meet the entry requirements outlined in Subsection A of 6.65.3.9 NMAC within one year of enrollment shall be exited from the EPP. EPPs shall not readmit said candidates until they meet all requirements of Subsection A of 6.65.3.9 NMAC.

[6.65.3.10 NMAC - N, 7/1/2018]

6.65.3.11 EDUCATOR PREPARATION PROGRAM SCORECARDS: The department shall issue an annual scorecard to each department-approved EPP in the state of New Mexico. EPPs earning initial approval after the enactment of 6.65.3 NMAC shall be issued their first scorecard after the completion of their first two years of operation.

A. The EPP scorecard shall:

- (1) evaluate the effectiveness of the EPP;
- (2) rate EPP performance on an A through F scale;
- (3) be issued annually by the department for all EPPs with at least 10 candidates; and
- (4) be publicly released by the department.

B. The scorecard shall be organized into four domains:

- (1) admissions;
- (2) candidate promise;
- (3) hiring and retention; and
- (4) graduate performance.

C. The department shall, in the technical manual, state which specific indicators shall be included in the calculations for the domains defined in Subsection B of 6.65.3.11 NMAC. The technical manual shall be published annually on the department website prior to the release of the scorecards and in accordance with memoranda of understanding between the EPPs and the department.

D. The indicators measured by the department shall include the following:

- (1) acceptance rate;
- (2) candidate aptitude based on department-approved assessments;
- (3) diversity of cohort;
- (4) candidate performance on licensure tests;
- (5) hiring and retention rates for completers teaching in New Mexico;
- (6) multiple measures of effectiveness of completers, as measured by NMTEACH;
- (7) student growth based on department-approved assessments;
- (8) student achievement based on department-approved assessments;
- (9) completers serving in high-needs areas;
- (10) candidate perception surveys; or
- (11) employer perception surveys.

[6.65.3.11 NMAC - N, 7/1/2018]

6.65.3.12 COMPREHENSIVE SITE VISIT REVIEW PROCESS: EPPs shall fully cooperate with the comprehensive site visit review process. The department shall develop an EPP manual outlining the comprehensive site visit process that shall include all documents necessary for the site visit review. Site visits shall occur every four years on a calendar determined by the department unless the status of a program, as outlined in 6.65.3.13 NMAC, changes in a way that merits more frequent visits. EPPs receiving initial approval after the enactment of 6.65.3 NMAC shall participate in their first comprehensive site visit review after the completion of their first two years of operation.

A. The comprehensive site visit review process shall assess the performance of the EPP on the four components of the quality review rubric.

- (1) curriculum design and delivery;
- (2) clinical experience;
- (3) candidate quality; and
- (4) continuous improvement.

B. The comprehensive site visit review process shall include the following three elements:

(1) **Self-evaluation.** EPPs shall complete the self-evaluation documents in the EPP manual prior to the site visit. Documents shall be submitted to the department at least 12 weeks prior to the site visit. Documents shall include:

(a) quality review rubric;

(b) quality review worksheets for each of the four key components on the quality review rubric; and

(c) data and artifacts listed as supplemental evidence in the EPP manual accompanied by any releases for such information, if necessary.

(2) **Site visit.** The certified review team shall conduct the site visit and review the EPP using the quality review rubric.

(3) **Summative conference.** The certified review team shall debrief the site visit with the EPP and present their initial findings.

C. At the end of the comprehensive site visit review process, the EPP shall be assessed on its overall performance and shall be rated with one of following site visit classifications defined in the EPP manual:

- (1) industry leader;
- (2) well-developed;
- (3) proficient;
- (4) developing; or
- (5) underdeveloped.

D. The certified review team shall release a final written report to the EPP containing the EPP's scores on each component of the quality review rubric and their overall performance no later than 90 calendar days after the comprehensive site visit review.

E. EPPs shall have 14 calendar days after receiving the report to submit a response, in writing, to the department to indicate any alleged factual errors and to provide any documentation deemed necessary to support the allegations. If, after review of the EPP's response, the department determines the error to be valid, the report shall be amended within 20 calendar days.

[6.65.3.12 NMAC - N, 7/1/2018]

6.65.3.13 DETERMINATION OF EPP STATUS: The scorecard grade and the site visit classification shall determine whether an EPP earns approval for continued operation, is placed on probation, or has its approval revoked. The EPP status shall determine the frequency of comprehensive site visit reviews and the scope of EPP responsibilities. EPPs shall be notified of their status by the department no later than November 30 annually.

A. Approval for continued operation. Approval for continued operation shall be granted to EPPs earning a C or better on the department scorecard and proficient or better on the comprehensive site visit review. Approval for continued operation shall last four years unless the EPP scorecard grade falls below a C during the four year approval period. Any approved EPP falling below a C during their approval period shall have their status changed to probation.

B. Probation. EPPs shall be placed on probation if they earn less than a C on the department scorecard or below proficient on the comprehensive site visit review. During the two year probation period, EPPs shall not be eligible to seek approval for new programs from the PPSC. EPPs may continue to accept candidates for entry while on probation.

- (1) Responsibilities of EPPs on probation shall include:

- (a) development of an improvement plan that addresses program deficiencies that shall be submitted to the department for approval within 90 calendar days of notification of probation status;
 - (b) annual submittal of a report to the department detailing progress made on the improvement plan;
 - (c) participation in a comprehensive site visit review at the end of the two-year probation period;
 - (d) participation in professional development and technical assistance prescribed by the department; and
 - (e) individual, written notification informing current candidates of the EPP's probation status within 30 calendar days of department notification.
- (2) Probation shall last two years unless the EPP scorecard grade improves to a C or above after the first year of probation.
- (3) The department shall monitor the EPP's progress toward improving the areas noted in the comprehensive site review process throughout the probationary period by reviewing the required data reports and conducting monitoring visits as deemed necessary by the department.
- (4) Any EPP not exiting probation after the conclusion of the two year probation period may be moved to a status of revocation or may be granted an additional year of probation. EPPs on a third year of probation shall:
- (a) participate in an additional comprehensive site visit review at the end of the third year of probation;
 - (b) provide documentation of candidate notification of continued probation to the department; and
 - (c) cease acceptance of new candidates.
- (5) EPPs not making necessary improvements to exit probation after three years on probation shall have their status changed to revocation.

C. Revocation.

- (1) The department may revoke an EPP's approval for any of the following reasons:
- (a) earning a grade of F on the scorecard or underdeveloped on the comprehensive site visit review;
 - (b) not exiting probation status;
 - (c) failing to meet reporting or compliance requirements as set forth by statute, department regulation, or guidance provided in department manuals; or
 - (d) having 10 or fewer completers for at least two consecutive years.
- (2) The department shall notify EPPs of revocation in writing. Immediately upon receipt of a notice of revocation, the EPP shall:
- (a) cease recruitment and acceptance of new candidates;
 - (b) allow candidates currently enrolled in the EPP to complete the licensure program, provided they complete the program within three semesters of the notice of revocation; and
 - (c) work with candidates unable to complete the licensure program within three semesters by providing options for transfer to another EPP.
- (3) An EPP provider that has received a notice of revocation may file a request for reconsideration by the department no later than 30 calendar days after the notice of revocation has been received.
- (a) The department shall review the materials submitted by the EPP provider including written statements of position, documents, and comments supporting the claim.
 - (b) The department, after considering the request, shall make a decision and inform the EPP provider in writing of its decision within 60 calendar days of receipt of the request for reconsideration.
 - (c) The decision of the department shall be final.
- (4) An EPP with revoked approval shall wait two years following the date of revocation before reapplying via the application process defined in 6.65.3.8 NMAC.
[6.65.3.13 NMAC - N, 7/1/2018]

History of 6.65.3 NMAC: [RESERVED]

22-10A-19.2. Educator accountability report.**A. The department shall:**

(1) design a uniform statewide educator accountability reporting system to measure and track teacher and administrator education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's educator work force; provided that the system shall be designed in collaboration with:

(a) all public post-secondary teacher and administrator preparation programs in New Mexico, including those programs that issue alternative or provisional licenses;

(b) the teacher and administrator preparation programs' respective public post-secondary educational institutions; and

(c) the higher education department;

(2) require all public post-secondary teacher and administrator preparation programs to submit the data required for the uniform statewide educator accountability reporting system through the department's student teacher accountability reporting system;

(3) use the uniform statewide educator accountability reporting system, in conjunction with the department's student teacher education accountability reporting system, to assess the status of the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education;

(4) adopt the format for reporting the outcome measures of each teacher and administrator preparation program in the state; and

(5) issue an annual statewide educator accountability report.

B. The annual educator accountability report format shall be clear, concise and understandable to the legislature and the general public. All annual program and statewide accountability reports shall ensure that the privacy of individual students is protected.

C. Each teacher and administrator preparation program's annual educator accountability report shall include the demographic characteristics of the students and the following indicators of program success:

(1) the standards for entering and exiting the program;

(2) the number of hours required for field experience and for student teaching or administrator internship;

(3) the number and percentage of students needing developmental course work upon entering the program;

(4) the number and percentage of students completing each program;

(5) the number and types of degrees received by students who complete each

program;

- (6) the number and percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;
- (7) a description of each program's placement practices; and
- (8) the number and percentage of students hired by New Mexico school districts.

D. The educator accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:

- (1) increasing student achievement for all students;
- (2) increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career;
- (3) increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;
- (4) increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessments a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards;
- (5) increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards; and
- (6) increasing the number of teachers trained in math, science and technology.

E. In addition to the specifications in Subsections C and D of this section, the annual educator accountability report shall also include itemized information on program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour.

F. The annual educator accountability report shall be adopted by each public post-secondary educational institution, reported in accordance with guidelines established by the department to ensure effective communication with the public and disseminated to the governor, legislators and other policymakers and business and economic development organizations by November 1 of each year.

History: Laws 2007, ch. 264, § 2; 2009, ch. 20, § 1.

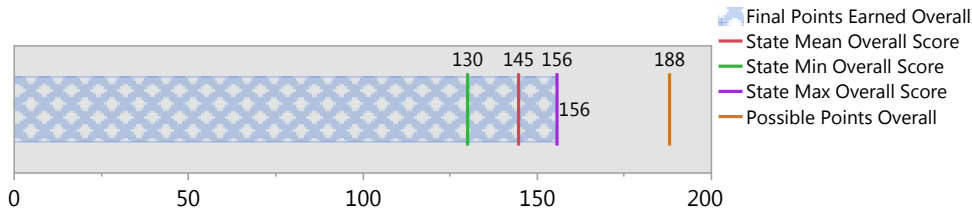
The 2009 amendment, effective June 19, 2009, changed the name of the uniform statewide teacher education accountability reporting system to the uniform statewide educator accountability reporting system and included administrators in the uniform statewide educator accountability reporting system.

Baseline Measures of New Mexico Educator Preparation Programs



Performance Level
B
155.71 Out of 188

Points Earned Overall

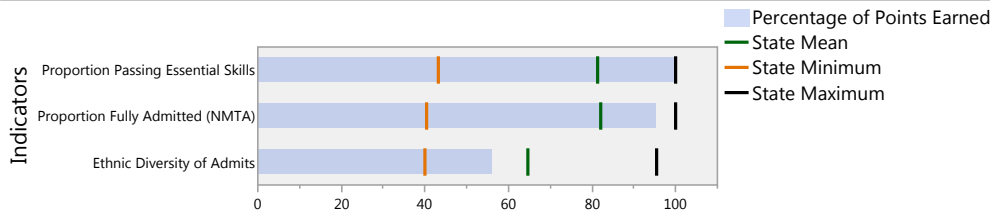


Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	533	BreakDown (%)	Earned BreakDown (Points)	Earned
Number of Completers	285	Percent of Points Earned	82.829 Points Earned	155.719
		State Minimum (%)	69.1835 State Minimum	130.065
		State Mean (%)	76.9647 State Mean	144.694
		State Maximum (%)	82.829 State Maximum	155.719
		Possible (%)	100 Possible Points	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

22.70 Out of 28.2 = B

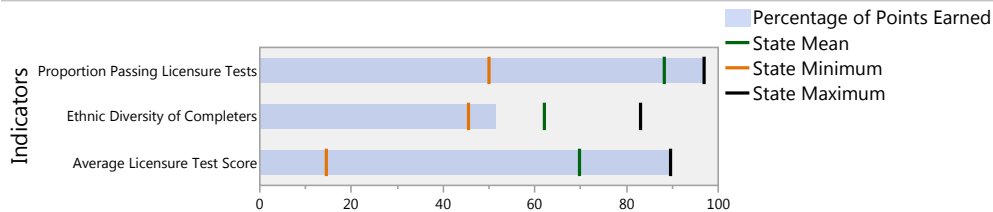


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	85.7411	90	0.95268	11.28	10.7462
Proportion Passing Essential Skills	94.6366	90	1	5.64	5.64
Ethnic Diversity of Admits	42.0263	75	0.56035	11.28	6.32075

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

14.91 Out of 18.80 = C

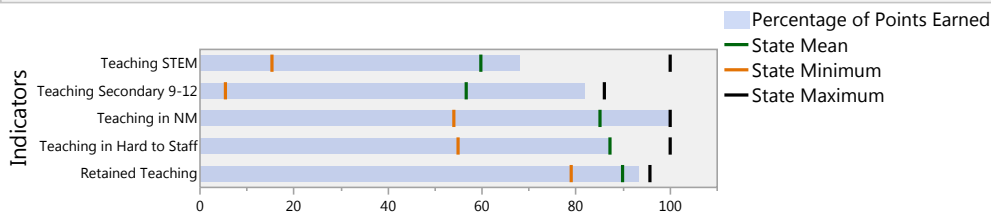


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	38.5965	75	0.51462	6.267	3.22512
Average Licensure Test Score	67.205	75	0.89607	6.267	5.61565
Proportion Passing Licensure Tests	96.9265	100	0.96926	6.267	6.07438

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

25.27 Out of 28.2 = B



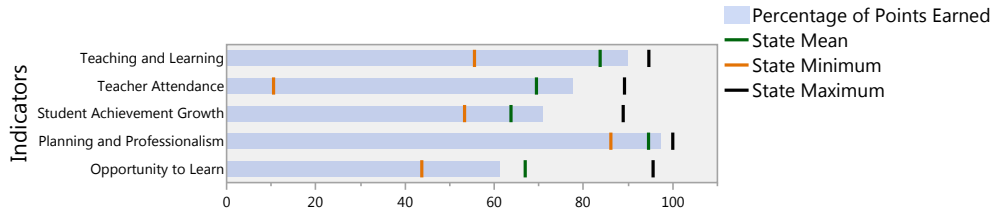
Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	40.708	60	0.67847	2.82	1.91327
Teaching in NM	84.9123	85	0.99897	5.64	5.63418
Teaching in Hard to Staff	39.115	45	0.86922	5.64	4.90242
Teaching Secondary 9-12	40.9091	50	0.81818	2.82	2.30727
Retained Teaching	88.563	95	0.93224	11.28	10.5157

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance

92.823 Out of 112.8 = B



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	80.8642	90	0.89849	45.12	40.5399
Teacher Attendance	73.6842	95	0.77562	5.64	4.37452
Student Achievement Growth	53.1707	75	0.70894	39.48	27.9891
Planning and Professionalism	92.4125	95	0.97276	16.92	16.4591
Opportunity to Learn	49.0909	80	0.61364	5.64	3.46091

About this Program

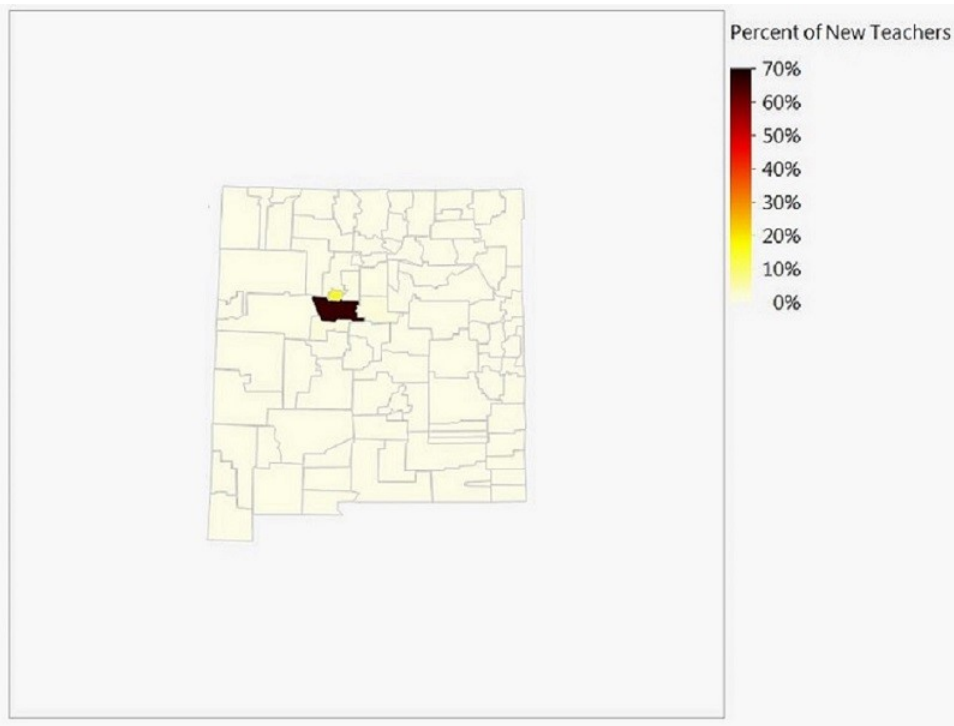
The CNM Alternative Teacher Licensure program is a state-accredited post-baccalaureate teacher licensure program in Albuquerque, New Mexico. CNM offers certificates in Elementary, Secondary, and Special Education with options for dual licensure. In addition to the certificate programs, CNM offers licensure endorsement coursework in TESOL, Bilingual, and Gifted education.

Program Information	
Website	www.cnm.edu/atl
Dean/Director	Catron Allred
Accreditation: CAEP	Not Applicable
Accreditation: SPA	Not Applicable
Total Faculty	fourteen
Tenure/Full Time	four
Adjunct	ten

Comments from Central New Mexico Community College on their Scorecard

No Comment

Where are Central New Mexico Community College completers are teaching?



Baseline Measures of New Mexico Educator Preparation Programs



ENMU[®]

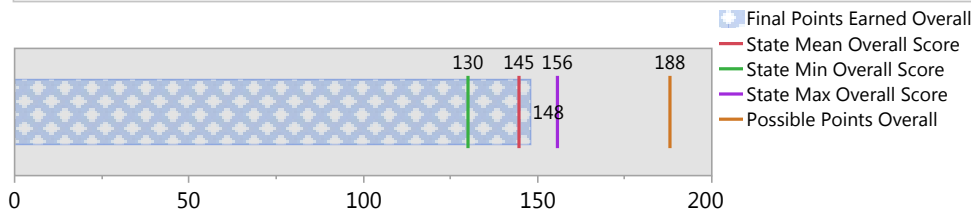
College of Education and Technology

Performance Level

C

148.06 Out of 188

Points Earned Overall



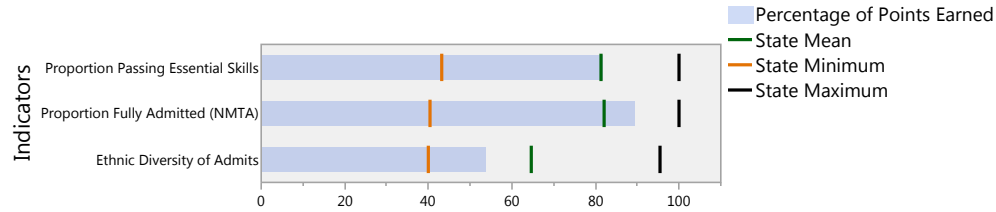
Contribution	N	Size	Overall Score BreakDown (%)	Percentage Overall Score Earned BreakDown (Points)	Points Earned
Number of Admits	209				
Number of Completers	145		Percent of Points Earned	78.7584	Points Earned 148.066
			State Minimum (%)	69.1835	State Minimum 130.065
			State Mean (%)	76.9647	State Mean 144.694
			State Maximum (%)	82.829	State Maximum 155.719
			Possible (%)	100	Possible Points 188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

Admissions Domain

20.75 Out of 28.2 = C

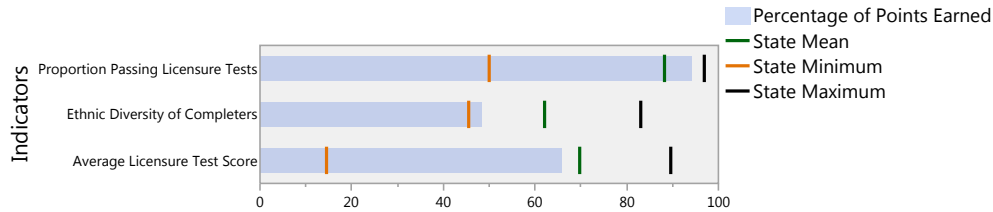


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	80.3828	90	0.89314	11.28	10.0746
Proportion Passing Essential Skills	73.4579	90	0.8162	5.64	4.60336
Ethnic Diversity of Admits	40.3846	75	0.53846	11.28	6.07385

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

13.05 Out of 18.80 = D

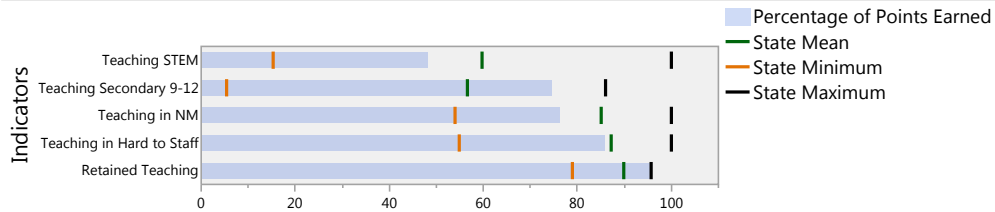


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	36.1702	75	0.48227	6.267	3.02238
Average Licensure Test Score	49.3849	75	0.65847	6.267	4.1266
Proportion Passing Licensure Tests	94.2065	100	0.94207	6.267	5.90392

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

23.37 Out of 28.2 = B

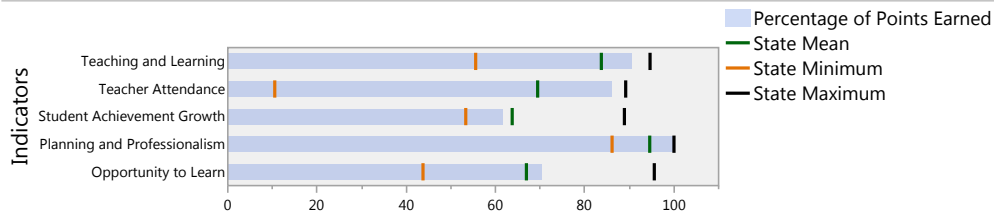


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	28.866	60	0.4811	2.82	1.3567
Teaching in NM	64.8276	85	0.76268	5.64	4.3015
Teaching in Hard to Staff	38.6243	45	0.85832	5.64	4.84092
Teaching Secondary 9-12	37.234	50	0.74468	2.82	2.1
Retained Teaching	90.7216	95	0.95496	11.28	10.772

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

90.889 Out of 112.8 = B



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	81.3725	90	0.90414	45.12	40.7948
Teacher Attendance	81.7568	95	0.8606	5.64	4.85377
Student Achievement Growth	46.2687	75	0.61692	39.48	24.3558
Planning and Professionalism	95.1872	95	1	16.92	16.92
Opportunity to Learn	56.25	80	0.70313	5.64	3.96563

About this Program

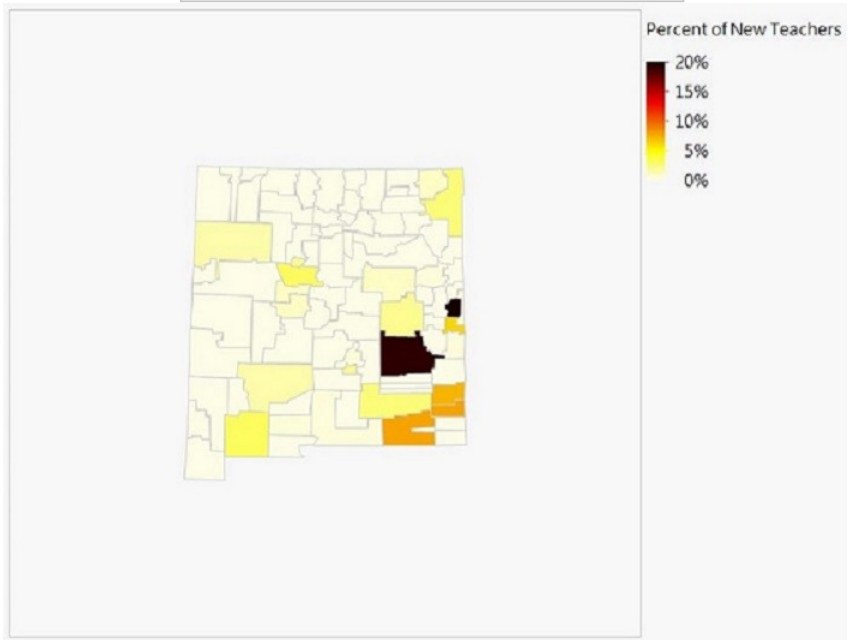
The ENMU College of Education and Technology prepares teachers who are confident in their skills, committed to their profession and dedicated to their communities. Program standards are high and students are mentored by full-time faculty committed to their success. Highly valued by districts, CET graduates go on to teach across New Mexico, neighboring Texas and across the southwest.

Program Information	
Website	https://www.enmu.edu/academics/colleges-departments/college-of-education-and-technology
Dean/Director	Penny A. Garcia, PhD
Accreditation: CAEP	NCATE accredited
Accreditation: SPA	Not Available
Total Faculty	thirty
Tenure/Full Time	twenty-eight
Adjunct	2.0 FTE

Comments from Eastern New Mexico University on their Scorecard

ENMU College of Education and Technology (CET) graduates enter the field ready to positively impact k12 learning as reflected in the Classroom Performance domain of this report. Additionally, they arrive in the classroom with the professional skills and dispositions to remain dedicated to teaching despite the many challenges faced (Hiring and Retention Domain). ENMU is a regional comprehensive university whose charge is to serve the constituency of eastern New Mexico. The college will expand its efforts to recruit and retain minority teacher candidates to better reflect the diversity of eastern New Mexico. ENMU is less than 20 miles from the Texas border. Students within a 135 mile radius of ENMU pay in-state tuition at ENMU as do military personnel at nearby Cannon Air Force Base. Both populations take full advantage of this New Mexico Higher Education Department state residency exception. Texas teacher candidates return to Texas to teach; military personnel take new skills to their next deployment. The majority of ENMU teacher graduates do teach in New Mexico and their training at ENMU is reflected in a 90% retention rate in the field.

Where are Eastern New Mexico University completers are teaching?

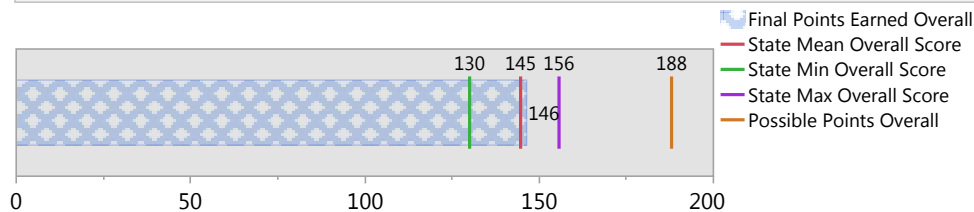


Baseline Measures of New Mexico Educator Preparation Programs



Performance Level
C
146.41 Out of 188

Points Earned Overall

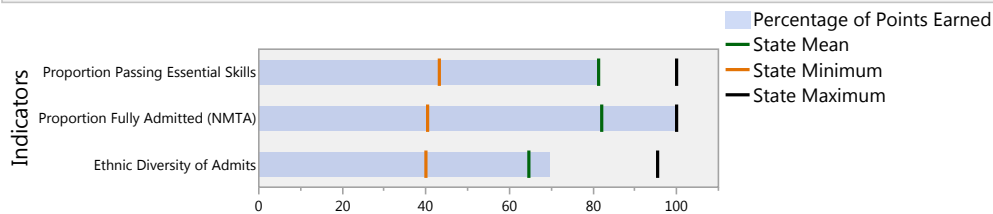


Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	116	BreakDown (%)	Earned BreakDown (Points)	Points Earned
Number of Completers	215			
		Percent of Points Earned	77.8822	Points Earned
		State Minimum (%)	69.1835	State Minimum
		State Mean (%)	76.9647	State Mean
		State Maximum (%)	82.829	State Maximum
		Possible (%)	100	Possible Points

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

23.70 Out of 28.2 = B

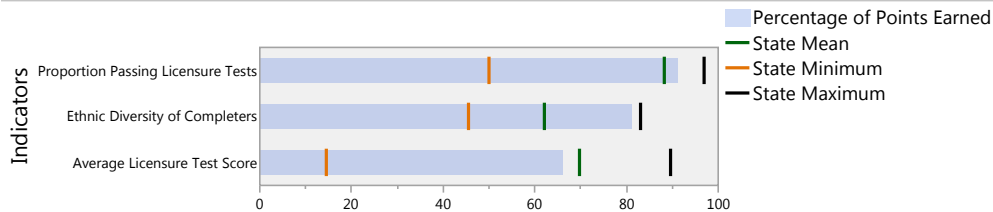


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	91.3793	90	1	11.28	11.28
Proportion Passing Essential Skills	72.9231	90	0.81026	5.64	4.56985
Ethnic Diversity of Admits	52.2523	75	0.6967	11.28	7.85874

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

14.93 Out of 18.80 = C

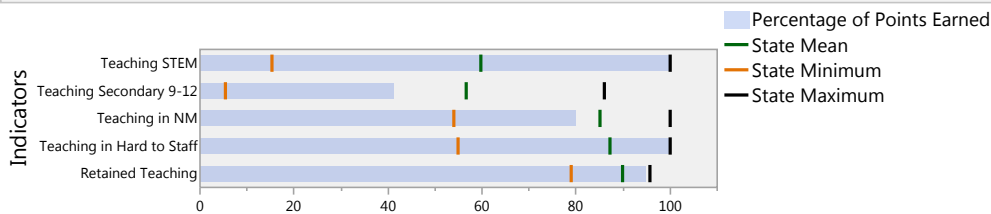


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	60.8696	75	0.81159	6.267	5.08626
Average Licensure Test Score	49.5462	75	0.66062	6.267	4.14008
Proportion Passing Licensure Tests	91.129	100	0.91129	6.267	5.71106

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

24.81 Out of 28.2 = B



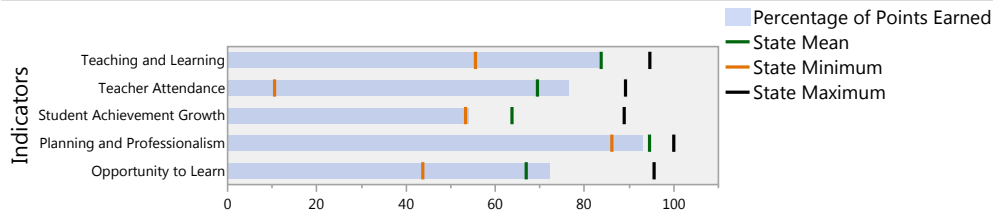
Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	67.3469	60	1	2.82	2.82
Teaching in NM	67.907	85	0.79891	5.64	4.50583
Teaching in Hard to Staff	45.5516	45	1	5.64	5.64
Teaching Secondary 9-12	20.5479	50	0.41096	2.82	1.1589
Retained Teaching	90	95	0.94737	11.28	10.6863

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance

82.961 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	74.8031	90	0.83115	45.12	37.5013
Teacher Attendance	72.7273	95	0.76555	5.64	4.3177
Student Achievement Growth	40.5063	75	0.54008	39.48	21.3225
Planning and Professionalism	88.4298	95	0.93084	16.92	15.7498
Opportunity to Learn	57.732	80	0.72165	5.64	4.0701

About this Program

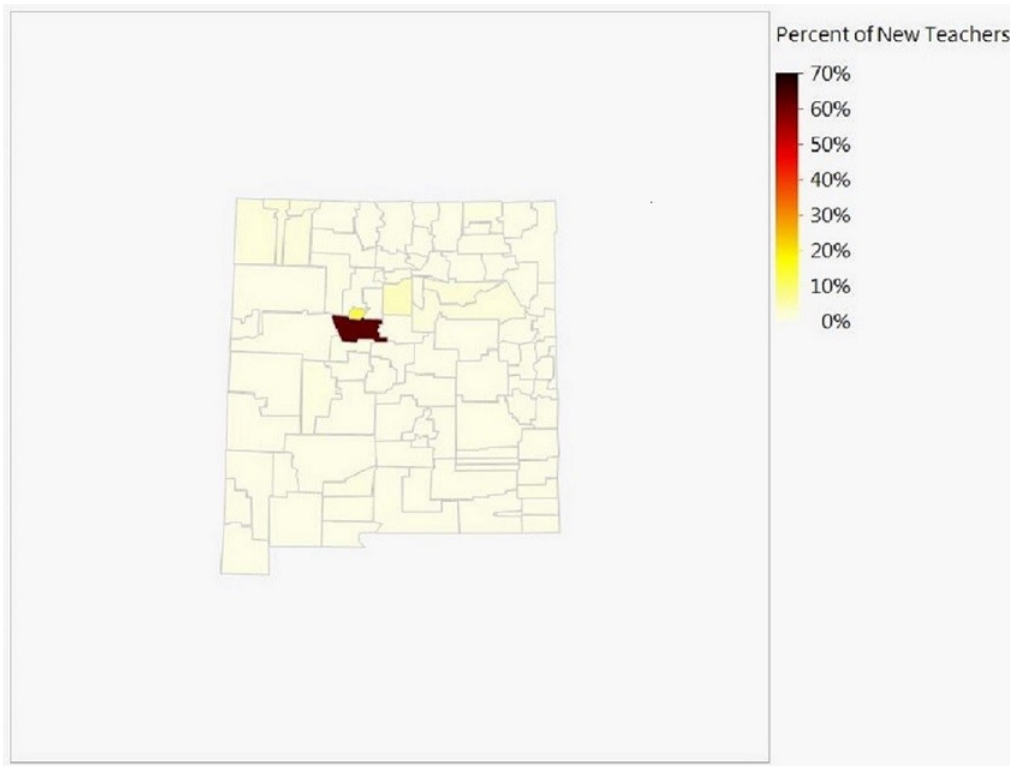
New Mexico Highlands University is a public, state-run institution located in Las Vegas, New Mexico, with centers in Santa Fe, Rio Rancho, Farmington and Roswell, offering undergraduate and graduate degrees. The School of Education at NMHU offers programs leading to a Bachelor of Arts degree and making candidates eligible for a New Mexico teaching license, including Early Childhood Education, Elementary Education, Special Education, and Secondary Education. The School of Education also offers advanced programs leading to a Master of Arts degree in Counseling, Educational Leadership, Curriculum and Instruction, and Special Education. The NMHU School of Education prepares teachers, counselors, and administrators for diverse and inclusive environments through excellence in teaching, research, and service.

Program Information	
Website	www.nmhu.edu
Dean/Director	Dr. Virginia Padilla-Vigil, Interim Dean
Accreditation: CAEP	NCATE accredited
Accreditation: SPA	Counseling- CORE 2012
Total Faculty	seventy-eight
Tenure/Full Time	five
Adjunct	twelve

Comments from New Mexico Highlands University on their Scorecard

No Comment

Where are New Mexico Highlands University completers are teaching?

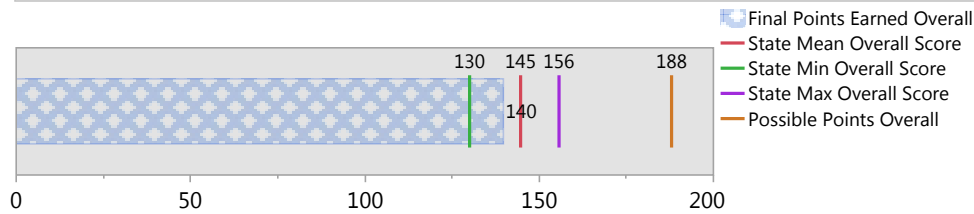


Baseline Measures of New Mexico Educator Preparation Programs



Performance Level
C
139.75 Out of 188

Points Earned Overall

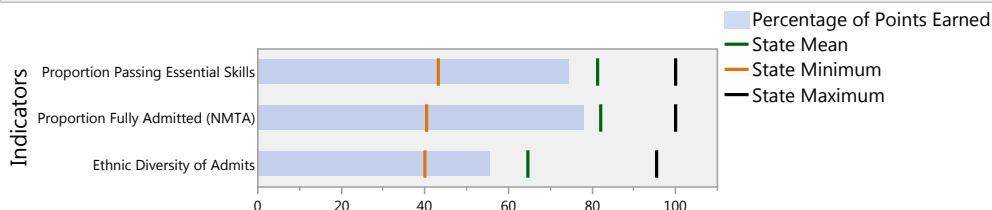


Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	37	BreakDown (%)	Earned BreakDown (Points)	Earned
Number of Completers	44	Percent of Points Earned	74.3388 Points Earned	139.757
		State Minimum (%)	69.1835 State Minimum	130.065
		State Mean (%)	76.9647 State Mean	144.694
		State Maximum (%)	82.829 State Maximum	155.719
		Possible (%)	100 Possible Points	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

19.27 Out of 28.2 = D

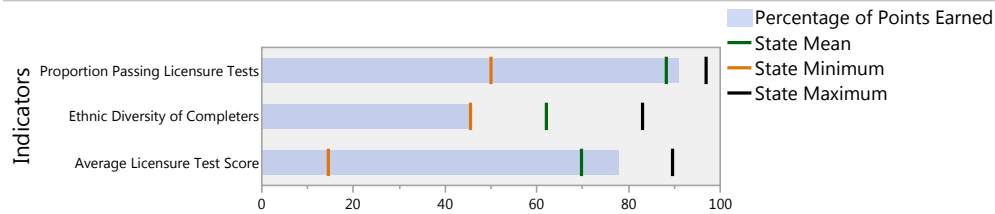


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	70.2703	90	0.78078	11.28	8.80721
Proportion Passing Essential Skills	67.033	90	0.74481	5.64	4.20073
Ethnic Diversity of Admits	41.6667	75	0.55556	11.28	6.26667

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

13.42 Out of 18.80 = C

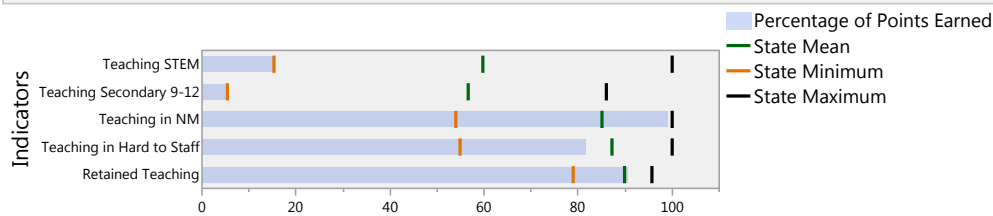


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	34.1463	75	0.45528	6.267	2.85327
Average Licensure Test Score	58.362	75	0.77816	6.267	4.87673
Proportion Passing Licensure Tests	90.9091	100	0.90909	6.267	5.69727

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

20.97 Out of 28.2 = C



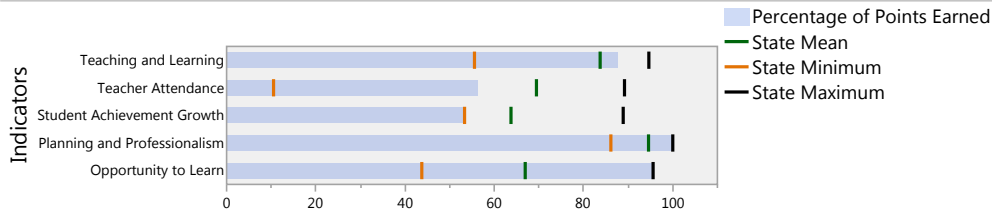
Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	9.18367	60	0.15306	2.82	0.43163
Teaching in NM	84.0909	85	0.9893	5.64	5.57968
Teaching in Hard to Staff	36.7347	45	0.81633	5.64	4.60408
Teaching Secondary 9-12	2.7027	50	0.05405	2.82	0.15243
Retained Teaching	86	95	0.90526	11.28	10.2114

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance

86.075 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	78.8462	90	0.87607	45.12	39.5282
Teacher Attendance	53.5714	95	0.56391	5.64	3.18045
Student Achievement Growth	40	75	0.53333	39.48	21.056
Planning and Professionalism	96	95	1	16.92	16.92
Opportunity to Learn	76.4706	80	0.95588	5.64	5.39118

About this Program

The Alternative Licensure Program in Elementary Education at New Mexico Junior College is a post-baccalaureate program for students who want to become teachers at the elementary level (K-8th grade). The program provides students with the opportunity to prepare for certification (teacher licensure) to teach K-8th grade in the state of New Mexico. Students completing and receiving a Certificate in Alternative Licensure in Elementary Education from New Mexico Junior College can apply for a Level 1 teaching license for Kindergarten through 8th grade in New Mexico through the New Mexico Public Education Department.

Program Information	
Website	www.nmjc.edu/
Dean/Director	Dianne Marquez, Dean of Arts & Humanities
Accreditation: CAEP	Not Applicable
Accreditation: SPA	Not Applicable
Total Faculty	two
Tenure/Full Time	Not Applicable
Adjunct	zero

Comments from New Mexico Junior College on their Scorecard

Overall NMJC is committed to providing a quality alternative licensure program in elementary education that meets the needs of the local districts, the students and the State of New Mexico. We will remain responsive through continual improvement in all areas of the PED Scorecard. The following information is for clarification of low performing areas on the Scorecard.

Admissions Domain – Ethnic Diversity of Admits:

Potential students are sent to NMJC from local school districts for possible admittance into the program. Students are evaluated on set criteria for the program and admitted based on these criteria alone. NMJC’s Non-Discrimination and Equal Education Opportunity policies can be found in our College Catalog.

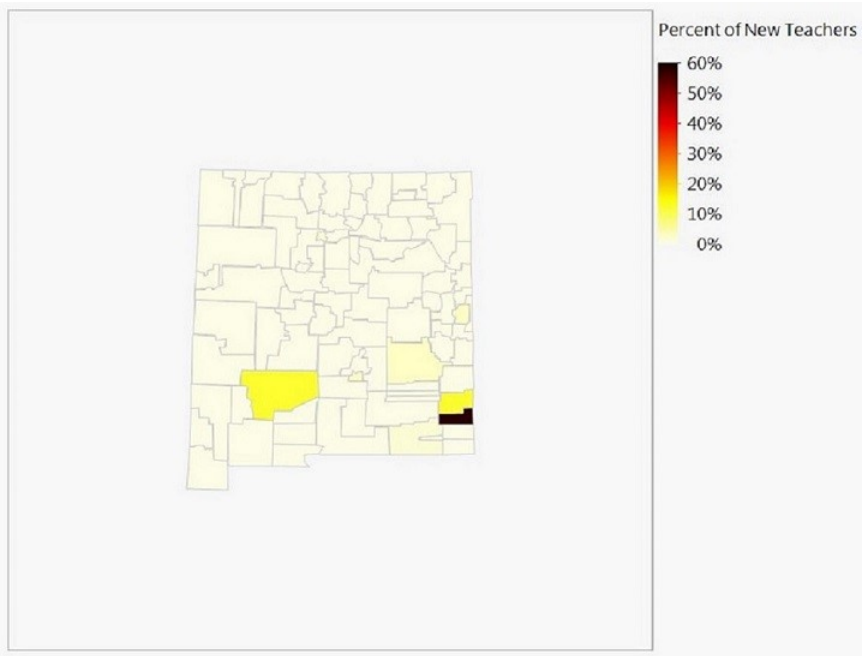
Candidate Promise – Ethnic Diversity of Completers:

Students who complete the program have met the required criteria and are not evaluated based on their ethnicity. NMJC’s Non-Discrimination and Equal Education Opportunity policies can be found in our College Catalog.

Hiring and Retention Domain – Teaching STEM & Secondary 9-12:

NMJC’s program prepares students for elementary education (K-8) which does not include STEM or secondary licensure.

Where are New Mexico Junior College completers are teaching?



Baseline Measures of New Mexico Educator Preparation Programs



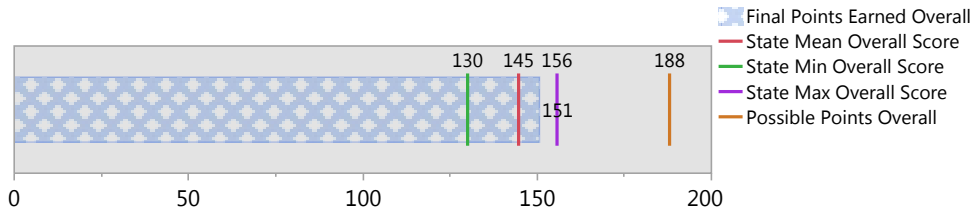
All About Discovery![™] College of Education

Performance Level

B

150.68 Out of 188

Points Earned Overall



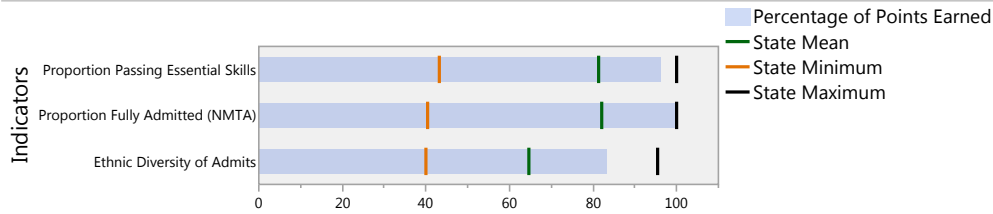
Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	408	BreakDown (%)	Earned BreakDown (Points)	Earned
Number of Completers	438	Percent of Points Earned	80.1499 Points Earned	150.682
		State Minimum (%)	69.1835 State Minimum	130.065
		State Mean (%)	76.9647 State Mean	144.694
		State Maximum (%)	82.829 State Maximum	155.719
		Possible (%)	100 Possible Points	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

Admissions Domain

26.09 Out of 28.2 = A

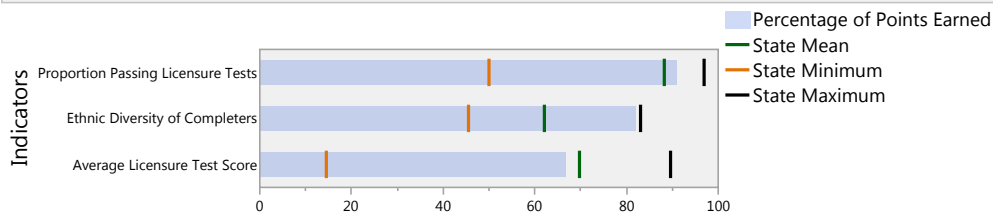


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	95.098	90	1	11.28	11.28
Proportion Passing Essential Skills	86.5709	90	0.9619	5.64	5.42511
Ethnic Diversity of Admits	62.406	75	0.83208	11.28	9.38586

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

15.02 Out of 18.80 = C

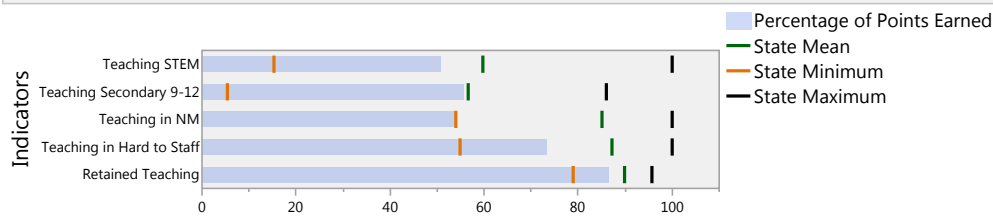


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	61.5385	75	0.82051	6.267	5.14215
Average Licensure Test Score	50.1209	75	0.66828	6.267	4.1881
Proportion Passing Licensure Tests	90.9354	100	0.90935	6.267	5.69892

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

19.91 Out of 28.2 = C

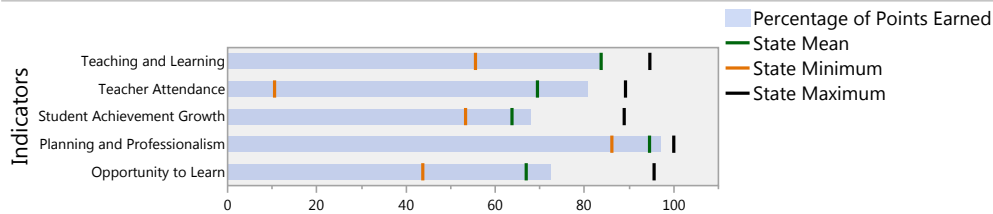


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	30.3725	60	0.50621	2.82	1.42751
Teaching in NM	45.8904	85	0.53989	5.64	3.04496
Teaching in Hard to Staff	32.9513	45	0.73225	5.64	4.12989
Teaching Secondary 9-12	27.8607	50	0.55721	2.82	1.57134
Retained Teaching	82.0513	95	0.8637	11.28	9.74251

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

89.645 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	75.1634	90	0.83515	45.12	37.6819
Teacher Attendance	76.7442	95	0.80783	5.64	4.55618
Student Achievement Growth	51.0417	75	0.68056	39.48	26.8683
Planning and Professionalism	92.3567	95	0.97218	16.92	16.4492
Opportunity to Learn	58.011	80	0.72514	5.64	4.08978

About this Program

As a School within a land-grant and Hispanic Serving Institution, we support and advocate for equitable education for all, especially historically marginalized and multicultural/multilingual communities and students with exceptionalities. We accomplish this through teaching, scholarship, public service, the preparation of teachers and leaders, and collaborations across the disciplines and with our constituents.

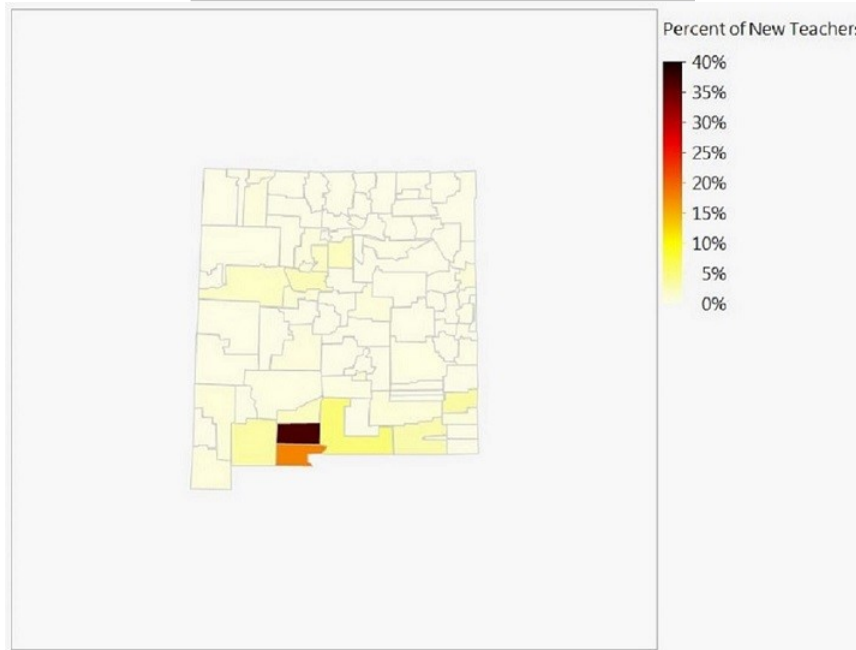
Program Information	
Website	College - https://education.nmsu.edu/ University - https://www.nmsu.edu
Dean/Director	Dr. Don Pope-Davis, Dean
Accreditation: CAEP	CAEP accredited
Accreditation: SPA	School Psychology Nationally Recognized through SPA (2015)
Total Faculty	seventy-eight
Tenure/Full Time	thirty-one
Adjunct	one hundred ten

Comments from New Mexico State University on their Scorecard

The College of Education at New Mexico State University is glad to be in partnership with the New Mexico Public Education Department in the preparation of diverse and high-quality teachers for New Mexico. Based on the Scorecard results, we have prioritized the following three goals for the upcoming year:

- 1) We will continue to recruit promising teacher candidates through Educators Rising.
- 2) We plan to recruit and prepare more STEM teachers for New Mexico by working with our STEM Outreach Center and looking for additional resources to support these efforts.
- 3) We will meet with our constituents, including school district leadership, to identify strategies to improve overall performance in the Hiring and Retention domain.

Where are New Mexico State University completers are teaching?



Baseline Measures of New Mexico Educator Preparation Programs

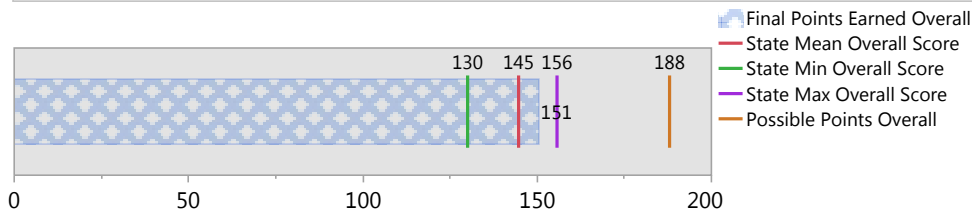


Performance Level

B

150.51 Out of 188

Points Earned Overall



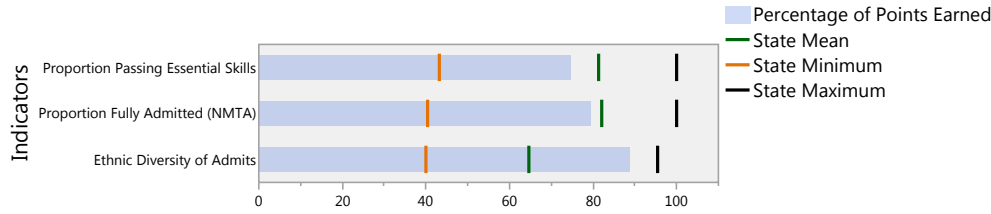
Contribution	N Size	Overall Score	Percentage Overall Score	Points			
Number of Admits	70	BreakDown (%)	Earned BreakDown (Points)	Earned			
Number of Completers	61						
	Percent of Points Earned				80.0632	Points Earned	150.519
	State Minimum (%)				69.1835	State Minimum	130.065
	State Mean (%)				76.9647	State Mean	144.694
	State Maximum (%)	82.829	State Maximum	155.719			
	Possible (%)		100	Possible Points	188		

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

Admissions Domain

23.18 Out of 28.2 = B

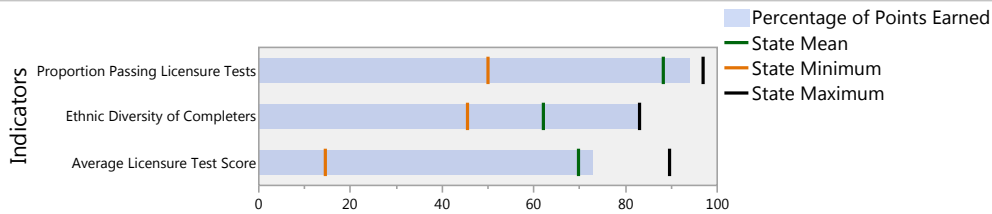


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	71.4286	90	0.79365	11.28	8.95238
Proportion Passing Essential Skills	67.0968	90	0.74552	5.64	4.20473
Ethnic Diversity of Admits	66.6667	75	0.88889	11.28	10.0267

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

15.66 Out of 18.80 = B

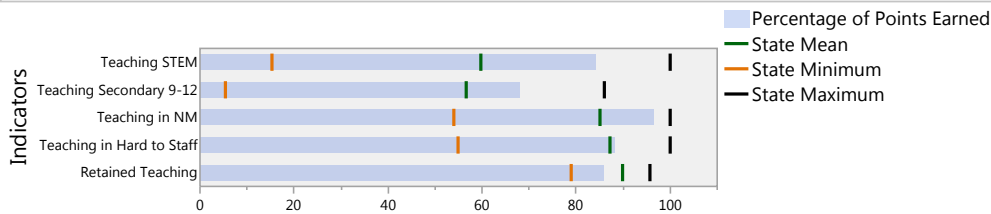


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	62.2951	75	0.8306	6.267	5.20538
Average Licensure Test Score	54.6451	75	0.7286	6.267	4.56615
Proportion Passing Licensure Tests	94.0217	100	0.94022	6.267	5.89234

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

24.37 Out of 28.2 = B

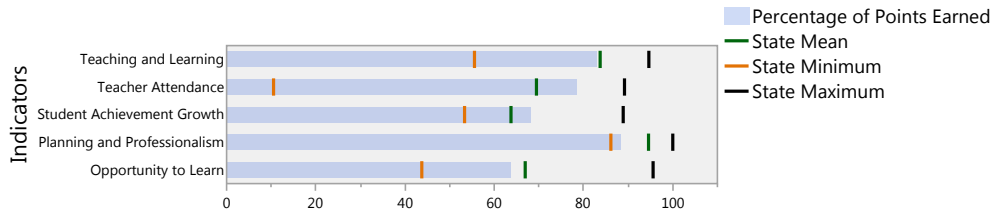


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	50.4505	60	0.84084	2.82	2.37117
Teaching in NM	81.9672	85	0.96432	5.64	5.43877
Teaching in Hard to Staff	39.6396	45	0.88088	5.64	4.96817
Teaching Secondary 9-12	34	50	0.68	2.82	1.9176
Retained Teaching	81.5385	95	0.8583	11.28	9.68162

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

87.293 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	74.6269	90	0.82919	45.12	37.4129
Teacher Attendance	74.6269	95	0.78555	5.64	4.43048
Student Achievement Growth	51.1111	75	0.68148	39.48	26.9049
Planning and Professionalism	83.9623	95	0.88381	16.92	14.9541
Opportunity to Learn	50.9434	80	0.63679	5.64	3.59151

About this Program

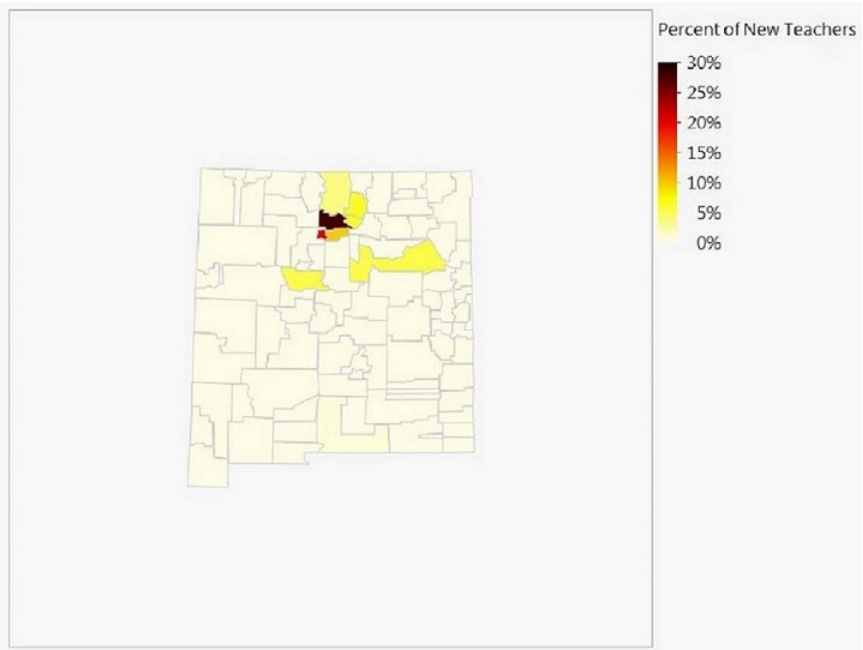
Northern New Mexico College (NNMC) is a historic Hispanic Serving Institution located in Española, NM. It originated as a normal school to prepare teachers for the region's Spanish-speaking population (1909). The unit offers associate degrees (AA) as well as BA degrees in Elementary and Early Childhood Education. Three alternative licensure programs (ALP) are available in elementary, secondary and special education. It is NCATE accredited.

Program Information	
Website	https://nmc.edu/home/academics/colleges-and-departments/college-of-education/
Dean/Director	Dean Joaquín S. Vilá, PhD
Accreditation: CAEP	NCATE accredited
Accreditation: SPA	Not Applicable
Total Faculty	four
Tenure/Full Time	two
Adjunct	four

Comments from Northern New Mexico College on their Scorecard

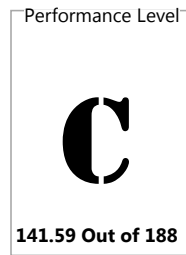
No Comment

Where are Northern New Mexico College completers are teaching?

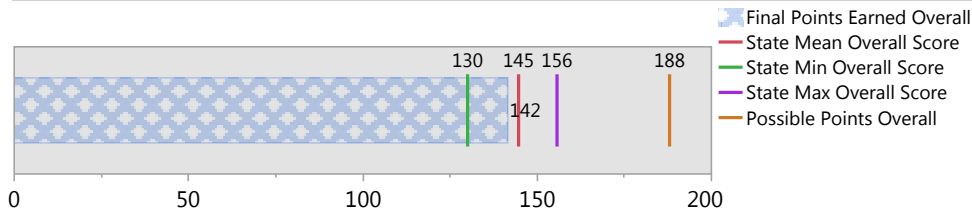


Baseline Measures of New Mexico Educator Preparation Programs

OPAL/Alternative by District



Points Earned Overall

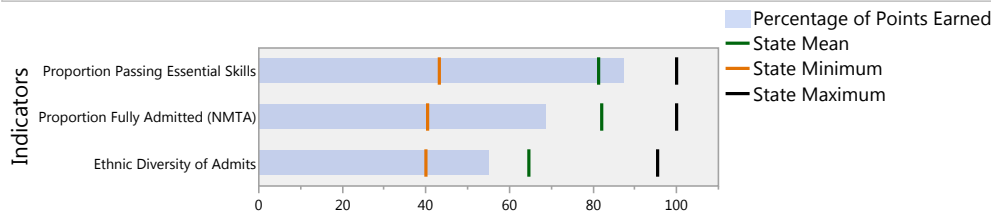


Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	416	BreakDown (%)	Earned BreakDown (Points)	Earned
Number of Completers	341	Percent of Points Earned	75.3148 Points Earned	141.592
		State Minimum (%)	69.1835 State Minimum	130.065
		State Mean (%)	76.9647 State Mean	144.694
		State Maximum (%)	82.829 State Maximum	155.719
		Possible (%)	100 Possible Points	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

18.88 Out of 28.2 = D



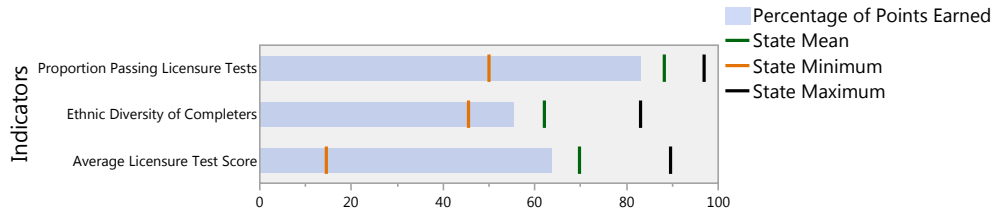
Indicators	Actual	State Goals	Multiplier	Possible	Pts Earned
Proportion Fully Admitted (NMTA)	61.7788	90	0.68643	11.28	7.74295
Proportion Passing Essential Skills	78.5124	90	0.87236	5.64	4.92011
Ethnic Diversity of Admits	41.3408	75	0.55121	11.28	6.21765

Candidate Promise

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

12.67 Out of 18.80 = D

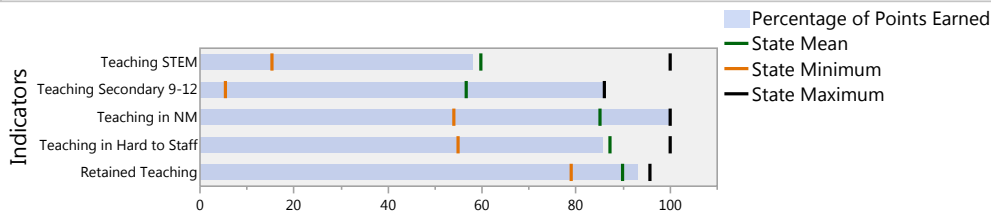


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	41.5584	75	0.55411	6.267	3.47262
Average Licensure Test Score	47.8231	75	0.63764	6.267	3.9961
Proportion Passing Licensure Tests	83.0729	100	0.83073	6.267	5.20618

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

25.01 Out of 28.2 = B

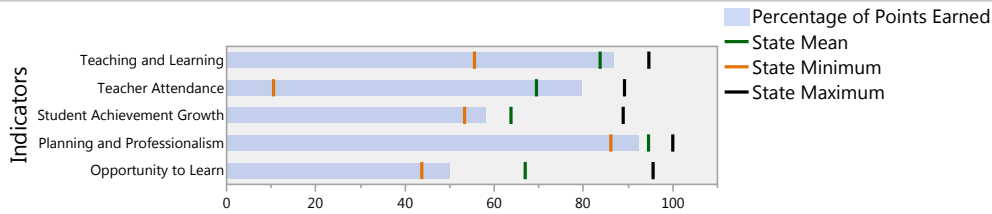


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	34.7573	60	0.57929	2.82	1.63359
Teaching in NM	87.9765	85	1	5.64	5.64
Teaching in Hard to Staff	38.5375	45	0.85639	5.64	4.83004
Teaching Secondary 9-12	43	50	0.86	2.82	2.4252
Retained Teaching	88.2979	95	0.92945	11.28	10.4842

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance
85.023 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	78.1609	90	0.86845	45.12	39.1847
Teacher Attendance	75.5435	95	0.79519	5.64	4.4849
Student Achievement Growth	43.5185	75	0.58025	39.48	22.9081
Planning and Professionalism	87.7315	95	0.92349	16.92	15.6254
Opportunity to Learn	40	80	0.5	5.64	2.82

About this Program

The District Alternative Pathway allows an alternative educator to teach at a school district for 2 years while being mentored and evaluated by the school district using the summative evaluation. Educators must earn effective or better. The OPAL Pathway is an online portfolio that is a structured approach where future educators demonstrate teacher competencies through a collection of documents (e.g. lesson descriptions, handouts, student work).

Program Information	
Website	https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/alternative-nmteach/
Dean/Director	Not Applicable
Accreditation: CAEP	Not Applicable
Accreditation: SPA	Not Applicable
Total Faculty	Not Applicable
Tenure/Full Time	Not Applicable
Adjunct	Not Applicable

Comments from OPAL or Alternative by District on their Scorecard

This information is highly informative as there has been concern about the OPAL's portfolio process. NMPED has concern regarding the effectiveness of the OPAL program and the Scorecard solidified NMPED's decision to disband this program.

Where are OPAL or Alternative by District completers are teaching?

Baseline Measures of New Mexico Educator Preparation Programs

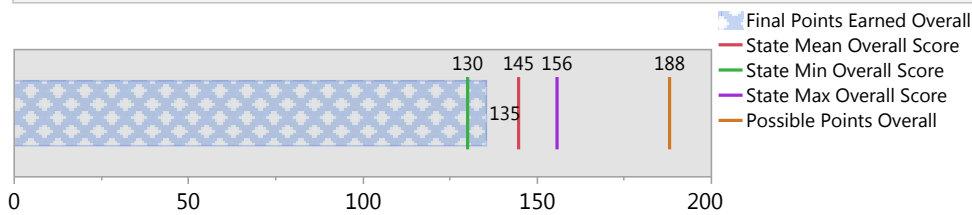


Performance Level

C

135.46 Out of 188

Points Earned Overall



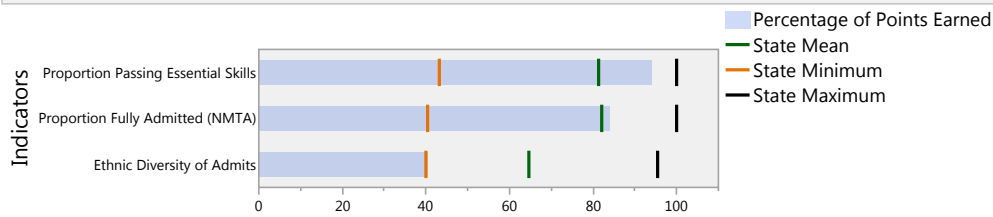
Contribution	N Size	Overall Score	Percentage Overall Score	Points				
Number of Admits	37	BreakDown (%)	Earned BreakDown (Points)	Earned				
Number of Completers	86							
					Percent of Points Earned	72.0549	Points Earned	135.463
					State Minimum (%)	69.1835	State Minimum	130.065
					State Mean (%)	76.9647	State Mean	144.694
					State Maximum (%)	82.829	State Maximum	155.719
		Possible (%)	100	Possible Points	188			

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

Admissions Domain

19.34 Out of 28.2 = D

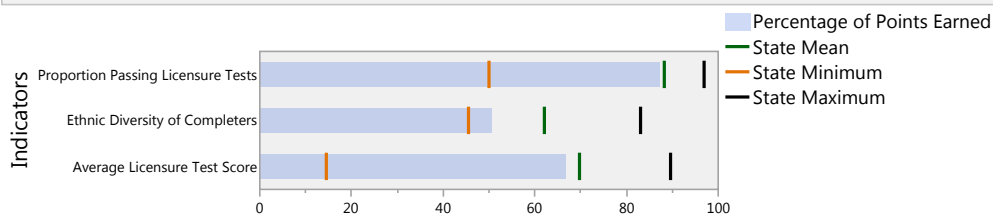


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	75.6757	90	0.84084	11.28	9.48468
Proportion Passing Essential Skills	84.6154	90	0.94017	5.64	5.30256
Ethnic Diversity of Admits	30.303	75	0.40404	11.28	4.55758

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

12.82 Out of 18.80 = D

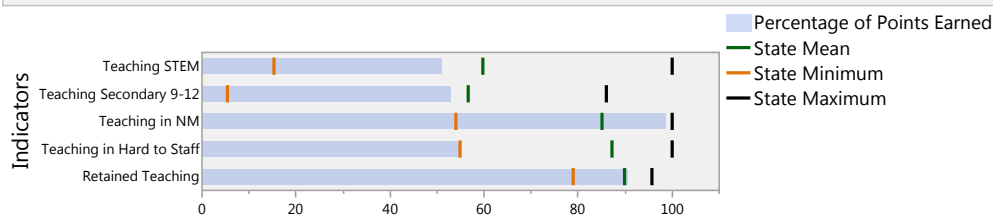


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	37.9747	75	0.50633	6.267	3.17316
Average Licensure Test Score	50.082	75	0.66776	6.267	4.18485
Proportion Passing Licensure Tests	87.1901	100	0.8719	6.267	5.4642

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

21.78 Out of 28.2 = C

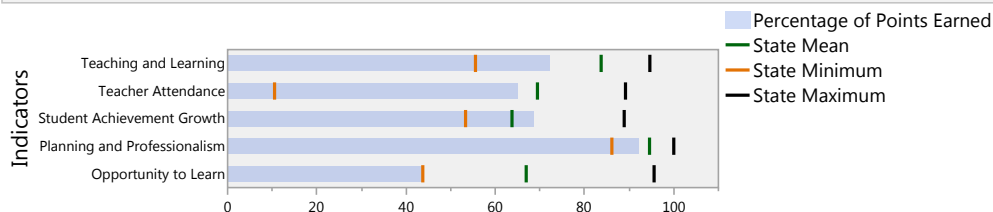


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	30.5882	60	0.5098	2.82	1.43765
Teaching in NM	83.7209	85	0.98495	5.64	5.55513
Teaching in Hard to Staff	24.6988	45	0.54886	5.64	3.09558
Teaching Secondary 9-12	26.3889	50	0.52778	2.82	1.48833
Retained Teaching	85.9813	95	0.90507	11.28	10.2091

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

81.510 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	65.0943	90	0.72327	45.12	32.634
Teacher Attendance	61.7886	95	0.65041	5.64	3.66829
Student Achievement Growth	51.5625	75	0.6875	39.48	27.1425
Planning and Professionalism	87.5776	95	0.92187	16.92	15.598
Opportunity to Learn	35	80	0.4375	5.64	2.4675

About this Program

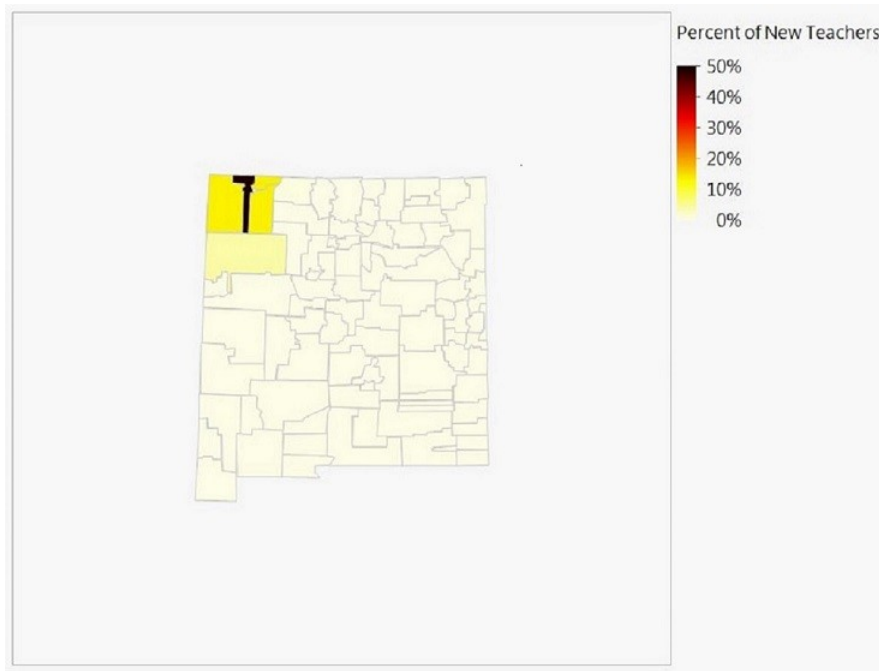
If you have a bachelor's degree, you can earn a NM teaching certificate through SJC's ALP in four semesters, about two classes per semester. As soon as you are accepted, you can apply for a temporary two-year Alternative Level A license so that you can begin teaching. SJC's ALP has three tracks: Elementary Education, Secondary Education or Special Education.

Program Information	
Website	https://www.sanjuancollege.edu/school-of-humanities/programs/teacher-education/
Dean/Director	Dean of Humanities, John Carroll Boggs, MAT, MAOL
Accreditation: CAEP	Not Applicable
Accreditation: SPA	Not Applicable
Total Faculty	three
Tenure/Full Time	three
Adjunct	twenty-three

Comments from San Juan College on their Scorecard

No Comment

Where are San Juan College completers are teaching?

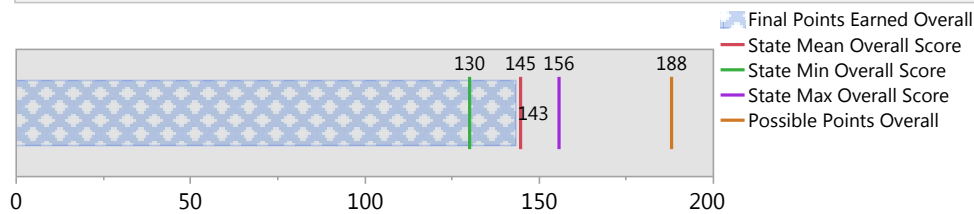


Baseline Measures of New Mexico Educator Preparation Programs



Performance Level
C
143.31 Out of 188

Points Earned Overall

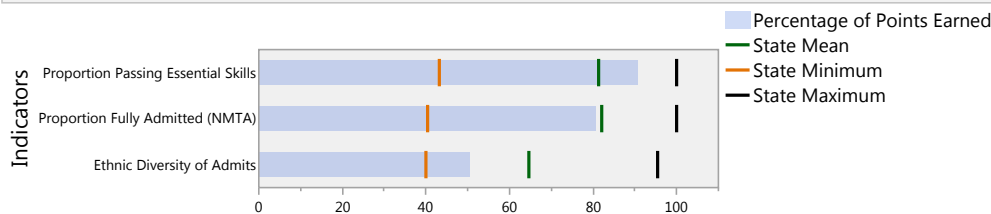


Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	569	BreakDown (%)	Earned BreakDown (Points)	Earned
Number of Completers	268	Percent of Points Earned	76.2321 Points Earned	143.316
		State Minimum (%)	69.1835 State Minimum	130.065
		State Mean (%)	76.9647 State Mean	144.694
		State Maximum (%)	82.829 State Maximum	155.719
		Possible (%)	100 Possible Points	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

19.89 Out of 28.2 = C

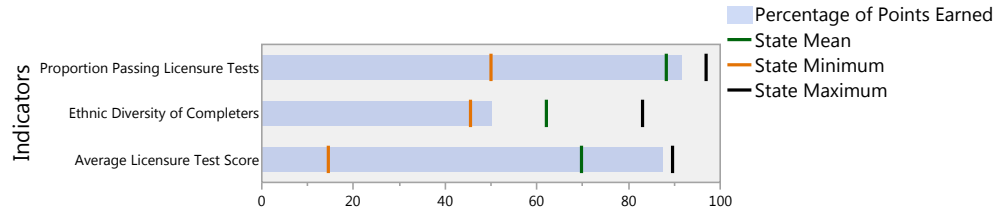


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	72.5835	90	0.80648	11.28	9.09713
Proportion Passing Essential Skills	81.5431	90	0.90603	5.64	5.11004
Ethnic Diversity of Admits	37.7856	75	0.50381	11.28	5.68295

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

14.36 Out of 18.80 = C

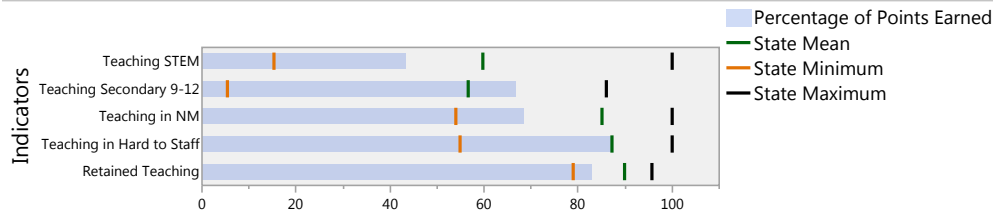


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	37.6866	75	0.50249	6.267	3.14909
Average Licensure Test Score	65.5918	75	0.87456	6.267	5.48085
Proportion Passing Licensure Tests	91.5441	100	0.91544	6.267	5.73707

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

21.24 Out of 28.2 = C

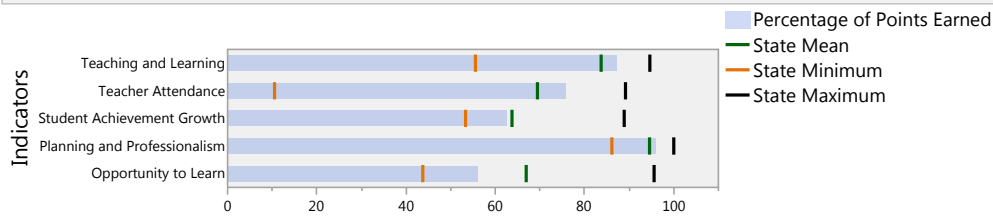


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	26.0317	60	0.43386	2.82	1.22349
Teaching in NM	58.209	85	0.68481	5.64	3.86234
Teaching in Hard to Staff	39.3333	45	0.87407	5.64	4.92978
Teaching Secondary 9-12	33.3333	50	0.66667	2.82	1.88
Retained Teaching	78.7234	95	0.82867	11.28	9.34737

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance
87.816 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	78.607	90	0.87341	45.12	39.4083
Teacher Attendance	72.0207	95	0.75811	5.64	4.27576
Student Achievement Growth	46.9565	75	0.62609	39.48	24.7179
Planning and Professionalism	91.25	95	0.96053	16.92	16.2521
Opportunity to Learn	44.8529	80	0.56066	5.64	3.16213

About this Program

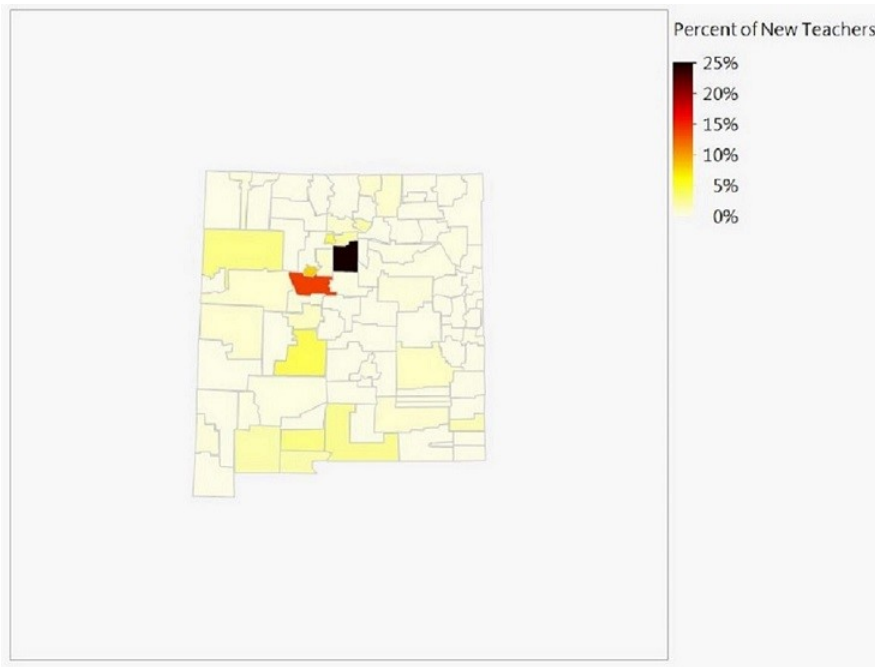
Vision: Our vision is that SFCC Teacher Academy graduates will serve as advocates for social justice and as leaders and change agents for the transformation of education. Our teacher candidates will fully engage in the cultural, political, and economic life of our democratic society, and by example, will inspire students, families, school districts, and the communities they serve.

Program Information	
Website	www.sfcc.edu
Dean/Director	Director Dawn Wink, PhD
Accreditation: CAEP	Not Applicable
Accreditation: SPA	Not Applicable
Total Faculty	two
Tenure/Full Time	two
Adjunct	twenty-five

Comments from Santa Fe Community College on their Scorecard

No Comment

Where are Santa Fe Community College completers are teaching?



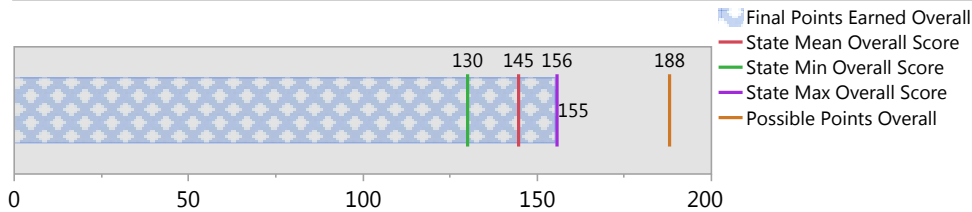
Baseline Measures of New Mexico Educator Preparation Programs



COLLEGE OF EDUCATION

Performance Level
B
155.17 Out of 188

Points Earned Overall



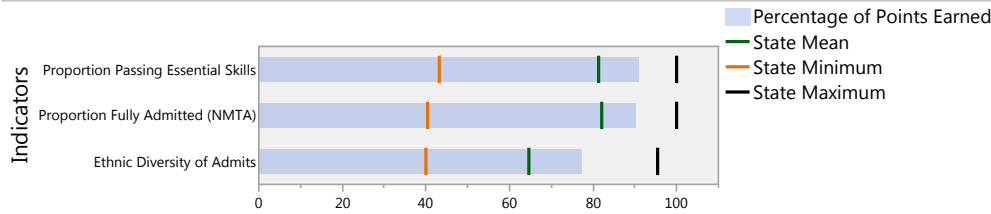
Contribution	N Size	Overall Score BreakDown (%)	Percentage Overall Score Earned BreakDown (Points)	Points Earned
Number of Admits	520			
Number of Completers	810	Percent of Points Earned	82.5415	155.178
		State Minimum (%)	69.1835	130.065
		State Mean (%)	76.9647	144.694
		State Maximum (%)	82.829	155.719
		Possible (%)	100	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

Admissions Domain

24.01 Out of 28.2 = B

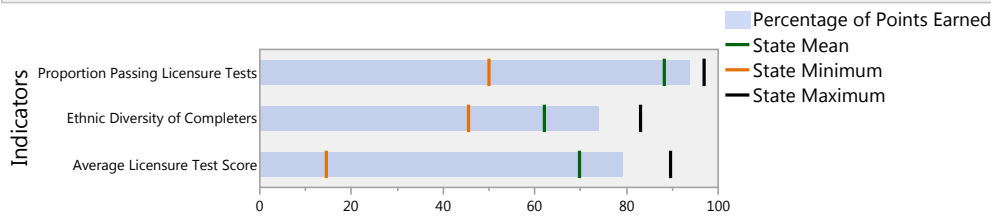


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	81.1538	90	0.90171	11.28	10.1713
Proportion Passing Essential Skills	81.8527	90	0.90947	5.64	5.12944
Ethnic Diversity of Admits	57.9256	75	0.77234	11.28	8.71202

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

15.47 Out of 18.80 = B

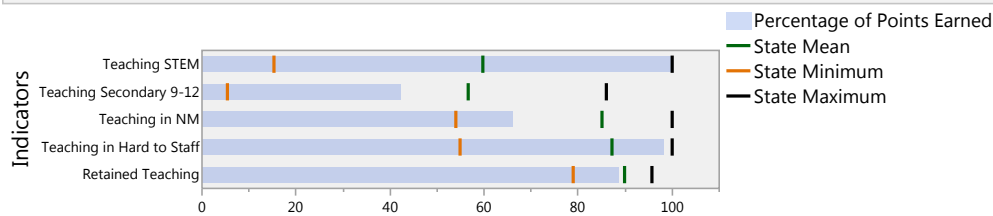


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	55.5138	75	0.74018	6.267	4.63873
Average Licensure Test Score	59.4183	75	0.79224	6.267	4.96499
Proportion Passing Licensure Tests	93.7192	100	0.93719	6.267	5.87338

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

23.25 Out of 28.2 = B

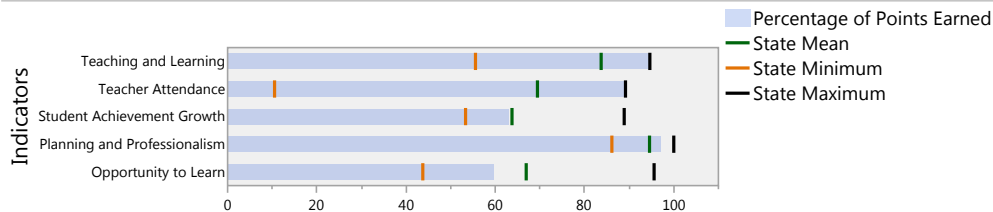


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	60.3214	60	1	2.82	2.82
Teaching in NM	56.0494	85	0.6594	5.64	3.71904
Teaching in Hard to Staff	44.1948	45	0.98211	5.64	5.53908
Teaching Secondary 9-12	21.1454	50	0.42291	2.82	1.1926
Retained Teaching	84.0617	95	0.88486	11.28	9.98122

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

92.436 Out of 112.8 = B



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	85.1735	90	0.94637	45.12	42.7003
Teacher Attendance	84.7199	95	0.89179	5.64	5.02968
Student Achievement Growth	47.3214	75	0.63095	39.48	24.91
Planning and Professionalism	92.2272	95	0.97081	16.92	16.4262
Opportunity to Learn	47.8036	80	0.59755	5.64	3.37016

About this Program

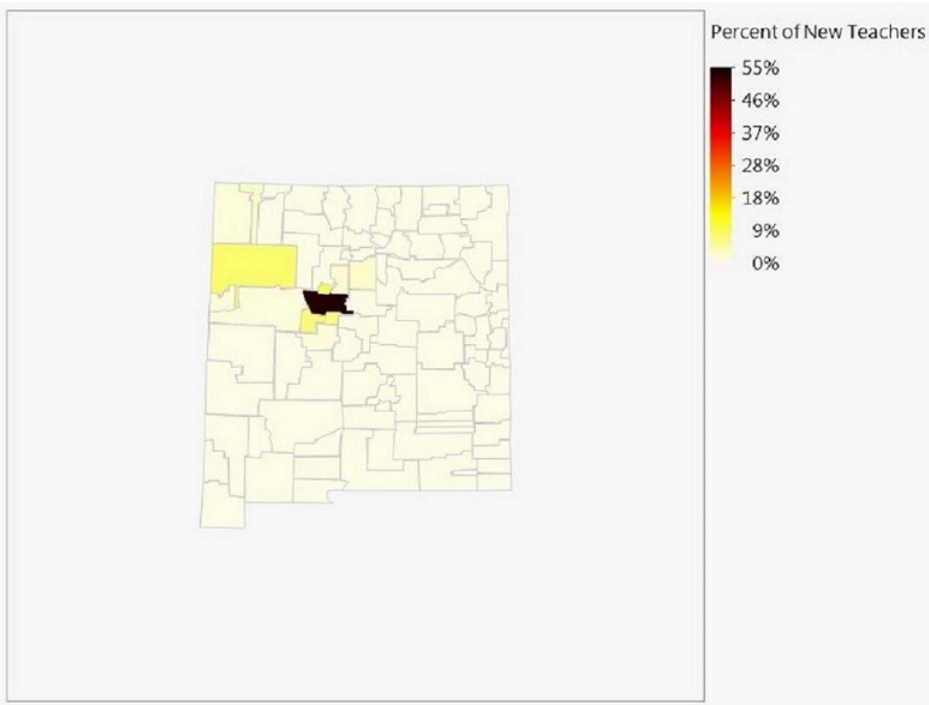
The COE has five initial licensure programs: Early Childhood Education (UG); Physical Education (UG); Special Education (UG, G); Elementary Education (UG, G); and, Secondary Education (UG, G). All programs are aligned to InTASC, NMTEACH, and NMAC Licensure Competencies and are approved by the New Mexico Professional Practices and Standards Council.

Program Information	
Website	http://www.coe.unm.edu/
Dean/Director	Salvador Hector Ochoa, Ph.D.
Accreditation: CAEP	NCATE legacy accredited until Fall 2021
Accreditation: SPA	NASM, CACREP
Total Faculty	one hundred ninety
Tenure/Full Time	sixty
Adjunct	sixty-two

Comments from University of New Mexico on their Scorecard

No Comment

Where are University of New Mexico completers are teaching?



Baseline Measures of New Mexico Educator Preparation Programs

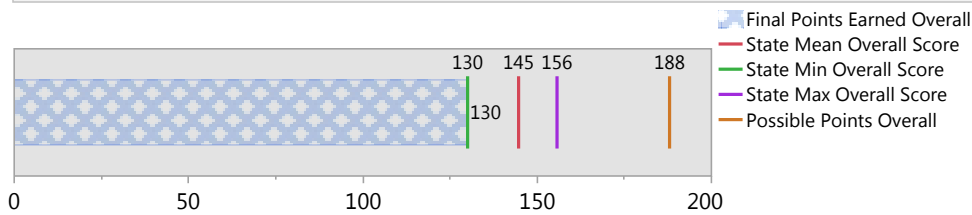


Performance Level

D

130.06 Out of 188

Points Earned Overall

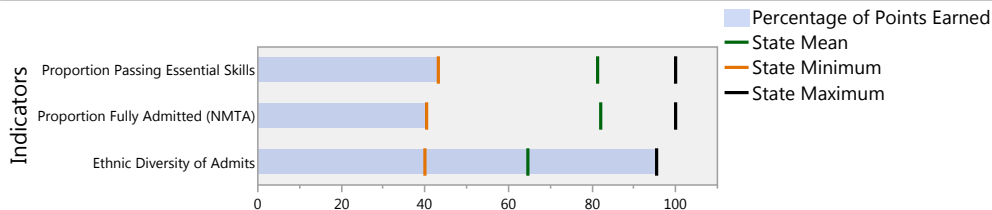


Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	110	BreakDown (%)	Earned BreakDown (Points)	Earned
Number of Completers	9	Percent of Points Earned	69.1835 Points Earned	130.065
		State Minimum (%)	69.1835 State Minimum	130.065
		State Mean (%)	76.9647 State Mean	144.694
		State Maximum (%)	82.829 State Maximum	155.719
		Possible (%)	100 Possible Points	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

17.76 Out of 28.2 = D

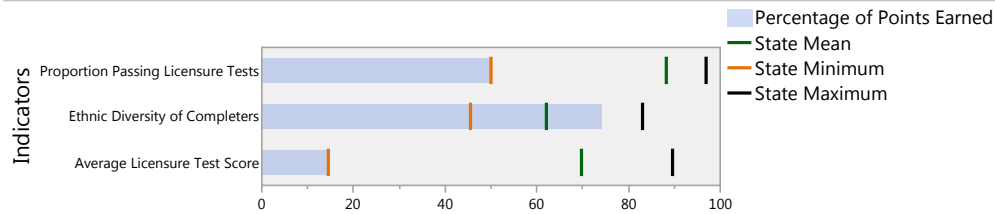


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	36.3636	90	0.40404	11.28	4.55758
Proportion Passing Essential Skills	38.8889	90	0.4321	5.64	2.43704
Ethnic Diversity of Admits	71.5909	75	0.95455	11.28	10.7673

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

8.685 Out of 18.80 = F

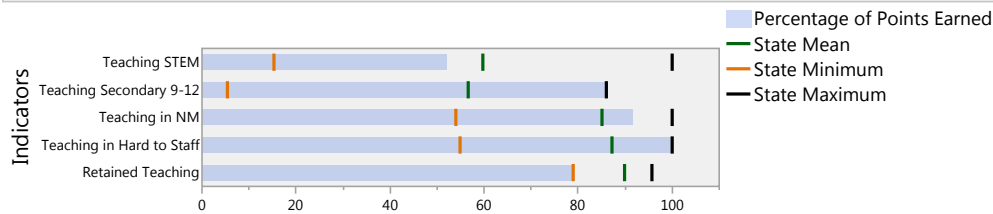


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	55.5556	75	0.74074	6.267	4.64222
Average Licensure Test Score	10.8849	75	0.14513	6.267	0.90954
Proportion Passing Licensure Tests	50	100	0.5	6.267	3.1335

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

23.59 Out of 28.2 = B



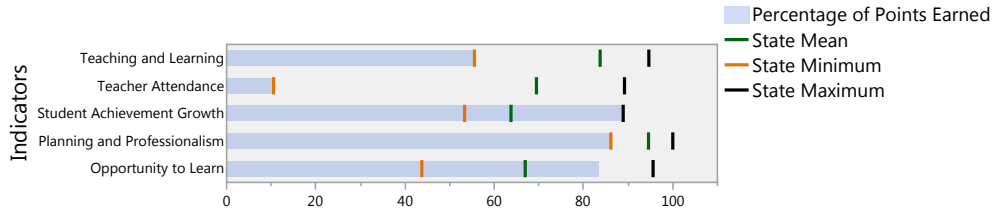
Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	31.25	60	0.52083	2.82	1.46875
Teaching in NM	77.7778	85	0.91503	5.64	5.16078
Teaching in Hard to Staff	62.5	45	1	5.64	5.64
Teaching Secondary 9-12	42.8571	50	0.85714	2.82	2.41714
Retained Teaching	75	95	0.78947	11.28	8.90526

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance

80.025 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	50	90	0.55556	45.12	25.0667
Teacher Attendance	10	95	0.10526	5.64	0.59368
Student Achievement Growth	66.6667	75	0.88889	39.48	35.0933
Planning and Professionalism	81.8182	95	0.86124	16.92	14.5722
Opportunity to Learn	66.6667	80	0.83333	5.64	4.7

About this Program

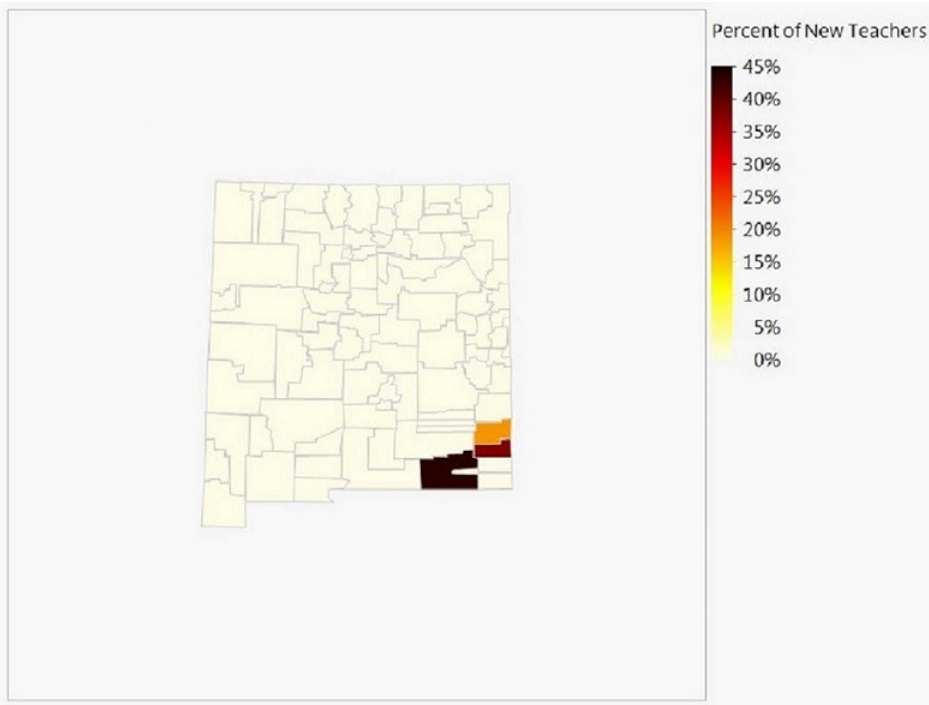
Whether you're looking to start teaching for grades K-12, or are seeking to hone your teaching skills and advance your career, University of the Southwest offers undergraduate and graduate degrees, licensure and continuing education programs to prepare you for a successful career in education. Areas of New Mexico educator license offered at the University of the Southwest include, early childhood, elementary, secondary, and special education.

Program Information	
Website	www.usw.edu
Dean/Director	Dr. Scarlet Clouse
Accreditation: CAEP	No
Accreditation: SPA	No
Total Faculty	seven
Tenure/Full Time	Not Applicable
Adjunct	three

Comments from University of the Southwest on their Scorecard

No Comment

Where are University of the Southwest completers are teaching?

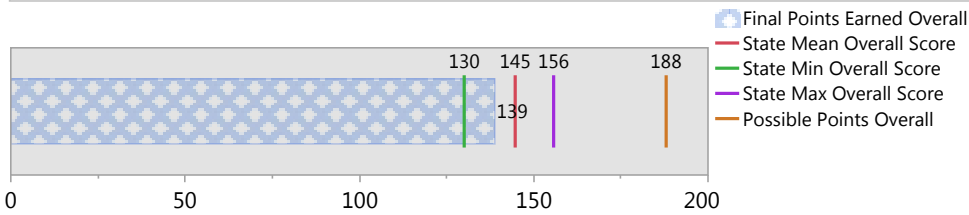


Baseline Measures of New Mexico Educator Preparation Programs



Performance Level
C
138.85 Out of 188

Points Earned Overall

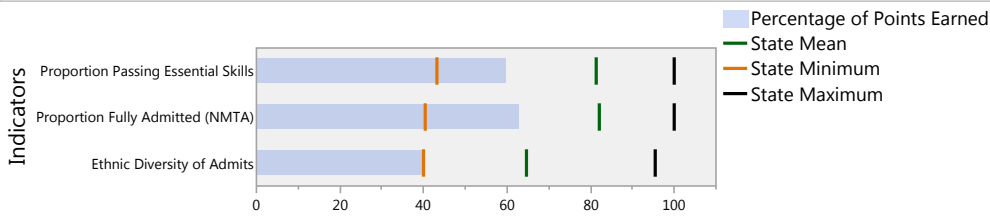


Contribution	N Size	Overall Score	Percentage Overall Score	Points
Number of Admits	23	BreakDown (%)	Earned BreakDown (Points)	Earned
Number of Completers	35	Percent of Points Earned	73.8609 Points Earned	138.859
		State Minimum (%)	69.1835 State Minimum	130.065
		State Mean (%)	76.9647 State Mean	144.694
		State Maximum (%)	82.829 State Maximum	155.719
		Possible (%)	100 Possible Points	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

14.95 Out of 28.2 = F

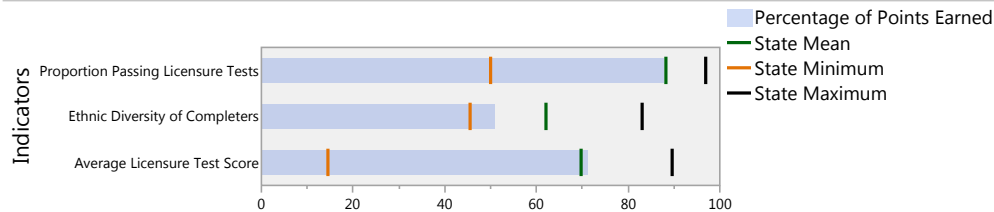


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	56.5217	90	0.62802	11.28	7.08406
Proportion Passing Essential Skills	53.6585	90	0.59621	5.64	3.3626
Ethnic Diversity of Admits	30	75	0.4	11.28	4.512

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

13.15 Out of 18.80 = D

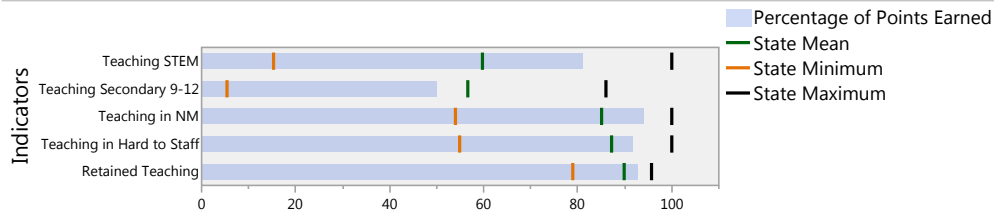


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	38.2353	75	0.5098	6.267	3.19494
Average Licensure Test Score	53.4056	75	0.71208	6.267	4.46257
Proportion Passing Licensure Tests	87.7551	100	0.87755	6.267	5.49961

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

24.63 Out of 28.2 = B



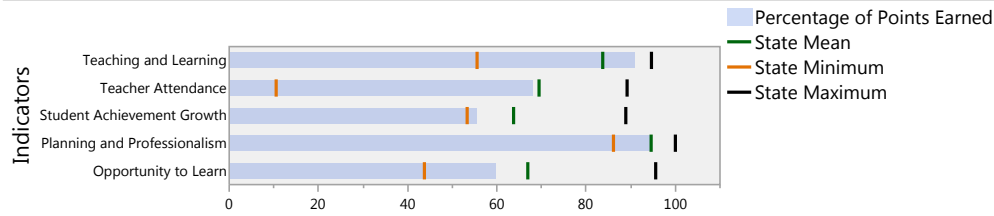
Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	48.6111	60	0.81019	2.82	2.28472
Teaching in NM	80	85	0.94118	5.64	5.30824
Teaching in Hard to Staff	41.2698	45	0.91711	5.64	5.17249
Teaching Secondary 9-12	25	50	0.5	2.82	1.41
Retained Teaching	88.0952	95	0.92732	11.28	10.4602

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance

86.107 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	81.8182	90	0.90909	45.12	41.0182
Teacher Attendance	64.5833	95	0.67982	5.64	3.83421
Student Achievement Growth	41.6667	75	0.55556	39.48	21.9333
Planning and Professionalism	89.5522	95	0.94266	16.92	15.9497
Opportunity to Learn	47.8261	80	0.59783	5.64	3.37174

About this Program

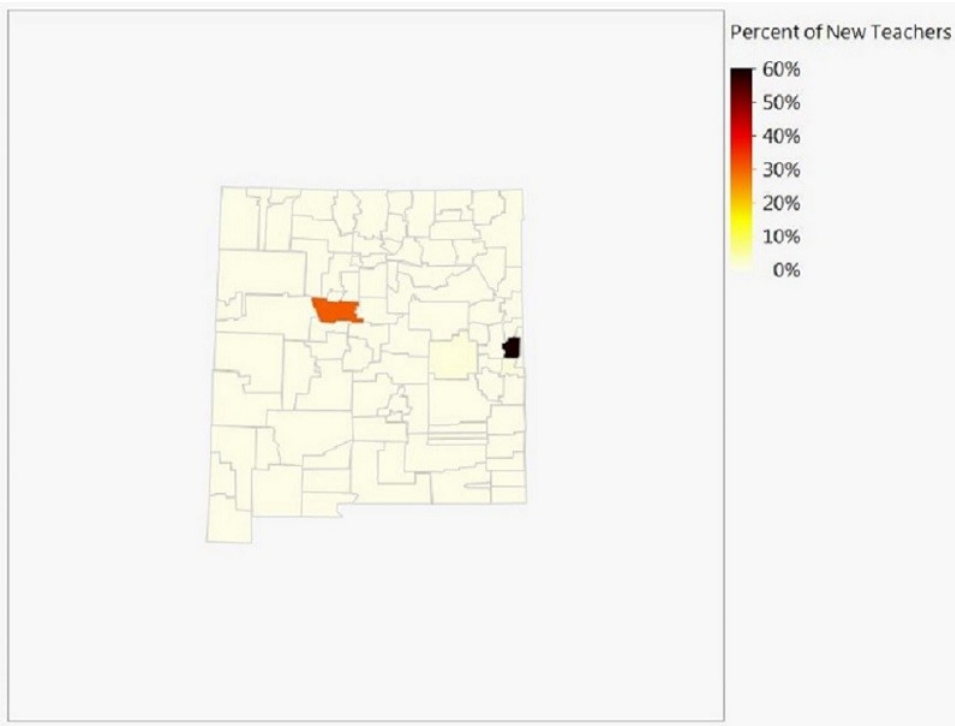
Wayland Baptist University believes that its focus is to prepare teachers and leaders in education under the guidance of Christian educators whose focus is on academic, moral and spiritual preparation. The aim of the school is to prepare highly qualified professional educators and leaders in teaching. Students are encouraged in the professional preparation by a faculty committed to high ideals within a Christian campus and culture.

Program Information	
Website	www.wbu.edu
Dean/Director	Ray Gene Whitfill, EdD
Accreditation: CAEP	No
Accreditation: SPA	No
Total Faculty	three
Tenure/Full Time	Not Applicable
Adjunct	three

Comments from Wayland Baptist on their Scorecard

The WBU score was significantly impacted by very low scores in two PED measures: 1) Admissions Domain and 2) Candidate Promise. WBU accepts and prepares teacher candidates who may not be considered the most promising based on the NM PED measures; however, upon completion of our program, these teachers are effective in the classroom as noted by our overall score for Hiring and Retention and on employer evaluations in the areas of 1) Teaching and Learning and 2) Planning and Professionalism. The vast majority of students enrolled in the WBU teacher preparation program are graduate students who completed undergraduate programs many years ago. Our candidates are students entering the field as middle-age, second-career adults who have been out of college many years. Therefore, many of their skills need review, especially mathematics. These skills are dependent on previous colleges attended and the length of time since courses were taken. Most of our teacher candidates take the Essential Skills exam to gain information about the test and then review the challenging areas. Many do not pass on their first attempt (the measure used by PED for the Score Card). They eventually pass and become effective, licensed teachers in New Mexico.

Where are Wayland Baptist completers are teaching?

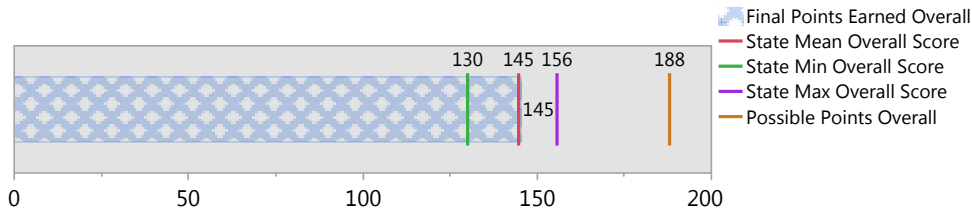


Baseline Measures of New Mexico Educator Preparation Programs



Performance Level
C
145.38 Out of 188

Points Earned Overall

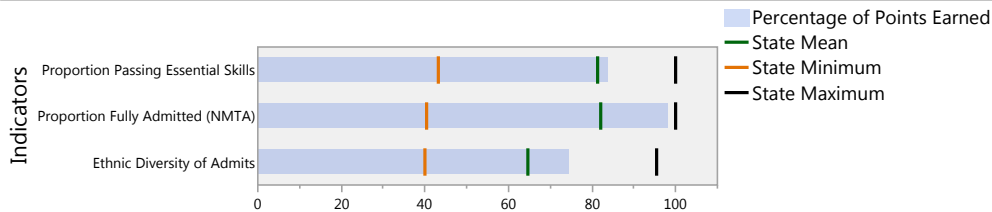


Contribution	N Size	Overall Score BreakDown (%)	Percentage Overall Score Earned BreakDown (Points)	Points Earned
Number of Admits	43			
Number of Completers	33	Percent of Points Earned	77.332	145.384
		State Minimum (%)	69.1835	130.065
		State Mean (%)	76.9647	144.694
		State Maximum (%)	82.829	155.719
		Possible (%)	100	188

Admissions Domain

To what extent is the EPP admitting high potential candidates? This domain scores EPP's ability to attract a diverse and academically prepared pool of candidates.

24.20 Out of 28.2 = B

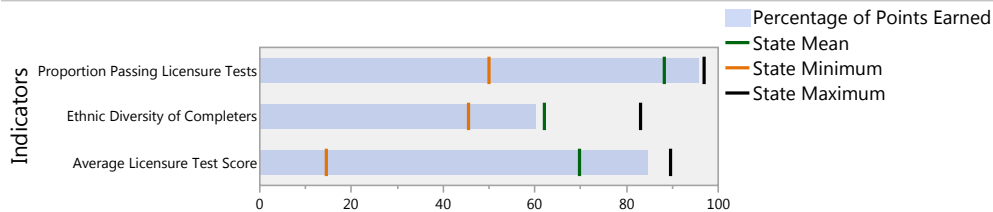


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Proportion Fully Admitted (NMTA)	88.3721	90	0.98191	11.28	11.076
Proportion Passing Essential Skills	75.4386	90	0.83821	5.64	4.72749
Ethnic Diversity of Admits	55.8824	75	0.7451	11.28	8.40471

Candidate Promise

To what extent are diverse, high-promise candidates completing the EPP? This domain scores EPP 's ability to develop diverse candidates who demonstrate competence.

15.08 Out of 18.80 = B

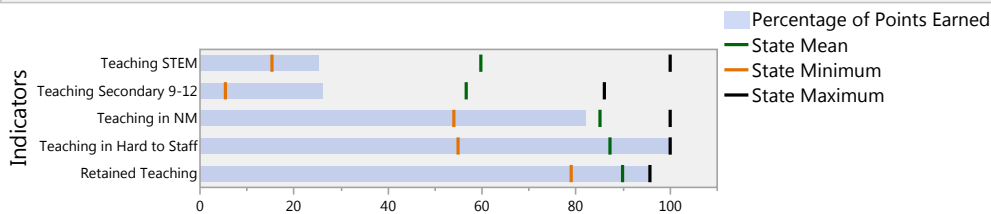


Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Ethnic Diversity of Completers	45.1613	75	0.60215	6.267	3.77368
Average Licensure Test Score	63.514	75	0.84685	6.267	5.30723
Proportion Passing Licensure Tests	95.7447	100	0.95745	6.267	6.00032

Hiring and Retention Domain

To what extent is the EPP preparing educators to be employed and retained in NM. This domain scores the degree to which the graduates of the EPP are able to secure teaching careers in NM, meet the needs of the state, and persist in the profession.

22.50 Out of 28.2 = C



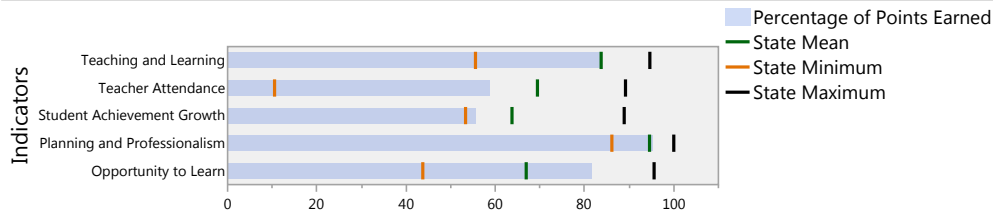
Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching STEM	15.0943	60	0.25157	2.82	0.70943
Teaching in NM	69.697	85	0.81996	5.64	4.6246
Teaching in Hard to Staff	47.1698	45	1	5.64	5.64
Teaching Secondary 9-12	13.0435	50	0.26087	2.82	0.73565
Retained Teaching	90.9091	95	0.95694	11.28	10.7943

Classroom Performance

To what extent is the EPP developing effective teachers based on the NMTEACH evaluation? This domain scores the EPP based on its candidates' performance in the classroom.

Classroom Performance

83.590 Out of 112.8 = C



Indicators	Actual	State Goals	Multiplier	Pts	
				Possible	Pts Earned
Teaching and Learning	75	90	0.83333	45.12	37.6
Teacher Attendance	55.8824	95	0.58824	5.64	3.31765
Student Achievement Growth	41.6667	75	0.55556	39.48	21.9333
Planning and Professionalism	90.566	95	0.95333	16.92	16.1303
Opportunity to Learn	65.3846	80	0.81731	5.64	4.60962

About this Program

WNMU accepts ALL students, providing academic support and access to a high quality, rigorous teacher education. Targeted support is provided for less academically prepared candidates with the desire and heart to become a teacher, helping them become well-prepared, highly qualified teachers. The School of Education provides initial and advanced teacher prep, online/hybrid.

Program Information	
Website	http://wnmu.edu/
Dean/Director	Debra J. Dirksen, Ph.D.
Accreditation: CAEP	Accreditation review Spring 2018
Accreditation: SPA	No
Total Faculty	thirteen
Tenure/Full Time	five
Adjunct	nineteen

Comments from Western New Mexico University on their Scorecard

Western New Mexico University provides initial licensure preparation for teachers in Early Childhood, Elementary, Secondary, and Special Education. Programs can be completed entirely online, and require extensive field work in the classroom. Since licensure programs can be completed online, teacher candidates typically complete teaching fields which can be completed online.

The majority of our teacher candidates are alternative licensure, hired by districts from the six county area we primarily serve: Grant, Luna, Hildago, McKinley, Sierra, and Catron Counties. Districts hire alternative licensure teachers willing to teach in high need schools. They recommend WNMU to alternative licensure teachers knowing that we will not only prepare highly effective teachers but will also support teachers preparation to pass the licensure exams.

In addition to the state NES test we administer performance-based assessments designed to assess the candidate's ability to be highly effective teachers and address the needs of high need students. In order to graduate with an initial licensure degree, candidates must pass the state tests as well as the performance-based assessment during student teaching.

WNMU's focus is on preparing teachers who have a heart for teaching, understand the learning difficulties many children face, and are focused on helping students succeed.

Where are Western New Mexico University completers are teaching?

