



**Educator Accountability
Reporting System (EARS)
for the Annual Year 2017- 2018
March 2020**

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The State of New Mexico

Educator Accountability Reporting System 2018 Annual Report March 2020

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Acknowledgements

The Secretary of Public Education and the Secretary of Higher Education thank the following individuals for their contributions to this report:

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Executive Summary

The Educator Accountability Reporting System (EARS) is required by New Mexico statute and examines the educator preparation programs of the research universities, comprehensive universities and colleges, community colleges, and the private universities and colleges across the state. This specific report targets the 2017–2018 academic year. The academic year is defined as a period of 12 consecutive months starting September 1 and ending August 31. The EARS is designed to provide a portrait of the effective preparation of educators (teachers and administrators) in New Mexico.

New Mexico, the country's fifth largest state in size, is a culturally rich and diverse state with a relatively small population of approximately 2 million. New Mexico's residents are a diverse blend of predominately Hispanic, Anglo, and Native American population and cultures, with a healthy integration of many other races and communities as well. Most of the population growth occurred in and around Albuquerque and Las Cruces, the state's largest cities and major economic centers.

Like most states, New Mexico is experiencing teacher shortages. This report provides the department and educator preparation programs (EPPs) with data to think creatively about ways to strengthen the educator pipeline.

New Mexico officials have sought to learn more about the supply and demand issues in New Mexico, especially in terms of teacher retention. Although data revealed vast differences in retention rates of all teachers as well as beginning teachers among school districts, it has become clear that New Mexico districts with the greatest challenges (i.e., large numbers of students with limited English proficiency, large numbers of students living in poverty, large student drop-out rates, etc.) also have the most difficulty attracting and retaining teachers.

To build teacher and principal pipelines and retention, high quality training and support is essential. New Mexico Public Education department (PED) is obligated to support and monitor New Mexico approved preparation programs by means of a rigorous initial approval process conducted by Professional Practices and Standards Commission (NMAC 6.2.8) and through required state accreditation site visits (NMAC 6.65.3). Improving educational outcomes in New Mexico requires skilled educators.

The New Mexico EARS report provides an integrated framework for guiding the effective preparation of educators throughout this state. This report provides all stakeholders with data on the New Mexico pipeline of educators.

Introduction

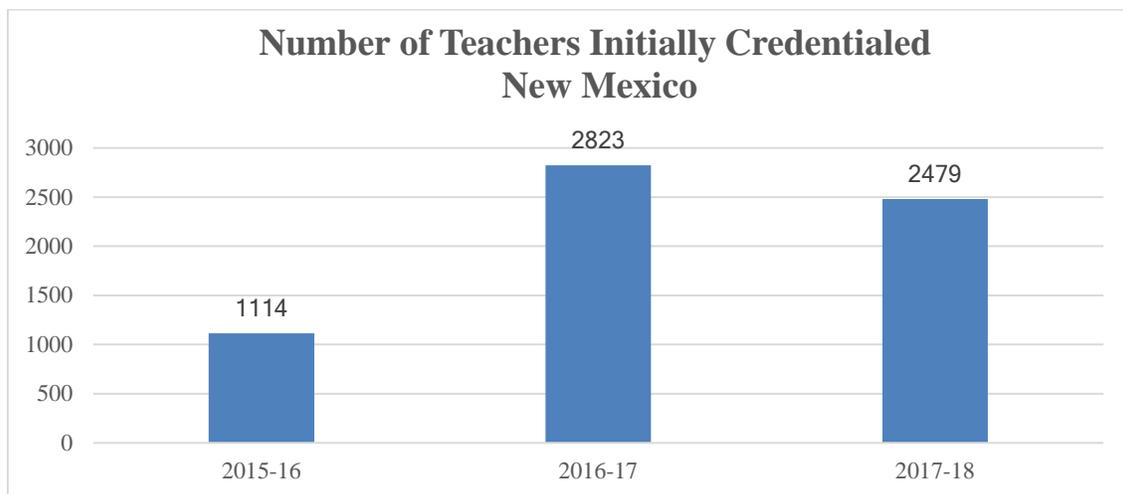
As required by state statute, the New Mexico Public Education Department must report annually using the Educator Accountability Reporting System (EARS) which measures how well the public post-secondary teacher and administrator preparation programs are performing their duties to develop effective educators (teachers and administrators) in the state of New Mexico. The New Mexico American Association of Colleges of Teacher Education (NMAACTE) was formed by the deans and directors of the teacher preparation programs in New Mexico to gather and report this annual data.

The intent of this report is to fulfill the following:

- Meet the EARS statutory requirement
- Connect to PreK–12 PED data to reinforce a seamless PreK–20 reporting system
- Honor the different missions of community colleges, comprehensive institutions, and research institutions
- Include all initial (including alternative) and advanced licensure programs educator preparation data
- Provide information on the supply and demand of educator preparation programs

This report follows the detail requested by statute and listed on the next two pages. Each element listed in the statute will be followed by a complete response providing the most comprehensive data available from the New Mexico research universities, comprehensive universities and colleges, community colleges, and private universities and colleges designated to participate in EARS.

New Mexico has experienced variability in the total number of persons receiving initial teacher credential in the state. As the graphs below demonstrate, the number of teachers receiving initial teacher credentials has fluctuated over the last 3 years.



Statute

This section describes the laws and rules that apply to EARS in relevant part as follows:

Section 22-10A-19.2. NMSA 1978, 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.

Statutory Report Detailed Requirements

This report follows the detail requested by statute and listed on the previous two pages. Each element listed in the statute will be followed by a complete response providing the most comprehensive data available from New Mexico educator preparation programs designated to participate in EARS.

The chart below lists the teacher and administration licensure preparation programs offered by approved New Mexico educator preparation programs during the 2017-18 academic year (AY). This report uses the Title II definitions for traditional preparation program and alternative preparation program at each institution of higher education (IHE).

An alternative teacher preparation (ALP) program is a program that primarily serves candidates who are the teacher of record in a classroom while participating in an alternative program.¹ A traditional (TRAD) teacher preparation program is a program that primarily serves undergraduates without prior teaching experience and leads to a bachelor's degree.²

Educator Preparation Programs who offered approved NM Programs in AY 2017-18

Program Name	Program Type	Programs Offered
Central New Mexico Community College	Alternative, IHE-based	Elementary Education Secondary Education Special Education
Cooperative Educational Services	Alternative, Non-IHE-based Alternative Route	Leadership/Administration
Eastern New Mexico University	Alternative, IHE-based	Elementary Education Secondary Education Special Education
Eastern New Mexico University	Traditional	Early Childhood Education Elementary Education Elementary with Bilingual/ESL endorsement Special Education Blended Elementary/Special Education Secondary Education School Counseling Leadership/Administration
New Mexico Highlands University	Traditional	Special Education Elementary Education Early Childhood Education Secondary Education Dual Elementary/Special Education School Counseling Leadership/Administration
New Mexico Junior College	Alternative, IHE-based	Elementary Education

¹ Higher Education Act Title II Institution and Program Report Card (IPRC) Reporting System User Manual

² Ibid.

Program Name	Program Type	Programs Offered
New Mexico State University	Alternative, IHE-based	Special Education Elementary Education Secondary Education Agricultural and Extension Education
New Mexico State University	Traditional	Special Education Elementary Education with BIL/TESOL endorsement Early Childhood Education Secondary Education Agricultural and Extension Education Family and Consumer Sciences Education Music Education Physical Education School Psychology Teacher of Students with Visual Impairments Education Leadership/Administration
Northern New Mexico College	Alternative, IHE-based	Elementary Education Secondary Education Special Education
Northern New Mexico College	Traditional	Elementary Education
San Juan College	Alternative, IHE-based	Elementary Education Secondary Education Special Education
Santa Fe Community College	Alternative, IHE-based	Special Education Elementary Education Early Childhood Education Secondary Education
University of New Mexico	Alternative, IHE-based	Elementary Education Secondary Education Special Education
University of New Mexico	Traditional	Secondary Education Special Education Elementary Education Early Childhood Education Art Education Music Education Physical Education Leadership/Administration
University of the Southwest	Alternative, IHE-based	Early Childhood Education Special Education Elementary Education Secondary Education Leadership/Administration Educational Diagnostic School Counseling

Program Name	Program Type	Programs Offered
University of the Southwest	Traditional	Secondary Education Special Education Elementary Education Early Childhood Education
Western New Mexico University	Alternative, IHE-based	Special Education Elementary Education Secondary Education
Western New Mexico University	Traditional	Secondary Education Special Education Elementary Education Early Childhood Education School Counseling Career and Technical Education Leadership/Administration

The Standards for Entering and Exiting the Program (Section 22-10A-19.2.C.1)

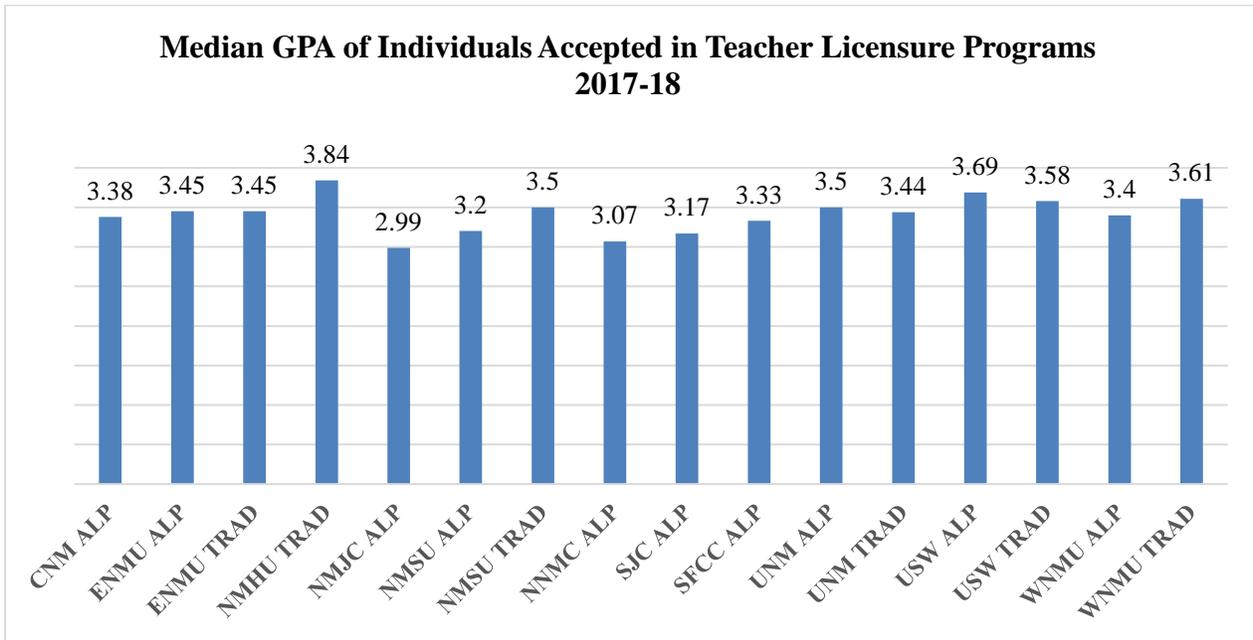
Universities, colleges, and community colleges set their own entry and exit requirements for pathway programs. The charts below reflect the entry and exit requirements at each New Mexico Educator Preparation Program.

Entrance Requirements for Teacher Licensure Programs

Institutions	Transcripts	Fingerprint Check	Background Check	Minimum GPA	Minimum GPA in Education Coursework	Minimum ACT Score	Minimum SAT Score	Minimum Basic Skills Scores	Recommendations	Essay or Personal Statement	Interview	Other	Other Requirements
Central New Mexico Community College (ALP)	✓	✓	✓	3.0				✓					
Eastern New Mexico University (ALP)	✓	✓	✓	3.0	✓			✓					
Eastern New Mexico University (TRAD)	✓	✓	✓	3.0	✓			✓					
New Mexico Highlands University (TRAD)	✓	✓	✓	2.75				✓	✓	✓		✓	Acceptable Dispositions Evaluation Rating
New Mexico Junior College (ALP)	✓		✓	2.25							✓		

Institutions <i>Entrance Requirements Continued...</i>	Transcripts	Fingerprint Check	Background Check	Minimum GPA	Minimum GPA in Education	Minimum ACT Score	Minimum SAT Score	Minimum Basic Skills Scores	Recommendations	Essay or Personal Statement	Interview	Other	Other Requirements
New Mexico State University (ALP)	✓	✓	✓	3.0	✓				✓	✓		✓	Application, experience in a classroom, resume, bachelors' degree, job offer
New Mexico State University (TRAD)	✓	✓	✓	2.75	✓			✓	✓	✓	✓	✓	Application, experience in a classroom or working with children, resume, community service
Northern New Mexico College (ALP)	✓	✓	✓	2.5				✓	✓	✓	✓		
Northern New Mexico College (TRAD)	✓	✓	✓	2.5	✓			✓		✓	✓		
San Juan College (ALP)	✓			2.75				✓		✓	✓		
Santa Fe Community College (ALP)	✓	✓	✓	2.75	✓			✓	✓				
University of New Mexico (ALP)	✓	✓	✓	3.0	✓			✓	✓	✓	✓		
University of New Mexico (TRAD)	✓	✓	✓	2.75	✓	✓	✓	✓	✓	✓	✓		
University of the Southwest (ALP)	✓			3.0	✓			✓	✓	✓	✓		
University of the Southwest (TRAD)	✓			2.5	✓			✓	✓	✓	✓		
Western New Mexico University (ALP)	✓			3.0				✓	✓	✓		✓	Professional Behaviors and Dispositions
Western New Mexico University (TRAD)	✓			2.75				✓	✓	✓		✓	Professional Behaviors and Dispositions

Median GPA of Individuals Accepted in Teacher Licensure Programs 2017-18

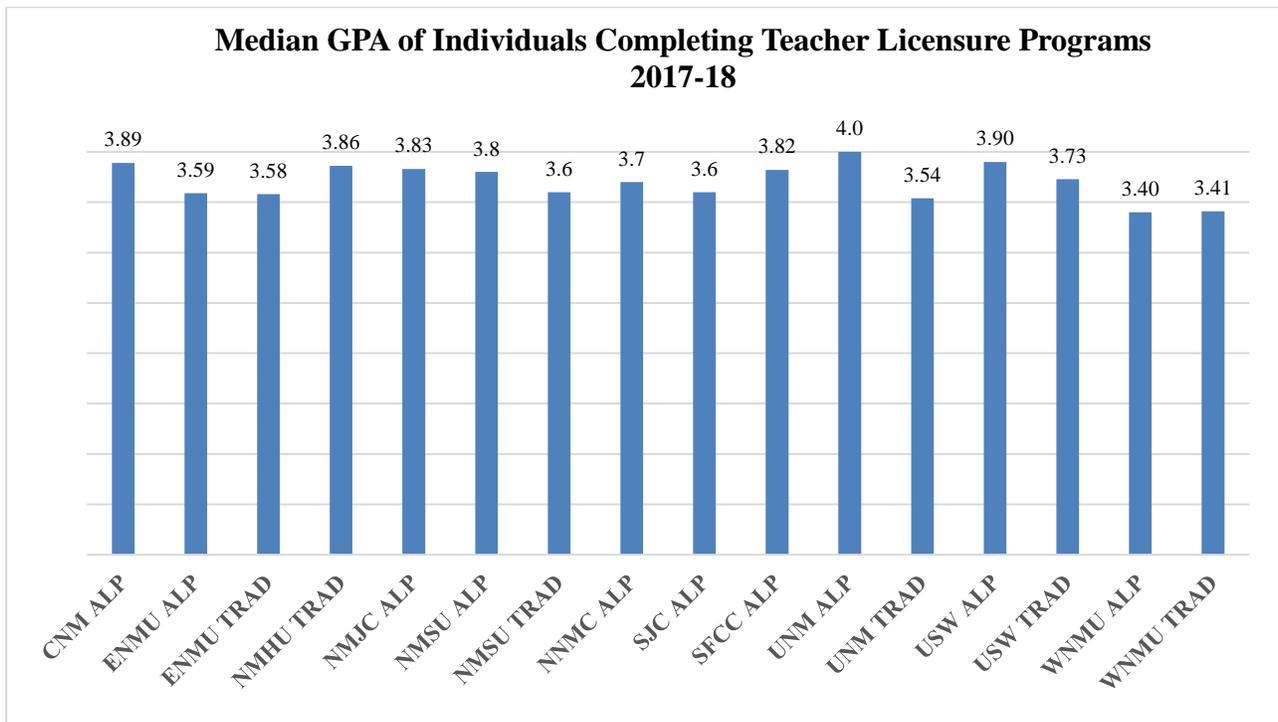


Exit Requirements for Teacher Licensure Programs

Institutions	Transcripts	Fingerprint Check	Background Check	Minimum GPA	Minimum GPA in Education Coursework	Minimum ACT Score	Minimum SAT Score	Minimum Basic Skills Scores	Recommendations	Essay or Personal Statement	Interview	Other	Other Requirements
Central New Mexico Community College (ALP)	✓	✓	✓	3.5	✓			✓					
Eastern New Mexico University (ALP)	✓	✓	✓	3.0	✓			✓					
Eastern New Mexico University (TRAD)	✓	✓	✓	3.0	✓			✓		✓	✓		
New Mexico Highlands University (TRAD)		✓	✓	3.0	✓					✓		✓	Acceptable Dispositions Evaluation Rating
New Mexico Junior College (ALP)	✓		✓	3.0	✓			✓			✓		
New Mexico State University (ALP)	✓			3.0	✓			✓				✓	Application, experience in classroom, resume, bachelor's degree, job offer

Institutions <i>Exit Requirements Continued...</i>	Transcripts	Fingerprint Check	Background Check	Minimum GPA	Minimum GPA in Education Coursework	Minimum ACT Score	Minimum SAT Score	Minimum Basic Skills Scores	Recommendations	Essay or Personal Statement	Interview	Other	Other Requirements
New Mexico State University (TRAD)	✓			2.75	✓			✓					Complete at least 16 weeks of student teaching with four of those as lead teacher
Northern New Mexico College (ALP)	✓	✓	✓	2.5	✓			✓			✓		
Northern New Mexico College (TRAD)		✓	✓	2.5	✓				✓		✓		
San Juan College (ALP)	✓	✓	✓	2.5	✓			✓					
Santa Fe Community College (ALP)	✓	✓	✓	3.0	✓			✓		✓			
University of New Mexico (ALP)	✓			3.0	✓					✓		✓	Portfolio
University of New Mexico (TRAD)	✓	✓	✓	2.75	✓			✓	✓	✓		✓	Portfolio
University of the Southwest (ALP)	✓			2.75	✓			✓	✓	✓	✓		
University of the Southwest (TRAD)				2.5	✓			✓	✓	✓			
Western New Mexico University (ALP)		✓	✓	3.0	✓							✓	Professional Behaviors and Dispositions
Western New Mexico University (TRAD)		✓	✓	2.75	✓					✓		✓	Professional Behaviors and Dispositions

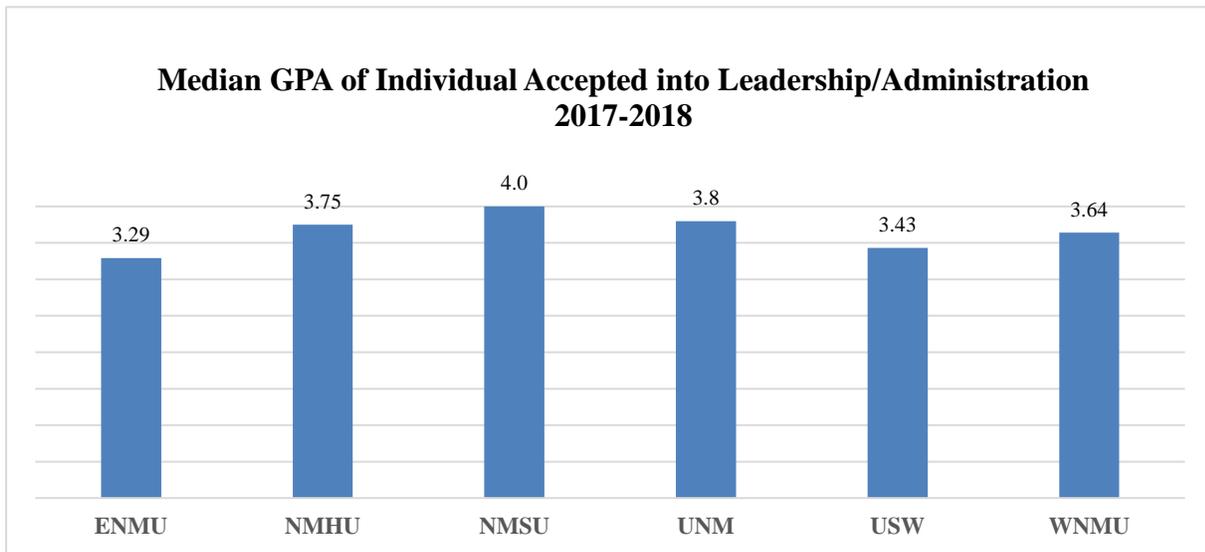
Median GPA of Individuals Completing Teacher Licensure Programs 2017-18



Entrance Requirements for Leadership/Administration Licensure Programs

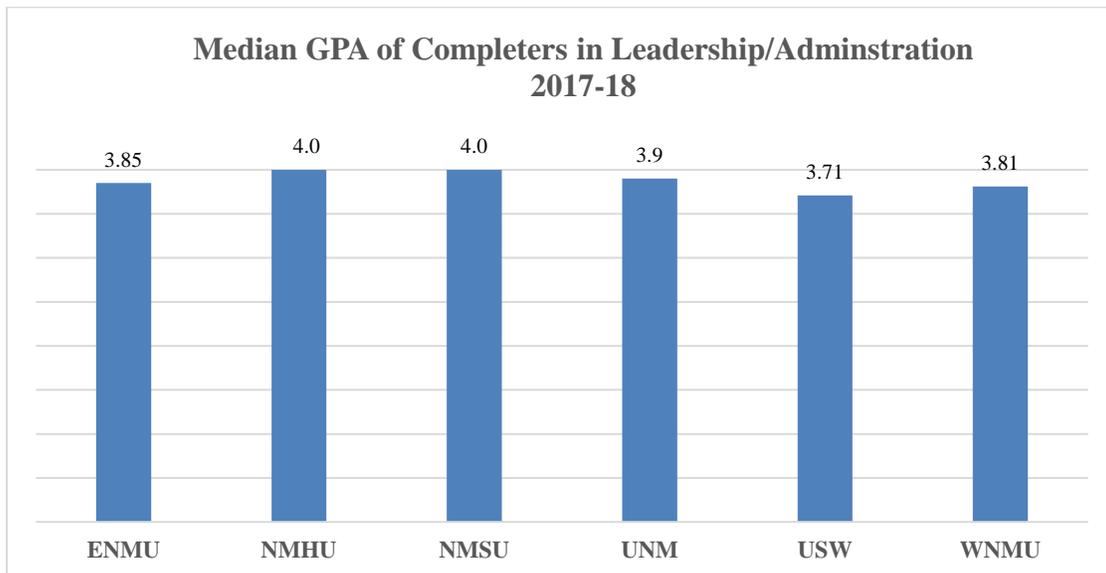
Institutions	Transcripts	Background Check	Minimum GPA	Minimum GPA in Education	Minimum ACT Score	Minimum SAT Score	Recommendations	Essay or Personal Statement	Interview	Candidate must have a Level 2 or 3 license	Other	Other Requirements
Cooperative Educational Services	✓						✓	✓		✓	✓	Résumé and application
Eastern New Mexico University	✓	✓	3.0	✓			✓	✓		✓		
New Mexico Highlands University	✓		3.0				✓	✓		✓		
New Mexico State University	✓		3.0				✓	✓			✓	Teaching license and 3 years of full time teaching experience
University of New Mexico	✓		3.0				✓	✓	✓	✓		
University of the Southwest	✓	✓	3.0	✓				✓		✓	✓	Professional resume
Western New Mexico University	✓	✓	3.0	✓			✓	✓			✓	Bachelor's degree, TK20 admission application

Median GPA of Individual Accepted into Leadership/Administration 2017-2018



Exit Requirements for Leadership/Administration Licensure Programs

Institutions	Transcripts	Background Check	Minimum GPA	Minimum GPA in Education Coursework	Minimum ACT Score	Minimum SAT Score	Minimum Passing Score on CKA Education Administration	Recommendations	Essay or Personal Statement	Interview	Candidate must have a Level 2 or 3 license	Other	Other Requirements
Cooperative Educational Services	✓						✓				✓		
Eastern New Mexico University		✓	3.0	✓			✓				✓		
New Mexico Highlands University			3.0										
New Mexico State University			3.0	✓								✓	Final Department Examination
University of New Mexico			3.3	✓			✓	✓	✓		✓		
University of the Southwest			3.0	✓							✓		
Western New Mexico University			3.0	✓			✓						



The Number of Hours Required For Field Experience and For Student Teaching or Administrator Internship (Section 22-10A-19.2.C.2)

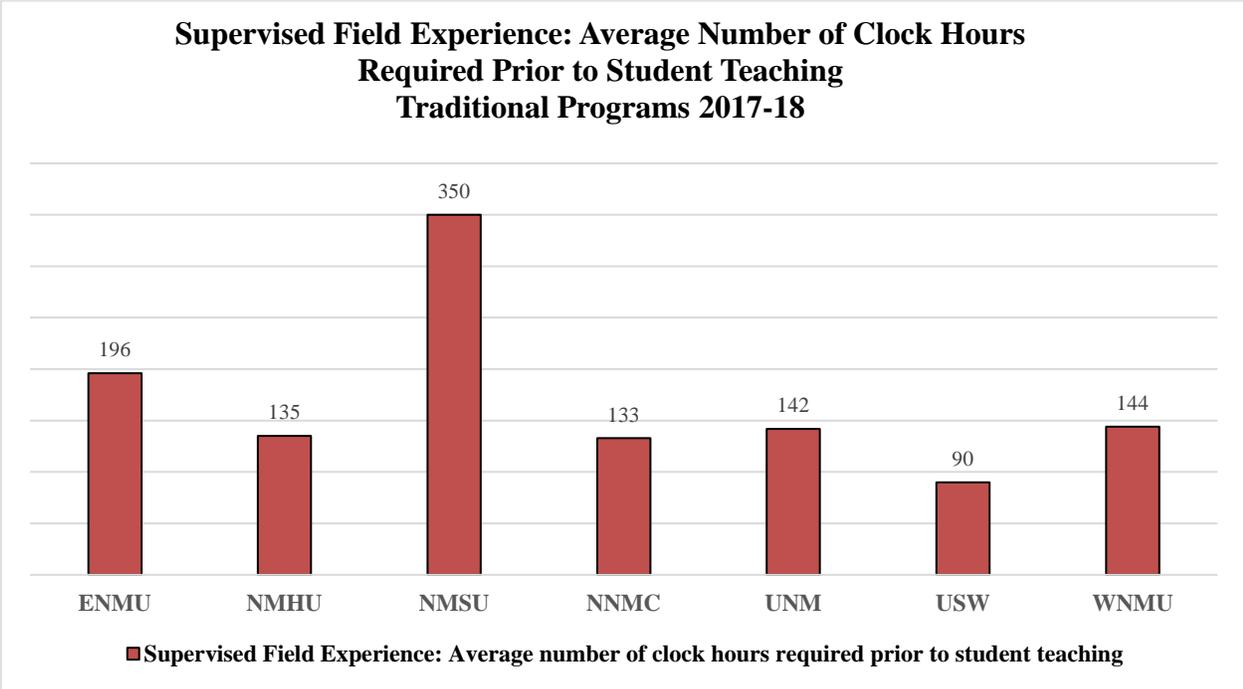
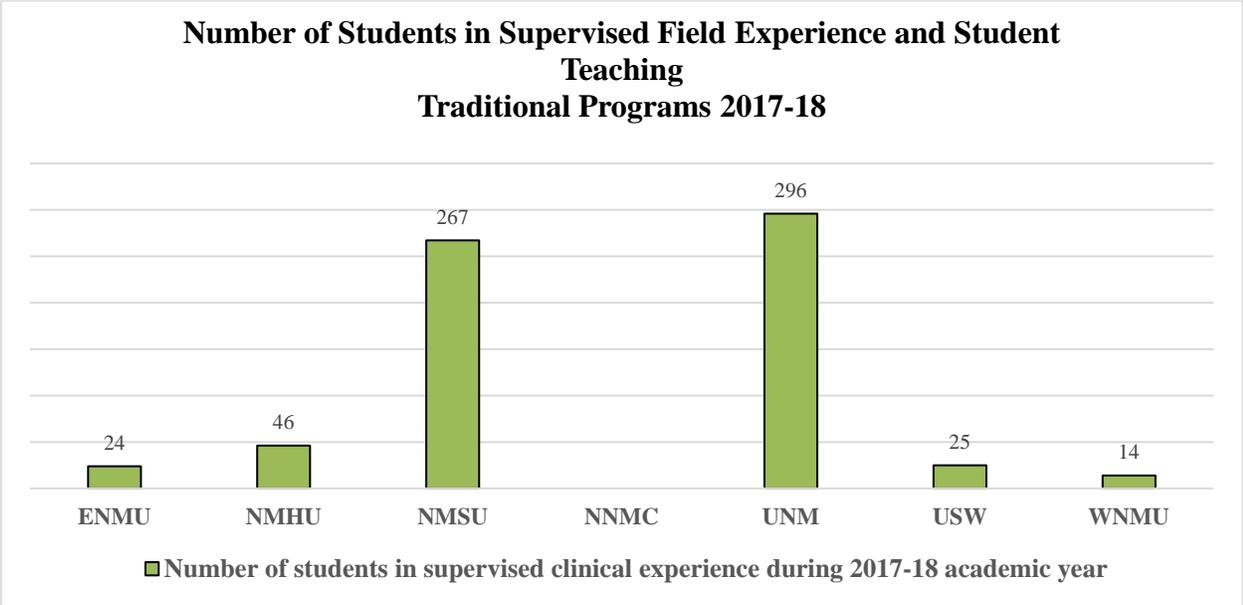
Student teaching and internships provide future educators with opportunities to learn from practice and deepen their understanding of the profession.

Field 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 prior to student teaching.

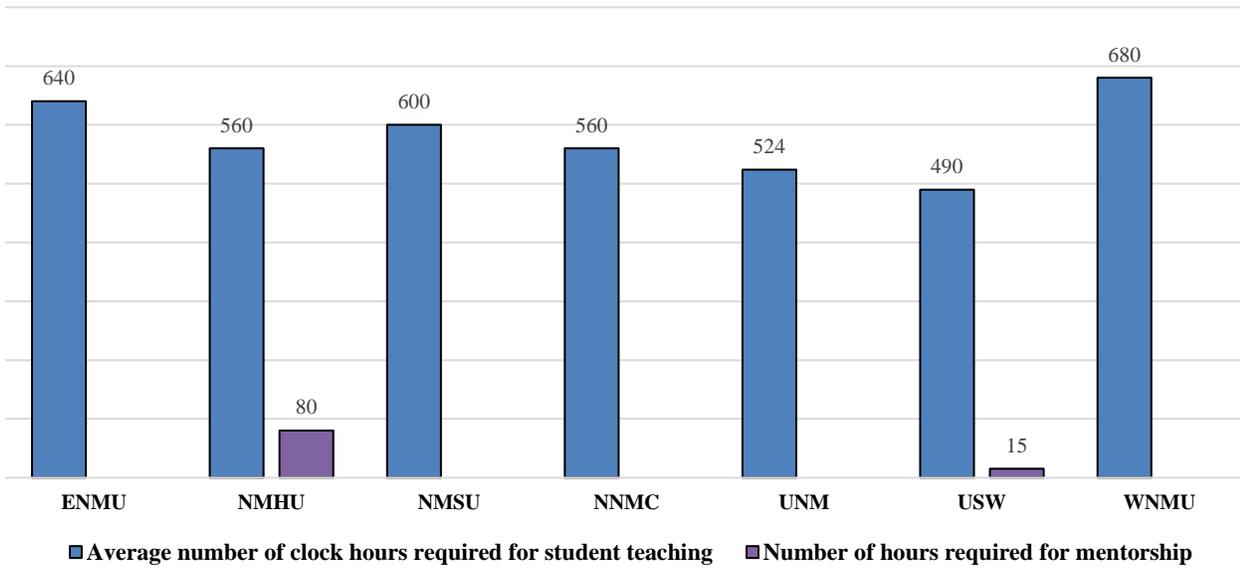
Student teaching means a student teacher is engaged in classroom teaching as part of a teacher education or training program whose employment in a local administrative unit is incidental to that person's status as a student. During student teaching, the student teacher is expected to engage in developing and implementing lesson plans and assessments and takes on increasing teaching responsibility under the guidance of a mentor/cooperating teacher.

Administrator internship means an official program with practical experience under the guidance of a mentor for a minimum of 180 clock hours throughout one full year, including those responsibilities that are unique to the beginning and end of the school year.

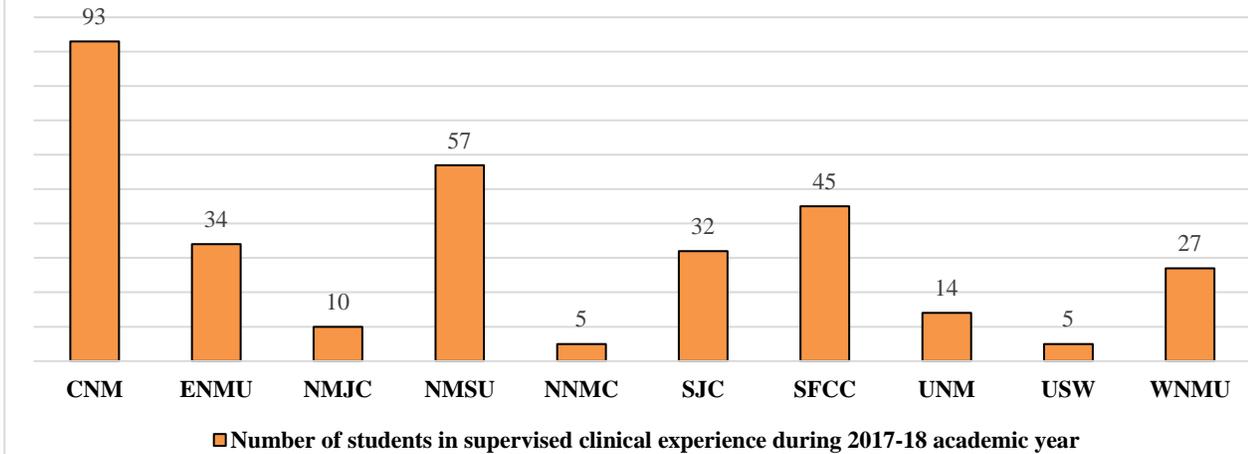
Field Experience and Student Teaching



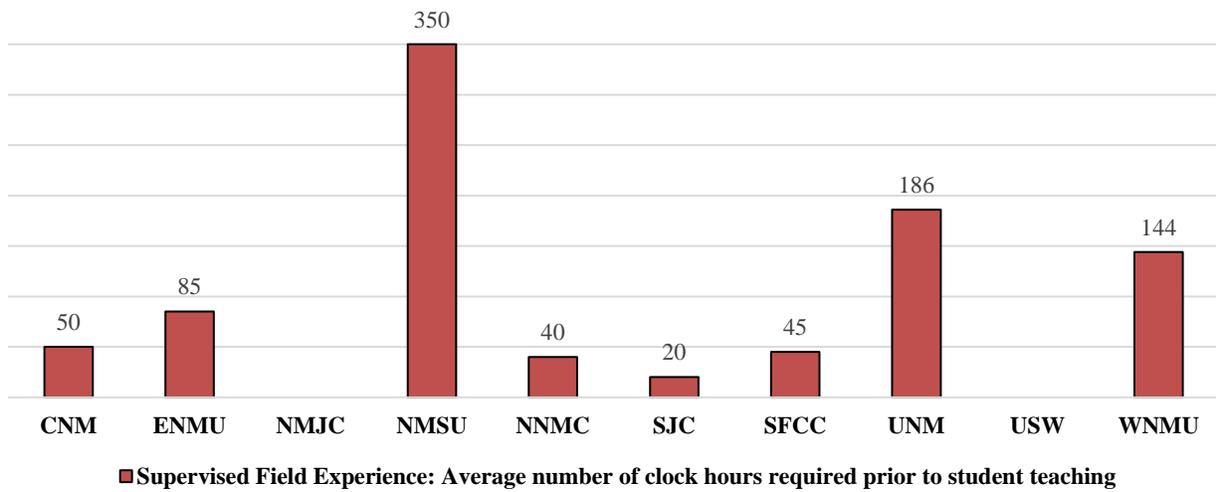
Supervised Field Experience and Student Teaching Requirements Traditional Programs 2017-18



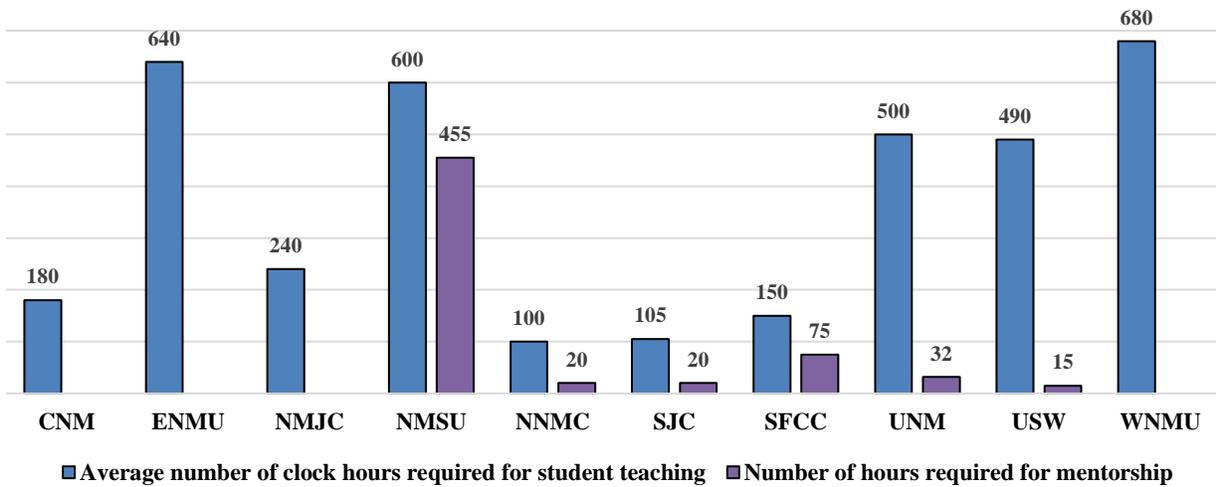
Number of Students in a Supervised Field Experience and Student Teaching Alternative Licensure Programs 2017-18



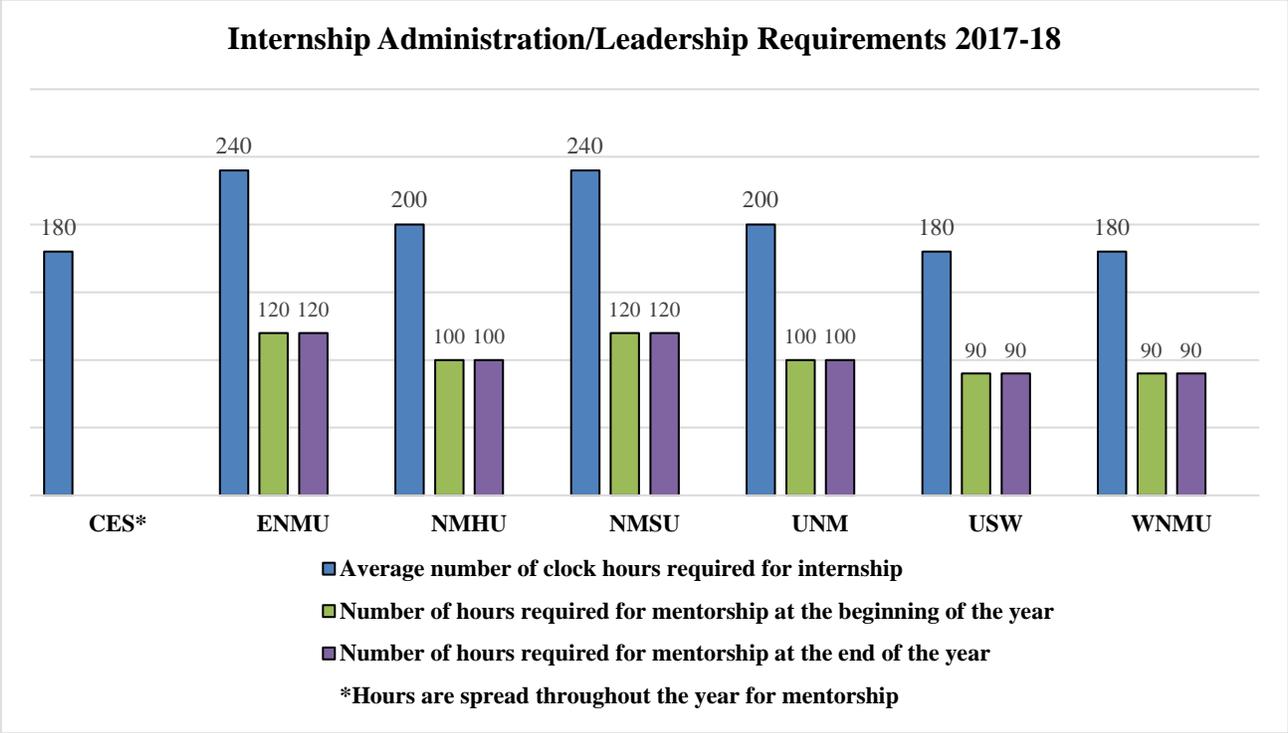
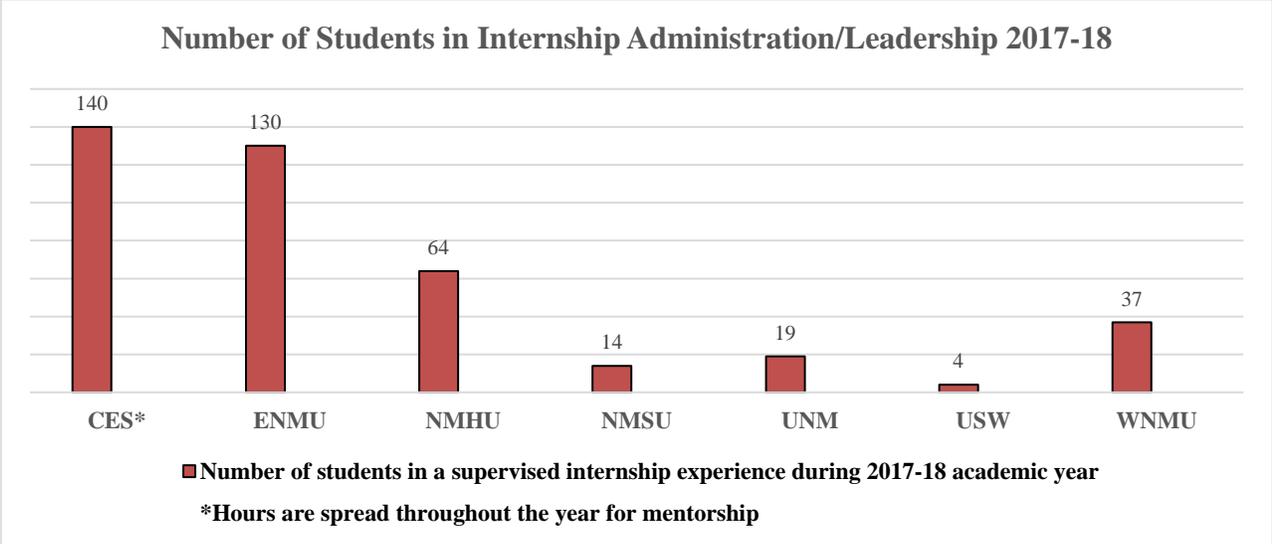
**Supervised Field Experience: Average Number of Clock Hours Required
Prior to Student Teaching
Alternative Licensure Programs 2017-18**



**Supervised Field Experience and Student Teaching Requirements
Alternative Licensure Programs 2017-18**



Persons seeking a New Mexico Educational Administration license must complete an approved administration apprenticeship program consisting of a minimum of 180 clock hours for one calendar year to include time at the beginning and end of the school year.



The Number and Percentage of Students Needing Developmental Course Work upon Entering the Program (Section 22-10A-19.2.C.3)

Developmental coursework consists of courses that help prepare students for college-level courses. Students who enter educator preparation programs do not require developmental course work. Students needing developmental coursework complete these courses before they apply to educator preparation programs.

The Number and Percentage of Students Completing Each Program (Section 22-10A-19.2.C.4)

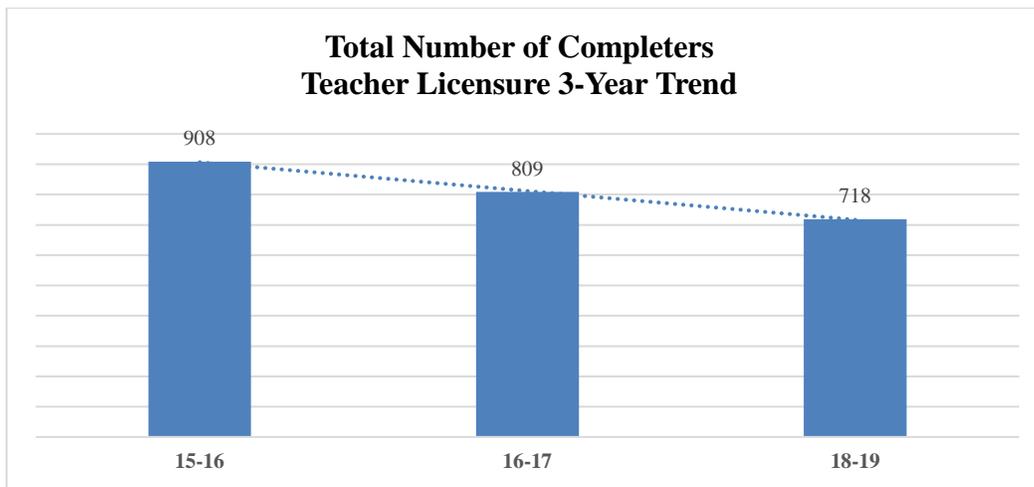
Using the Title II definition, a program completer is defined as a person who has met all the academic requirements of a state-approved preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements.³ The chart below contains the total number of completers at each educator preparation program over the past 3 academic years.

Educator Preparation Program Total Number of Completers Teacher Licensure

EPP	2015-16	2016-17	2017-18
Central New Mexico Community College	96	103	88
Eastern New Mexico University (ALP)	41	56	48
Eastern New Mexico University (TRAD)	39	36	24
New Mexico Highlands University	69	65	56
New Mexico Junior College	11	14	6
New Mexico State University (ALP)	24	13	9
New Mexico State University (TRAD)	162	110	104
Northern New Mexico College (ALP)	8	3	5
Northern New Mexico College (TRAD)	2	5	0
San Juan College	35	30	32
Santa Fe Community College	82	92	76
University of New Mexico (ALP)	35	37	39
University of New Mexico (TRAD)	212	188	164
University of the Southwest (ALP)	0	1	5
University of the Southwest (TRAD)	7	18	25

³ Higher Education Act Title II Institution and Program Report Card (IPRC) Reporting System User Manual

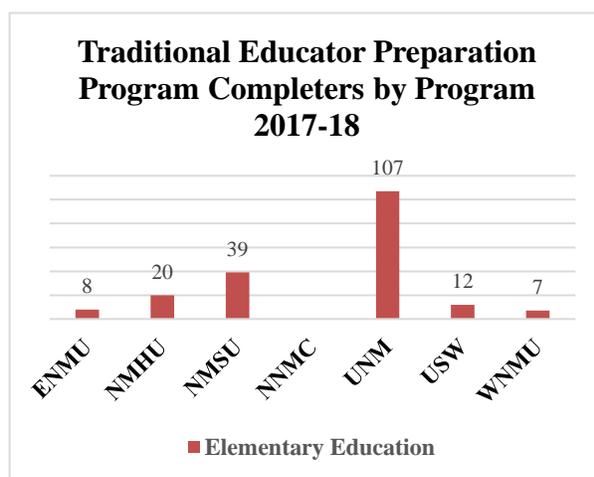
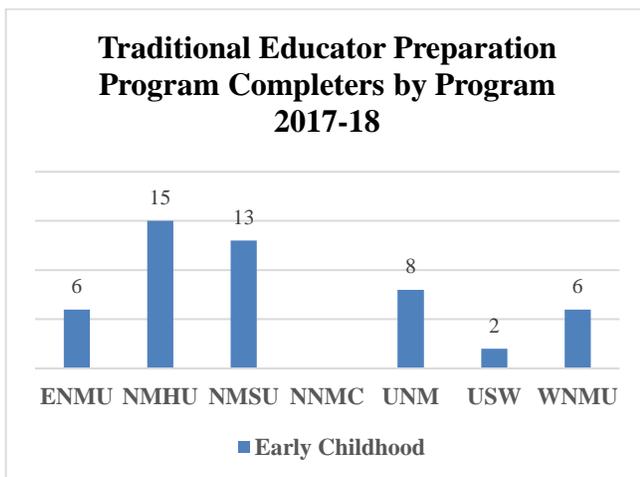
EPP	2015-16	2016-17	2017-18
Western New Mexico University (ALP)	35	12	17
Western New Mexico University (TRAD)	50	26	20
Total Number of Completers	908	809	718



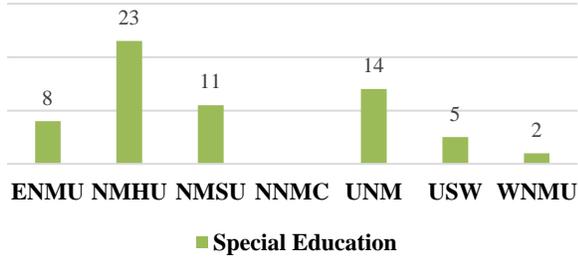
The data reveals that the number of completers has declined from the 2015-16 AY to the 2017-18 AY by 20.9%.

Teacher Licensure Completers by Program 2017-18

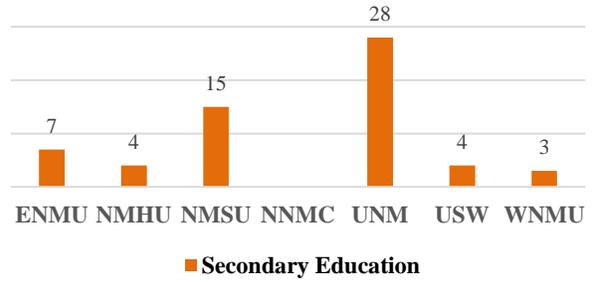
The charts below contain the number of completers by Traditional Educator Preparation programs during the 2017-2018 AY.



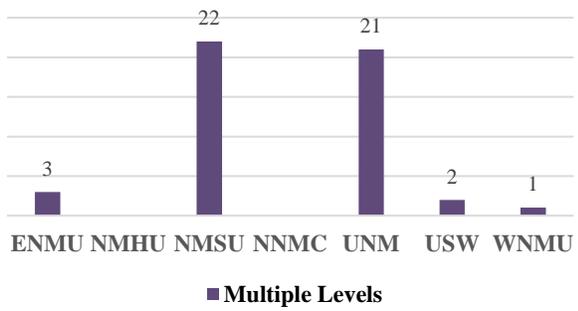
Traditional Educator Preparation Program Completers by Program 2017-18



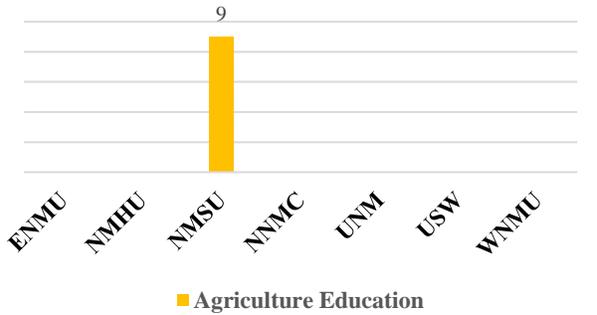
Traditional Educator Preparation Program Completers by Program 2017-18



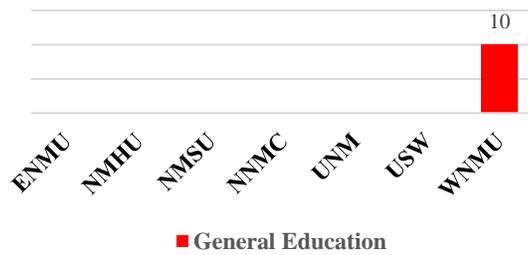
Traditional Educator Preparation Program Completers by Program 2017-18



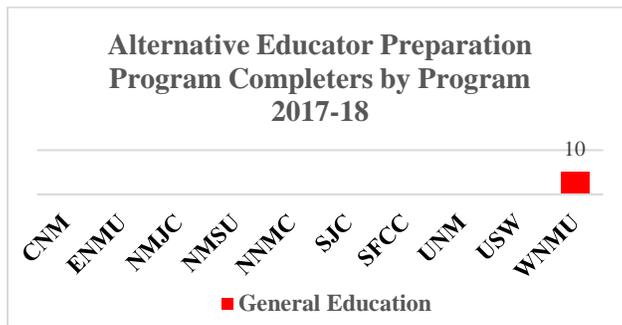
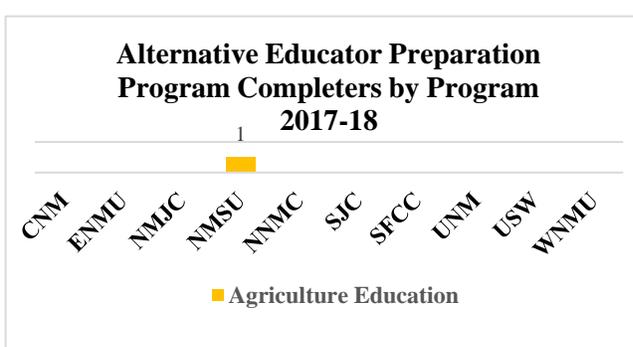
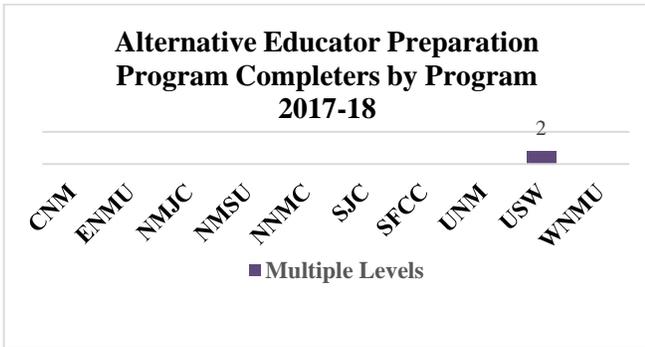
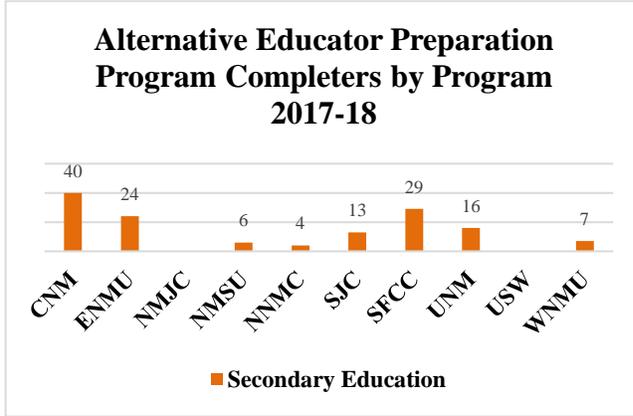
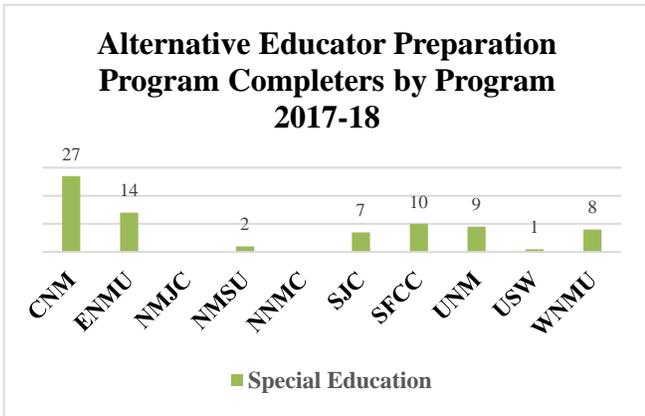
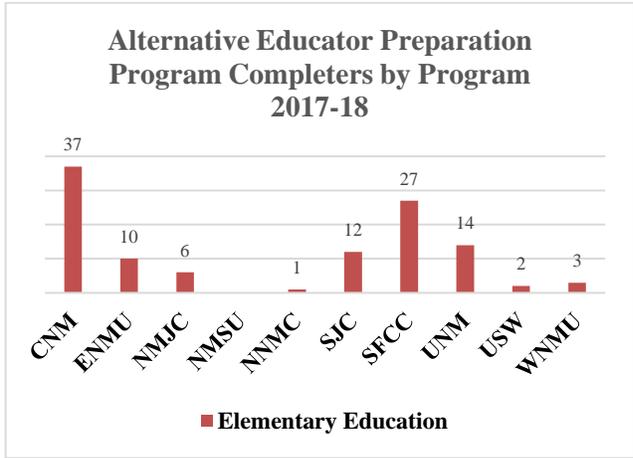
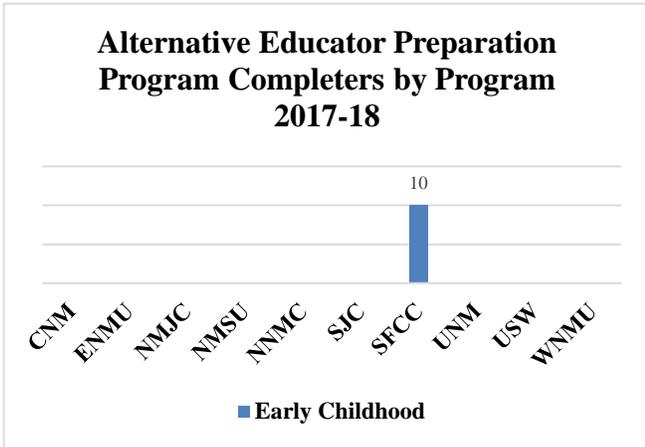
Traditional Educator Preparation Program Completers by Program 2017-18



Traditional Educator Preparation Program Completers by Program 2017-18



The charts below contain the number of completers by Alternative Educator Programs during the 2017-2018 AY.

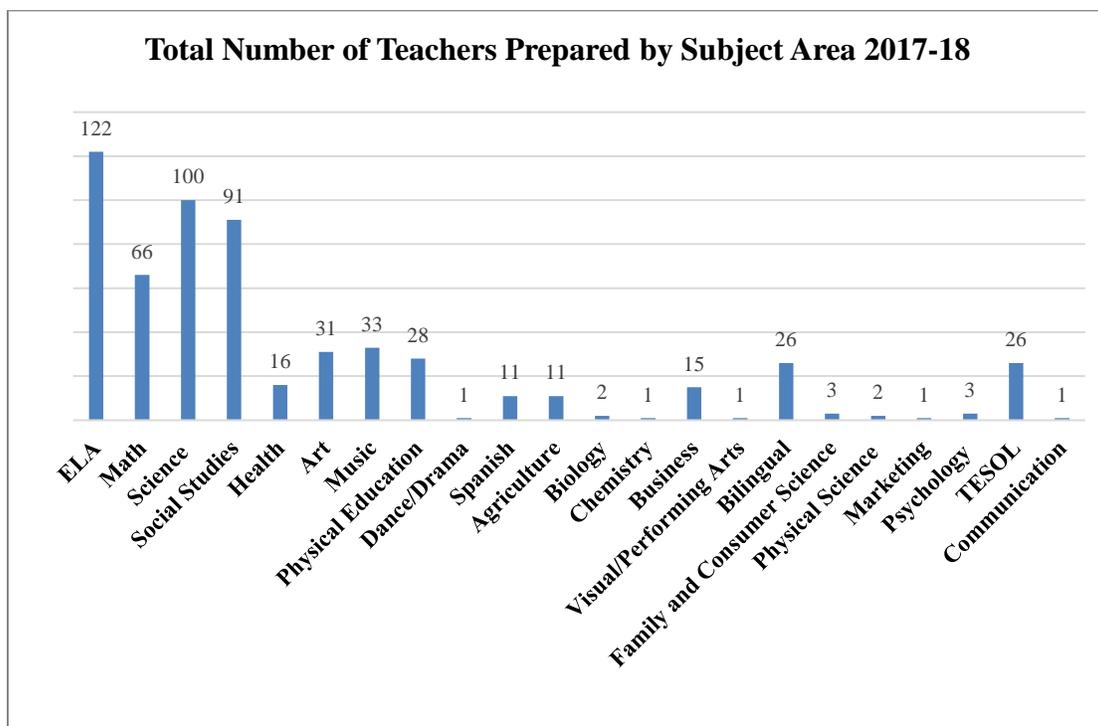


Teachers Prepared by Subject Area 2017-18

Institution	English Language Arts	Math	Science	Social Studies	Health	Art	Music	Physical Education	Drama/Dance	Spanish	Agriculture	Biology	Chemistry	Business	Visual Performing Arts	Bilingual	Family and Consumer	Physical Science	Marketing	Psychology	TESOL	Communication
Central Community College	11	7	6	7	1	4	1	1	1	3												
Eastern New Mexico University (ALP)	8		10	3	1			3						2								
Eastern New Mexico University (TRAD)	2	2					2	1		1	1	1										
New Mexico Highlands University	1	1	1		1																	
New Mexico State University (ALP)		2	3	1						1												
New Mexico State University (TRAD)	5	1	1	1			11	3		9						16	3					
Northern New Mexico College (ALP)	1	1													1			1				
San Juan College	7	6	4	3	1		1												1			
Santa Fe Community College	34	25	39	39	12	20	9	12		4				13				1		1		

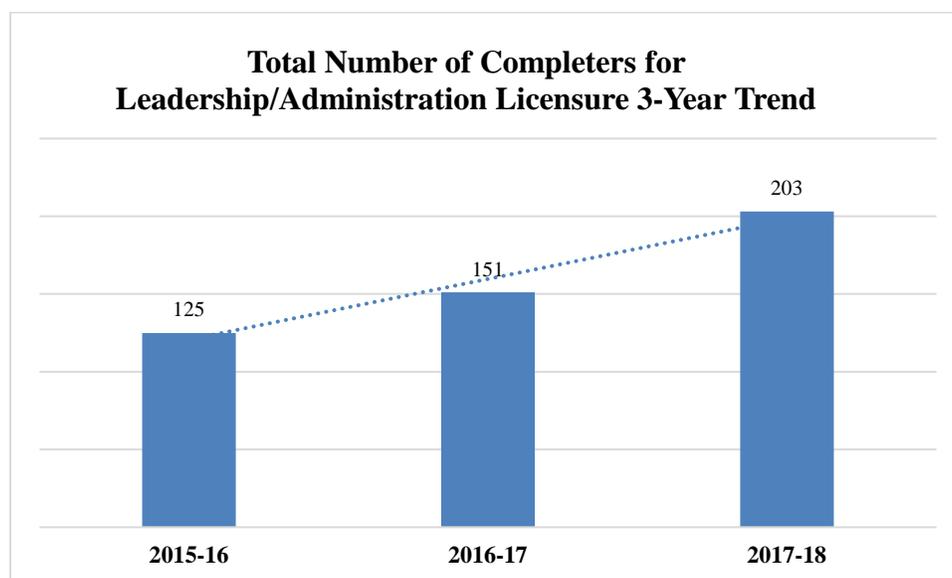
Institution	English Language Arts	Math	Science	Social Studies	Health	Art	Music	Physical Education	Drama/Dance	Spanish	Agriculture	Biology	Chemistry	Business	Visual Performing Arts	Bilingual	Family and Consumer	Physical Science	Marketing	Psychology	TESOL	Communication	
University of New Mexico (ALP)			1	1						1													
University of New Mexico (TRAD)	48	17	33	32		6	9	6		3						4						26	
University of the Southwest (ALP)				1		1																	
University of the Southwest (TRAD)	5	3	2	3				2								6				2			
Western New Mexico University (ALP)		1										1											1
Western New Mexico University (TRAD)*																							

*Not provided in Title II Report



Leadership/Administration Program Completers by Program

	2015-16	2016-17	2017-18
CES			55
ENMU	32	47	68
NMHU	24	36	19
NMSU	22	23	23
UNM	29	27	24
USW	5	4	4
WNMU	13	14	10
Program Totals	125	151	203



The data reveals that the number of completers earning an education administration has increased from the 2015-16 AY to the 2017-18 AY by 38.4%.

The Number and Types of Degrees received by students who complete each program (Section 22-10A-19.2.C.5)

Institution	Teacher Preparation Program Completers								
	2015-2016			2016-2017			2017-2018		
	TP	ALP	Total	TP	ALP	Total	TP	ALP	Total
CNM		96	96		103	103		88	88
ENMU	39	41	80	36	56	92	24	48	72
NMHU	69		69	65		65	56		56
NMJC		11	11		14	14		6	6
NMSU	162	24	186	110	13	123	104	9	113
NNMC	2	8	10	5	3	8		5	5
SJC		35	35		30	30		32	32
SFCC		85	85		92	92		76	76
UNM	212	35	247	188	37	225	164	39	203
USW	7		7	18	1	19	25	5	30
WNMU	50	35	85	26	12	38	20	17	37
Total	541	370	911	448	361	809	393	325	718

The Number and Percentage of Students who pass the New Mexico Teacher Assessments for Initial Licensure on the First Attempt at Alternative Preparation Programs 2017-18

Institution	Number taking the test	Number passing on first attempt	Pass Rate %
CNM	112	112	100%
ENMU	*	*	*
NMJC	(low enrollment)		
NMSU	(low enrollment)		
NNMC	(low enrollment)		
SJC	27	21	81%
SFCC	80	62	78%
UNM	18	17	94%
USW	(low enrollment)		
WNMU	(low enrollment)		

NOTE: This data was taken from Title II Report, Section III. Summary pass rates were used by the institutions to complete this chart.

*No summary Pass Rates made available

The Number and Percentage of Students who pass the New Mexico Teacher Assessments for Initial Licensure on the First Attempt at Traditional Preparation Programs 2017-18

Institution	Number taking the test	Number passing on first attempt	Pass Rate %
ENMU	24	24	100%
NMHU	76	70	92%
NMSU	96	91	95%
NNMC	(low enrollment)		
UNM	186	161	87%
USW	23	6	26%
WNMU	58	44	76%

NOTE: This data was taken from Title II Report, Section III. Summary pass rates were used by the institutions to complete this chart

New Mexico Statewide Data Teacher Assessments for Initial Licensure 2017-18

Test	Number of Takers First Attempt	Percent Passed
Essential Academic Skills: Reading	1558	77%
Essential Academic Skills: Writing	1518	57%
Essential Academic Skills: Math	1485	62.8%
Assessment of Professional Knowledge: Elementary	504	89.9%
Assessment of Professional Knowledge: Secondary	493	91.3%
Elementary Education: Subtest One	457	70.9%
Elementary Education: Subtest Two	459	66.4%
Essential Components of Elementary Reading Instruction	470	74.7%
Early Childhood Education: Birth to PreK	18	94.4%
Early Childhood Education: (Age 3-8)	90	71.1%

The Number and Percentage of Students who pass the New Mexico Administrator Assessment for Initial Licensure on the First Attempt 2017-18

Institution	Number taking the test	Number passing on first attempt	Pass Rate %
CES*			
ENMU	58	56	97%
NMHU	14	14	100%
NMSU	20	19	95%
UNM	68	67	98.5%
USW	4	4	100%
WNMU	20	19	95%

*Data not available

New Mexico Statewide Data Administrator Assessments for Initial Licensure 2017-18

Test	Number of Takers First Attempt	Percent Passed
Educational Administrator	350	96.9%

Description of Each Program's Placement Practices (Section 22-10A-19.2.C.7)

Institution	Program Placement Practices for Academic Year 2017-2018	
Central New Mexico Community College	Link	<p>While in the CNM Teacher Licensure Program (TLP), students complete field-based assignments and observations in the schools in the majority of their courses. Students average 50 hours of field experience/working with students prior to field experience. The majority of the students in the TLP are teachers of record in their own classrooms and conduct their field work at their school site.</p> <p>The CNM Field Experience Coordinator works with school districts, principals and effective teachers to find high quality placements for all CNM teacher education students.</p> <p><u>Supervised Field Experience</u> To participate in the final course, Supervised Field Experience (SFE), students must apply the term before to request placement and have their coursework evaluated. Students are only eligible to participate in SFE with a program GPA of 3.5 and completion of all NES Content assessments.</p> <p>Teacher candidates are either teachers of record in their own classroom or are placed in a classroom with a cooperating teacher by the CNM Field Experience Coordinator. With approval by the school administrator, students are placed with a cooperating teacher who has a minimum of a Level II license, more than 5 years of teaching experience, and is licensed in the same content area as the student. Students are only placed in a classroom if they are qualified to teach the content area through coursework (more than 24 credits) and passing the appropriate NES Content Exam.</p> <p>Teacher candidates have two attempts to pass SFE by meeting entry-level teacher competencies. If they fail to pass with two attempts, they are removed from the program.</p>
Eastern New Mexico University	Link	<p>During the first two weeks of class, the director of the Teacher Education Office (TED) corresponds with instructors to set up a time to visit their courses. During these visits, the director provides students with instructions for practicum/early field placements as well as the placement request form. The data collected from these forms is entered into a shared drive with the P-12 schools and the TEO. After collaboration with the P-12 schools, each party has responsibilities for sections of the shared drive, such as student information, cleared background check, assignment of cooperating teacher, etc. Once placements are confirmed, the TEO contacts the instructors with a list of students and their placements. The TEO is in contact with the cooperating teacher to communicate the expectations for each field placement.</p> <p>Placement for student teaching has a pre-approval process that includes teacher candidate interviews, assessment of Gateway III status achievement and opportunity for input by ENMU teacher education faculty. Districts follow MOU guidelines for proposing cooperating teachers. These guidelines include NMTEACH performance, length of time in the district and at the grade level, and ENMU approval of cooperating teacher. Once candidates have been approved, districts are contacted and a cooperating teacher is assigned. This occurs no later than mid-semester in the semester prior to actual student teaching. The majority of student teaching placements occur in the fall semester in order to assure a higher quality placement with fewer interruptions due to testing and the opportunity to participate in the beginning of school activities. All university supervisors have been qualified in NMTEACH – the current assessment for NM teachers. Supervisors meet a minimum of five times with the teacher candidate following each observation. Three of these five meetings include the cooperating teacher.</p>
New Mexico Highlands University	Link	<p>At present, Field Based II and III (our practicum courses) remain relatively small which provides for an intimate relationship amongst Field Based instructors, Cooperating teachers, and within individual schools. Smaller cohorts lead to increased communication amongst all partners (teacher candidates, Field Based instructors, Cooperating Teachers, and individual schools).</p>

New Mexico Junior College	Link	Student in the Alternative Licensure for Elementary Education Program are referred to our Program by the local school districts. Therefore, our students are hired by local school districts when they receive an acceptance letter from our Program and we do not “place” students into practicum and/or student teaching situations.
New Mexico State University	Link	<p>The College of Education has instituted a competitive TEP admission process that continues to ensure quality students become prepared teacher candidates. Teacher candidates must submit a professional electronic portfolio which is reviewed by the College of Education TEP faculty. In order to get into the TEP and begin practicum students must meet the following:</p> <ul style="list-style-type: none"> • GPA of 2.75 or higher • Earn a C- (undergraduate) or B- (graduate) or better in TEP prerequisites • Students need to have completed at least 60 credits to start TEP coursework but can apply when finishing the last of those 60 credits. • The student must have passed the National Evaluation Series (NES) Essential Academic Skills Exams; Reading, Math, and Writing with a minimum score of 220. <p>Prior to student teaching, teacher candidates must meet the following:</p> <ul style="list-style-type: none"> • Apply to student teaching one year prior to student teaching • Pass the NES content assessment for their program area: Early Childhood (ECED), Elementary Education (ELED), Secondary Education (SED), and Special Education (SPED). • Attend the required pre-meet session the semester before student teaching begins. Information shared at this meeting includes: tentative schedule for student teaching, basic lesson plan format and reflection process, substitute teaching policy, explanation of TRIAD meetings and the cooperating teacher handbook. This is a mandatory meeting. <p>Once teacher candidates are accepted into TEP and to student teach, they are placed in local schools to complete their practicum and student teaching. All teacher candidates are placed with highly qualified teachers for their practicum and student teaching. Placements are handled through communication with school administrators. Administrators select highly qualified teachers and TEP directors ensure practicum and cooperating teachers meet required qualifications to mentor a teacher candidate. These include being a level 2 or 3 teacher, wanting to work with teacher candidates and attending the mentoring seminar before the beginning of the semester.</p> <p>Students apply to be accepted as an agricultural education teacher candidate upon completion of their third year. If accepted, they take the coursework in the spring semester prior to their student teaching. The application process requires students to have above a 2.75 GPA, have received a grade of C or higher in courses related to the major, have completed 24 credit hours related to technical Agricultural and Natural Resource Sciences, have completed their HED general education requirements, passed the NES essential academic skills tests, and submit a portfolio that demonstrates an introductory ability to apply the 10 InTASC Model Core Teaching Standards. The candidates also participate in an interview that determines if their professional dispositions are suitable for the education profession. Once admitted, the candidates take AXED 446 Methods for Teaching Agricultural and Technology Education, AXED 443 Curriculum Development & Assessment in Agricultural Education, AXED 460 Methods in Career and Technical Laboratory Instruction and RDG 414 Content Area Literacy as a cohort the spring prior to their student teaching. The 2018 student teaching cohort participated in process to pilot the program before and the 2019 cohort fully implemented the process.</p> <p>Once the teachers are accepted into the program, they complete a student teaching questionnaire. This document asks the teachers to identify what type of program they hope to student teach in, their prior experiences, and if they have any personal factors that limit them being placed away from Las Cruces. A group of teacher educators and agricultural education state staff review the questionnaires and make recommendations for placement based on their</p>

<p>New Mexico State University (continued)</p>		<p>knowledge of programs in the state and if the programs meet the minimum qualifications established by CAEP standards and the program.</p> <p>Music Education has recently changed the procedure for placement to better align with the K-12 Certification for Music. Students are placed into dual classrooms. They can request from Elementary, Jr. High, or High School. We start this process during their Secondary Methods class in that we assign the experience from the category that they don't pick from their student teaching. We also maintain great relationships with the local public school teachers so that we can pair the student with a teacher who can properly address their weaknesses and build on their strengths. This system helps us take an individual approach to our student's needs.</p> <p>For Family and Consumer Sciences (FSC) Education, Students begin to observe and interact with exemplary FCS teachers in their 200 level classes and continue to observe, write papers, and interact with those teachers until their senior year. During the fall semester of their senior year, students explore placement opportunities as they narrow down their choices for placement with approved supervising teachers. Conversations with the college supervisor continue, and by the end of the fall semester, letters go out from the college supervisor to the prospective supervising teachers. After the supervising teacher accepts the student teacher assignment, permission is asked of the principal. The process is a three year exploration to make sure that the student teacher/supervising teacher partnership can be a positive working and mentoring relationship.</p>																								
<p>Northern New Mexico College</p>	<p>Link</p>	<p>The selection, preparation, and assignment of candidates consist of a collaborative effort among the COE and the school administration to incorporate opportunities for ongoing reflection and analysis of teaching, learning, and student development through the supervision of qualified mentors. The field-based clinical education integrates theory and practice and educates candidates in the methodologies, practices and procedures of standards.</p> <table border="1" data-bbox="435 1020 1455 1969"> <thead> <tr> <th colspan="3" data-bbox="435 1020 1455 1056">Program Gateways</th> </tr> <tr> <th data-bbox="435 1056 816 1092">Entry</th> <th data-bbox="816 1056 1166 1092">Midpoint</th> <th data-bbox="1166 1056 1455 1092">Exit</th> </tr> </thead> <tbody> <tr> <td data-bbox="435 1092 816 1182">2.75 cumulative GPA</td> <td data-bbox="816 1092 1166 1182">Maintain cumulative 2.75 GPA before Student Teaching</td> <td data-bbox="1166 1092 1455 1182">Maintain cumulative 2.75 GPA before Student Teaching</td> </tr> <tr> <td data-bbox="435 1182 816 1302">Complete 62 credit hour Associates of Arts in Early Childhood program or equivalent</td> <td data-bbox="816 1182 1166 1302">Maintain a minimum grade of C- or better on all education coursework</td> <td data-bbox="1166 1182 1455 1302">Maintain a minimum grade of C- or better on all education coursework</td> </tr> <tr> <td data-bbox="435 1302 816 1503">Submit formal application to College of Education</td> <td data-bbox="816 1302 1166 1503">Satisfactory completion of the Dispositions Checklist by teacher candidate, mentor teacher, and COE faculty</td> <td data-bbox="1166 1302 1455 1503">Satisfactory completion of the Dispositions Checklist by teacher candidate, mentor teacher, and COE faculty</td> </tr> <tr> <td data-bbox="435 1503 816 1646">Submit Letter of Intent</td> <td data-bbox="816 1503 1166 1646">Satisfactory evaluation by mentor teacher during field/practicum experience</td> <td data-bbox="1166 1503 1455 1646">Satisfactory evaluation by mentor teacher during full-time student teaching experience (2)</td> </tr> <tr> <td data-bbox="435 1646 816 1789">Submit personal philosophy of education statement</td> <td data-bbox="816 1646 1166 1789">Successful completion of field experience as evidenced by documentation log.</td> <td data-bbox="1166 1646 1455 1789">Satisfactory evaluation by COE faculty during full-time student teaching experience (2)</td> </tr> <tr> <td data-bbox="435 1789 816 1969">Prior to June 30, 2014, show evidence of passing score => 240 on New Mexico assessment of Teacher Basic Skills After June 30, 2014, show evidence of passing score => 220 on NES®</td> <td data-bbox="816 1789 1166 1969"></td> <td data-bbox="1166 1789 1455 1969"><i>Final NMTEACH evaluation of applicable competency areas (checklist completed by mentor teacher)</i></td> </tr> </tbody> </table>	Program Gateways			Entry	Midpoint	Exit	2.75 cumulative GPA	Maintain cumulative 2.75 GPA before Student Teaching	Maintain cumulative 2.75 GPA before Student Teaching	Complete 62 credit hour Associates of Arts in Early Childhood program or equivalent	Maintain a minimum grade of C- or better on all education coursework	Maintain a minimum grade of C- or better on all education coursework	Submit formal application to College of Education	Satisfactory completion of the Dispositions Checklist by teacher candidate, mentor teacher, and COE faculty	Satisfactory completion of the Dispositions Checklist by teacher candidate, mentor teacher, and COE faculty	Submit Letter of Intent	Satisfactory evaluation by mentor teacher during field/practicum experience	Satisfactory evaluation by mentor teacher during full-time student teaching experience (2)	Submit personal philosophy of education statement	Successful completion of field experience as evidenced by documentation log.	Satisfactory evaluation by COE faculty during full-time student teaching experience (2)	Prior to June 30, 2014, show evidence of passing score => 240 on New Mexico assessment of Teacher Basic Skills After June 30, 2014, show evidence of passing score => 220 on NES®		<i>Final NMTEACH evaluation of applicable competency areas (checklist completed by mentor teacher)</i>
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Northern New Mexico College (continued)		Essential Academic Skills Test(I, II, III)		
		Signed Assurance Form	Satisfactory progress on completion of ECE competency-based portfolio	Completed student evaluation form
		Unofficial copies of all college transcripts	Show evidence of passing score or attempting all NMPED required testing- Early Childhood Education (Age 3 to Age 8)	Completed self-evaluation form
		Two letters of recommendation		
		Background Check		Completion and presentation of capstone project (ECE Competency-based Portfolio) in student teaching seminar of final semester
		Complete Personal Interview by College of Education Interview Team	All College of Education requirements for Student Teaching will be met prior to Student Teaching	Post Student Teaching Interview
	Submit portfolio of ECE competency-based artifacts	Pre Student Teaching Interview		
San Juan College	Link	<p>While in the SJC Alternative Licensure Program (ALP), student’s complete field-based assignments and observations in local schools among 4 nearby (though sometimes among the 12 extending) districts located close to Farmington for the majority of their courses. Students average 20 hours of field experience/working with students prior to field experience. The majority of the students in ALP are teachers of record in their own classrooms and conduct their field work at their school site throughout their coursework and in the summer. The average number of hours required for student teaching at SJC is 105 and the number of students in supervised clinical experiences for 2017-2018 was 32 with 32 completers recorded.</p> <p>The ALP Coordinator or ALP instructor works with students, local districts, principals and effective teachers to find quality placements for all SJC teacher education students when fieldwork is a requirement. The ALP Coordinator or instructor of the course supports the organization and network of field experience opportunities for ALP with support from ALP faculty. Within their final course, Supervised Field Experience (SFE), students must apply the term before upon coursework evaluation by ALP faculty or the ALP Coordinator. Students are only eligible to participate in FE with a program GPA of 2.5 and successful completion of all NES Content assessments, predicated by a grade of B or better earned in SFE for program completion in ALP.</p> <p>Teacher candidates are either teachers of record in their own classroom or are placed in a classroom with a cooperating teacher by the ALP Coordinator. With approval by the school administrator, students are placed with a cooperating teacher who has a minimum of a Level II license, more than 5 years of teaching experience, and is licensed in the same content area as the student with the cooperating teacher having earned a recent evaluation yielding a score of “Effective” or beyond. Students are only placed in a classroom if they are qualified to teach the content area and through coursework (Elementary 19 credits, Secondary 16 credits, and Special Education 21 credits) and passing the appropriate NES Content Exam.</p>		
Santa Fe Community College	Link	<p>a. Submit application to Supervised Field Experience the semester before taking the class. b. Requirements for admission: i. 3.0 GPA ii. Completion of five core classes iii. Placement with a Level Two (or above) Cooperating Teacher iv. Plan for completing required 150 hours</p>		

		SFCC Teacher Education Program has a Supervised Field Experience Handbook for specifics on practices and processes.
University of New Mexico	Link	<p>The Field Services Center in the Center for Student Success for the College of Education works with program faculty and school personnel in order to support the placement of student teachers in the classroom. Teacher candidates who have been approved by their respective program to begin student teaching in the field must register at the Field Services Portal, https://fsp.unm.edu). The Field Services Center will work with each student as well as with College of Education faculty and district and school personnel to ensure an appropriate field experience is coordinated with the following constraints:</p> <ul style="list-style-type: none"> • A teacher candidate may begin a field placement and be present at the school site only after the match has been officially created and the teacher candidate has received an email notification from FSC. • Field placements are based on availability of cooperating teachers and parameters set by the school districts. • An attempt is made to place teacher candidates at geographically convenient schools, but no guarantees can be given. • A placement is finalized after the cooperating teacher has interviewed the teacher candidate and the University of New Mexico has given approval. It is the cooperating teacher's prerogative to decline a placement. • Any changes to the status of a teacher candidate's placement (change of location, early end, change of teacher candidate responsibilities at site) must be arranged and approved in writing by FSC and program faculty.
University of the Southwest	Link	<p>Candidates must be accepted into the Teacher Education Program before applying for Student Teaching, are encouraged to pass the Essential Exams by the start Student Teaching, and pass a criminal background check prior to working in a public school setting.</p> <p>Candidates will provide three choices of schools to which they would like to complete their Student Teaching experiences. Once candidates have completed the request for field placement and uploaded all required documents, the Department Chair of Undergraduate/Teacher Ed. and the Director of Undergraduate Admissions and Student Support will process the requests by sending out the requests in order of candidates' choices to the appropriate school personnel.</p> <p>Candidates will document time and activities during Student Teaching and will complete all assignments.</p>
Western New Mexico University	Link	<p>Overview of the Application/Curriculum Level Field Experience Placement*</p> <p>Students in the Application and Reinforcement Level coursework register in curriculum classes and the co-requisite field experience lab. In the Field Experience lab students apply for field experience in TK20. These placements will be generated at the beginning of each term when the Director of Field Experience works directly with school principals to assign students to a specific classroom teacher. The assigned mentor teacher will be in good standing with the district, willing to share expertise with a practicum student, and be prepared to allow the practicum student to present up to three lessons in the classroom during the semester.</p> <p>Upon agreement of the school principal and the classroom teacher, the Director of Field Experience will inform the student of the contact information of the school site and assigned teacher. Using the contact information, students will contact the mentor teacher to arrange work times and days with the classroom teacher.</p>
Western New Mexico University (continued)		<p>The practicum student will work directly under the supervision of their assigned classroom mentor teacher. The faculty member from the associated field experience lab and the curriculum class will review the practicum student's field work throughout the practicum.</p>

Requirements: The student will have a background clearance documented on file in the SOE and the district.

Overview of the Practice Teaching Capstone Experience*

Practice teaching is the culminating field experience of the Teacher Education Program (TEP) at WNMU's School of Education. It occurs when all coursework, tests, and other field experiences are complete. The general intent of the rigorous practice teaching experience is to facilitate the transition from college student to professional teacher. Candidates in the Alternative Licensure Program will demonstrate their competency in meeting the Teacher Education Program Outcomes and Indicators.

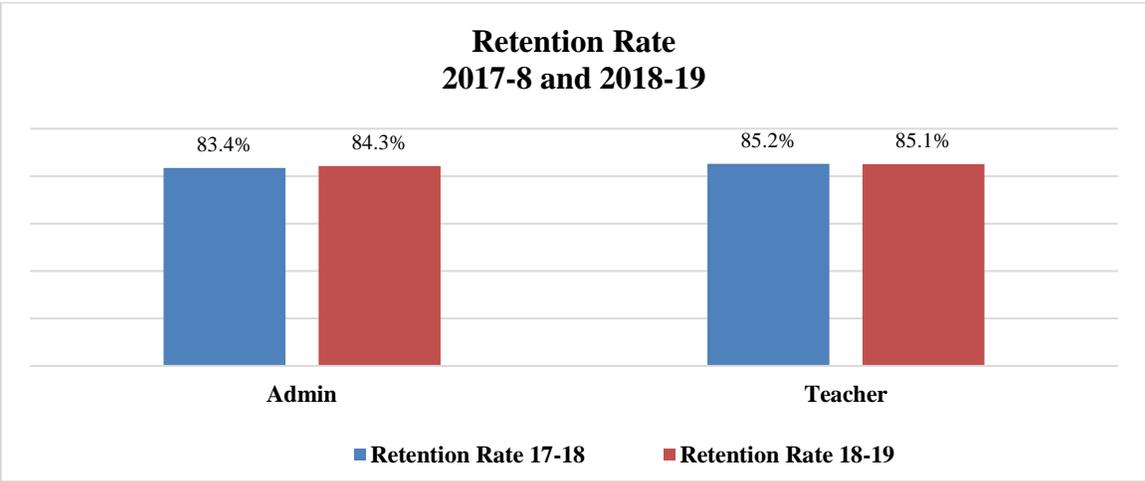
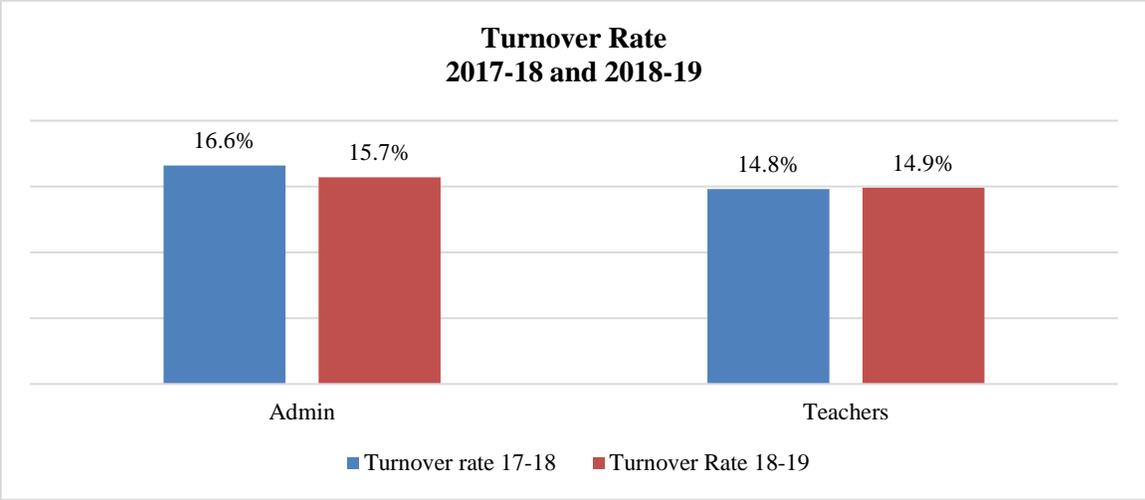
The experience provides teacher education candidates the opportunity to work collaboratively in a classroom with a mentor teacher/Clinical Faculty (CF) and under the supervision of a university faculty/Lead Clinical Faculty (LCF). The expectation is that these three individuals (practice teacher, clinical faculty member, and lead clinical faculty member) will form a collaborative team through effective communication and co-operative effort. The collective endeavors of the team should be focused on preparing the teacher candidate to become an effective professional educator.

The practice teaching experience is a period of co-teaching during which the teacher candidate collaborates with the mentor teacher to plan, implement, and evaluate instruction, while taking increasing responsibility for a given group of learners over a period of consecutive weeks. It is a transitional experience aimed at developing initial teaching competence and confidence. Each phase of the process has a particular objective and each member of the co-teaching team has a specific set of responsibilities that are detailed in this handbook.

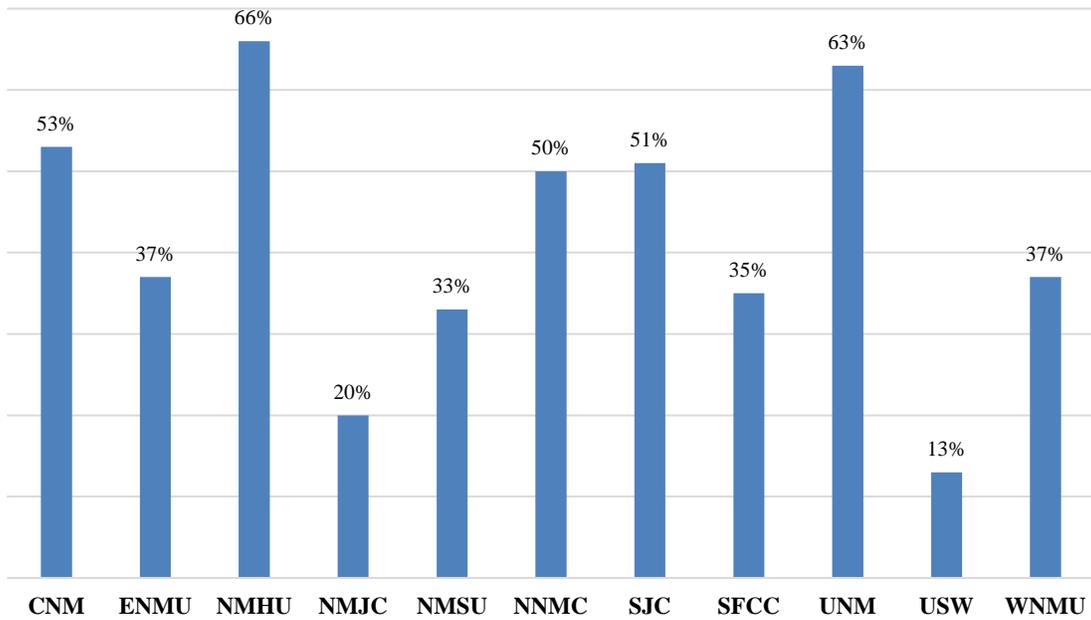
*See Western New Mexico University, School of Education for additional information on placement procedures.

The Number and Percentage of Students hired by New Mexico School Districts (Section 22-10A-19.2.C.8)

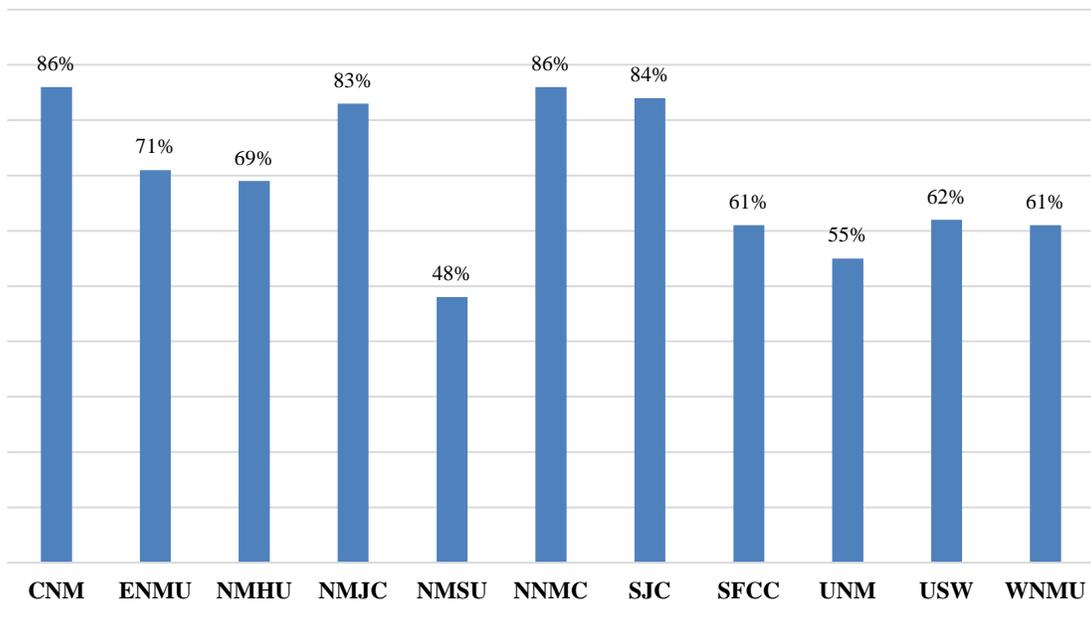
New Mexico has experienced a slight decline in the turnover rate for administrators and the teacher turnover rate has remained about the same.



Proportion of Completers Teaching STEM Courses 2017-18



Proportion of Completers Teaching in New Mexico 2017-18



Evaluation Plan that includes High Performance Objectives (Section 22-10A-19.2.D)

Provided below are each Educator Preparation Program’s Evaluation Plan that address the following:

1. increasing student achievement for all students;
2. increasing teacher and administrator retention;
3. increasing the percentage of students who pass the New Mexico teacher or administrator assessments;
4. increasing the percentage of secondary school classes taught in core; academic subjects,
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.

Institutions	Program Evaluation Plan for Academic Year 2017-2018	
Central New Mexico Community College	Link	<p>1. Increasing student achievement for all students Objective: Incorporate differentiation and culturally relevant teaching strategies for diverse learners into all teacher licensure coursework. Measure: Student achievement data from NMPED On the 2018 EPP Scorecard released by NMPED, CNM had the highest scores in the state on the student achievement measure of Teaching and Learning (91%), Teacher Attendance (95%) and were above the state mean on Student Achievement Growth (50%) and Planning and Professionalism (93%). All students are encouraged to complete the TESOL endorsement while in the program to meet the needs of culturally and linguistically diverse students. All program coursework addresses the needs of diverse students with an emphasis on meeting the needs of all students across general and special education.</p> <p>2. Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career Objective: CNM Teacher Licensure completers are prepared for the demands of the teaching profession and are teaching and working in New Mexico for three or more years after program completion. Measure: Teacher retention data from NMPED. On the 2018 EPP Scorecard released by NMPED, CNM had the highest teacher retention in the state at 90%, and 87% of CNM program completers were teaching in New Mexico.</p> <p>3. Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt Objective: Students will pass the NM Teacher Assessments at a first attempt rate of 90% or better Measure: NES Pass Rate Data reported through Title II. In 2017-2018, 100% of 112 students passed the New Mexico teacher assessments on the first attempt for initial licensure. NES Essential Skills (program completers 2017-2018): Subtest 1: Reading: 100% Subtest 2: Writing: 100% Subtest 3: Mathematics: 100% NES Elementary Reading Instruction (program completers 2017-2018): 98% Special Education Competency (program completers 2017-2018): 100% Elementary Education Competency (program completers 2017-2018): 100% Secondary Education Competency (program completers 2017-2018): 100% *Pearson reported data on Title II report</p>

<p>Central New Mexico Community College <i>continued</i></p>		<p>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 Objective: All students will pass the content knowledge exam before they begin student teaching Measure: 100% of students in student teaching are highly qualified in the subject area where they conduct their final Supervised Field Experience.</p> <p>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 Objective: All students will pass the elementary content knowledge exam and meet licensure requirements for core academic coursework before they begin student teaching Measure: All students are highly qualified in the subject area where they conduct their final Supervised Field Experience. Highly qualified = 24 credits of content area coursework and pass the NES content exam in their subject area. 100% of 2017-2018 program completers in Elementary Education passed the NES Elementary Subtests I & II.</p> <p>6. Increasing the number of teachers trained in math, science and technology Objective: We will actively recruit for high need areas such as: secondary math and secondary science and incorporate technology applications into all coursework. Measure: We are tracking the number of students in the program with endorsements in math and science. In 2017-2018 we admitted 9 new math teachers in the program for Secondary Math and had 7 Program Completers. In 2017-2018 we admitted 13 new science teachers in the program for Secondary Science and had 6 Program Completers.</p> <p>CNM uses Promethean Boards, iPads, and other common k-12 classroom technologies in the program coursework. All students in the program are required to use technology and incorporate technology into their classroom curricula.</p>
<p>Eastern New Mexico University</p>		<p>The educator accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:</p> <p>(1) Increasing student achievement for all students; Excerpts from college-wide and departmental evaluation plans that specifically address this area: a) 60% of ENMU teacher graduates will perform at Effective or better on NMTEACH. b) Meet or exceed the state goal of “75” for k12 student achievement growth.</p> <p>(2) Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career; Excerpts from college wide and departmental evaluation plans that specifically address this area: a) Meet or exceed the state mean of “89” for retention in teaching b) Set goal and measure for retention in administration in collaboration with NMPED when that data is made available. c) Continue volunteer mentoring program for recent graduates employed in surrounding districts.</p> <p>(3) Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt; Excerpts from college wide and departmental evaluation plans that specifically address this area: a) Meet or exceed the state mean of 75% for passage of NM teacher assessments on the first attempt.</p>

<p>Eastern New Mexico University (continued)</p>		<ul style="list-style-type: none"> b) Provide workshops, web courses, and access to multiple practice guides in both hypermedia and text format for students prior to their NES testing. c) Collaboratively with NMPED set goals, and measure for, passage of administrator assessments on the first attempt. <p>(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; Excerpts from college wide and departmental evaluation plans that specifically address this area:</p> <ul style="list-style-type: none"> a) Meet or exceed the state mean of 75% passage of NM teacher content area assessments on the first attempt. b) 100% of ENMU teacher education faculty will be proficient in the NMTEACH methodology (or whatever system implemented by NMPED in the future). <p>(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; Excerpts from college wide and departmental evaluation plans that specifically address this area:</p> <ul style="list-style-type: none"> a) Meet or exceed the state mean of 75% passage of NM teacher elementary pedagogy assessments on the first attempt. b) 100% of ENMU teacher education faculty will be proficient in the NMTEACH methodology (or whatever system implemented by NMPED in the future). <p>(6) Increasing the number of teachers trained in math, science and technology. Excerpts from college wide and departmental evaluation plans that specifically address this area:</p> <ul style="list-style-type: none"> a) Deploy the Greyhound Promise program to encourage STEM educators. b) Deploy the Teacher Affordability needs-based allocation to encourage and support 15 students in their efforts to become STEM educators. c) Collaborate with Three Rivers on alt license preparation of STEM educators.
<p>New Mexico Highlands University</p>		<p>The educator accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:</p> <ul style="list-style-type: none"> (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; <ul style="list-style-type: none"> a) Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic content and performance standards;and (5) Increasing the number of teachers trained in math, science and technology. <ul style="list-style-type: none"> a) Objectives: <ul style="list-style-type: none"> i. Offer supports for transfer students from other institutions (namely CNM) ii. Providing improved quality of advisement to all students iii. Implementing mandatory course assessments (Capstone Projects) to measure growth b) Measures: <ul style="list-style-type: none"> i. Teacher Ed will improve their communication with CNM liaisons and continue to reach out to students in their semester of CNM graduation. ii. Teacher Ed will be offering improved strategies for student advisement, especially for new faculty.

<p>New Mexico Highlands University (continued)</p>		<ul style="list-style-type: none"> iii. Teacher Ed is using Via Software to track student Capstone Projects for courses taken at NMHU. a. Objectives: <ul style="list-style-type: none"> i. Provide opportunities for Field Based cohorts to form organically ii. Provide increased opportunities for Teacher Ed candidates to make connections with other professionals within their school district. b. Measures: <ul style="list-style-type: none"> i. Field Based instructors have increased cohort supports that include making collegial connections within the FB II and FB III classes ii. In Field Based III, instructors are providing mock interviews and increased professional speakers from area-wide districts to guide new teacher candidates. a) Objectives: <ul style="list-style-type: none"> i. Increase the percentage of students who pass the NES Essential Skills Tests, ideally the first time they take the test. b) Measures: <ul style="list-style-type: none"> i. NES support classes have been systematized for student testing success. ii. Waivers for taking the NES Tests have been granted and subsequently utilized. iii. Faculty advisors have been assisting students with test taking strategies. a) Objectives: <ul style="list-style-type: none"> i. Provide growing support for Secondary teacher education students that target specific content areas b) Measures: <ul style="list-style-type: none"> i. Continue advocating for content area courses focused on Secondary Education (in addition to the Math, Science, Lang a) Objectives: <ul style="list-style-type: none"> i. Bridge theory and praxis within elementary school classes. b) Measures: <ul style="list-style-type: none"> i. Seek out professionals (adjuncts) that are currently working in the elementary field to provide tangible strategies for pedagogy and practice ii. Reading courses are taught at a rigorous level with high expectations for student learning by the professors. a) Objectives: <ul style="list-style-type: none"> i. Embed STEM pedagogy and praxis cross-curricula within the Teacher Ed program b) Measures: <ul style="list-style-type: none"> i. Continue supporting and building topic courses that focus on STEM ii. Incorporate technologically based formative assessments within all Teacher Ed courses
<p>New Mexico Junior College</p>		<p>The educator accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:</p> <ul style="list-style-type: none"> (1) Increasing student achievement for all students; https://www.nmjc.edu/about/institutional_effectiveness/strategic_plan.aspx (2) Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career; <ul style="list-style-type: none"> a) Students in the NMJC Alternative Licensure Program are all currently working in a school district which allows us to be their support from the first day. Students are in continual contact with our program instructors so mentoring occurs throughout the year while they are in the classroom. When students have completed the program they maintain contact with instructors for continued support and mentoring. We do not have an administrator program. (3) Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;

<p>New Mexico Junior College (continued)</p>		<p>a) Students are encouraged to use the NMJC Library resources to prepare for the licensure assessments. The library resources include Mometrix Study Guides for all levels of the teacher licensure assessments. Also, the course objectives for all the Alternative Licensure courses prepare students for the information/questions found on the licensure assessments.</p> <p>(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;</p> <p>a) New Mexico Junior College only has an Alternative Licensure Program for Elementary Education (K-8) and therefore does not produce secondary educators.</p> <p>(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</p> <p>a) The Program has high standards for entry and exit. A minimum undergraduate GPA of 2.75 and a NES Essential Academic Skills successful completion are required for entry. At exit, students must have a minimum overall GPA of 3.0 for completion of the Program.</p> <p>(7) Increasing the number of teachers trained in math, science and technology.</p> <p>a) New Mexico Junior College only has an Alternative Licensure Program for Elementary Education (K-8) and therefore does not produce teachers in the specific areas of math, science and technology.</p>												
<p>New Mexico State University</p>		<p>The educator accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:</p> <p>(1) Increasing student achievement for all students;</p> <p>In order for the College of Education (COE) Teacher Education Program (TEP) to increase student achievement and for our teacher candidates to well prepared to teach, we incorporated the following assessments that must be successfully completed by all teacher candidates before graduation:</p> <table border="1" data-bbox="537 1245 1455 1967"> <thead> <tr> <th data-bbox="537 1245 816 1276">Assessment</th> <th data-bbox="816 1245 1455 1276">When administered</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 1276 816 1524">Licensure assessment (NES) tests</td> <td data-bbox="816 1276 1455 1524">The three Subtests of the Essential Academic Skills test need to be taken and passed in order for students to be admitted into the Teacher Education Program. Prior to the student teaching experience, students must pass the NES content assessment for their program area: Early Childhood (ECED), Elementary Education (ELED), Secondary Education (SED), and Special Education (SPED).</td> </tr> <tr> <td data-bbox="537 1524 816 1646">Assessment of content knowledge (course grades)</td> <td data-bbox="816 1524 1455 1646">Teacher candidates are required to take methods courses while in the Teacher Education Program. These must be passed with a grade of C or better for undergraduates or a B or better for graduate students.</td> </tr> <tr> <td data-bbox="537 1646 816 1755">Assessment of candidate ability to plan, implement appropriate teaching and learning experiences</td> <td data-bbox="816 1646 1455 1755">Lesson plans, key assignments, and observations are prepared and evaluated during Student Teaching which takes place during the last year of the program.</td> </tr> <tr> <td data-bbox="537 1755 816 1877">Assessment of clinical practice; student teaching or internship</td> <td data-bbox="816 1755 1455 1877">Teacher candidates are evaluated twice during each practicum semester. The midterm evaluation is done at midpoint semester and the final is done before finals week</td> </tr> <tr> <td data-bbox="537 1877 816 1967">Assessment of candidate effect on student learning</td> <td data-bbox="816 1877 1455 1967">The Evidence of Student Learning Project is administered during the last semester of the Teacher Education Program during student teaching seminar.</td> </tr> </tbody> </table>	Assessment	When administered	Licensure assessment (NES) tests	The three Subtests of the Essential Academic Skills test need to be taken and passed in order for students to be admitted into the Teacher Education Program. Prior to the student teaching experience, students must pass the NES content assessment for their program area: Early Childhood (ECED), Elementary Education (ELED), Secondary Education (SED), and Special Education (SPED).	Assessment of content knowledge (course grades)	Teacher candidates are required to take methods courses while in the Teacher Education Program. These must be passed with a grade of C or better for undergraduates or a B or better for graduate students.	Assessment of candidate ability to plan, implement appropriate teaching and learning experiences	Lesson plans, key assignments, and observations are prepared and evaluated during Student Teaching which takes place during the last year of the program.	Assessment of clinical practice; student teaching or internship	Teacher candidates are evaluated twice during each practicum semester. The midterm evaluation is done at midpoint semester and the final is done before finals week	Assessment of candidate effect on student learning	The Evidence of Student Learning Project is administered during the last semester of the Teacher Education Program during student teaching seminar.
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<p>New Mexico State University (continued)</p>		<p>Assessment that demonstrates that candidates are able to integrate elements of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.</p>	<p>The midterm and final student teaching evaluations are administered two times during the student teaching semester. The midterm evaluation is administered at the midpoint of a teacher candidate’s student teaching semester. The final evaluation is administered during the last week of student teaching.</p>
<p>The purpose of the agriculture teacher education option is to prepare professionals to be successful agriculture teachers (Wardlow & Osborne, 2010). What it means to be a successful agriculture teacher has undergone a major shift since the National Research Council (NRC) published the book <i>Understanding Agriculture: New Directions for Education</i> in 1988 (NRC, 1988). The text was a response to the declining numbers in school-based agriculture education. Enrollment in secondary agriculture courses was declining because of the decrease in demand for instruction intended to inform practices in production agriculture. According to the NRC, “. . . a renewed commitment to and broadening of agricultural education will ensure the skills and knowledge essential to the future vitality of American agriculture” (1988, p.vii). Since the book was published, programs have shifted to focus on education <i>in</i> agriculture, or instruction related to modern careers and education <i>about</i> agriculture, or agricultural literacy. This direction for SBAE is congruent with the college’s Four Pillars of Economic and Community Development by preparing students for careers related to food and fiber production and marketing, water use, and environmental stewardship, while increasing the awareness of middle and high school students as they interact with issues related to water use, environmental stewardship, which will ultimately promote their health.</p> <p>Darling-Hammond and Bransford (2005) provided a Framework for Understand Teaching and Learning. The model consists of three interconnected parts. The knowledge of subject matter and curriculum goals portion of the model examines the subject matter students should know and be able to teach to our students. To guide our students in this circle, we rely on our partners within various disciplines within the college of ACES. Our students are required to take 45 hours of coursework related to teacher education programs in the country which require 42 hours of technical knowledge coursework (Easterly, Stripling, & Myers, 2019). Agricultural content knowledge, the majority of which is taken in other departments within the college. This is higher than the national average of baccalaureate agriculture education programs.</p> <p>Music Education continues to promote participation in our NMSU chapter of the National Association for Music Education, including the two conventions throughout the year where we can stay current in national trends and techniques for the ever evolving research on music education.</p> <p>(2) Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career;</p> <p>NMSU’s COE TEP is ensuring programs are engaging in ongoing assessment for the purposes of improved practices and improved outcomes. Several changes have been initiated based on two sources of data, NMTEACH Educator Effectiveness System used for continuous improvement and professional growth for teachers and principals in the state of NM and the NMSU College of Education completer</p>			

<p>New Mexico State University (continued)</p>	<p>surveys which are completed by teacher candidates at the completion of their program. These data can be found at https://education.nmsu.edu/college-overview/accreditation/unit-reports-2012-to-present/ Teacher candidates are asked to provide feedback about how satisfied they are with their preparation to enter the teaching profession. Our objective is to look at how our graduated in-service teachers are performing on NMTEACH in order to identify trends and patterns in the data in order to make the required changes.</p> <p>Music Education partners with the New Mexico Music Educators Association’s New Teacher Mentorship Program to communicate who is graduating from our programs and helping to find the “right fit” of educator for what we know about the personality of the student and their strengths and weaknesses.</p> <p>(3) Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;</p> <p>The National Evaluation Series (NES) tests (three Subtests of the Essential Academic Skills) need to be taken and passed in order for students to be admitted into the COE Teacher Education Program. Usually this is during their junior year into their degree program. The Elementary Assessment Subtests need to be taken and passed before students can begin student teaching, during their last semester in the program. Because our students struggle to pass these tests, changes have been made in the program as a result. These following changes will continue to be implemented and modified based on passing rate data:</p> <ul style="list-style-type: none"> a) Funding from grants was used to add new NES Test preparation courses to the course schedule. These one-credit courses are focused on areas in which our teacher candidates struggle to pass. They are held once a week every semester. Currently three sections are being offered. b) Tutoring sessions are held for candidates not able to pass the NES exams required to get licensed by the state of New Mexico. c) Study preparation manuals for each content area were purchased for students to check out on an as needed basis. d) NES preparation will be incorporated into TEP courses. e) The university tutoring center has been provided with NES preparation materials <p>NMSU has also done several analyses of student performance on these three exams required for entrance into all teacher licensure programs. Overall, first attempt pass rates on these tests are lower than we would like to see, and focusing only Agricultural and Extension Education students who were admitted to the program in last few years, only two of the 5 graduate students passed all three exams on their first attempt, and only six of the 21 undergraduate students passed all three tests on their first attempt. In response to this data, TEP has created a one credit NES Test Preparation course that was offered for the first time in Fall 2018 and has since been expanded to multiple sections to focus on different exams. We will assess impact of these courses after grades are entered and students have all had the opportunity to take their NES exams.</p> <p>The Music Education tutoring program established in our NMSU NAFME Organization also helps students with their licensure exams. This is where our upperclassmen help those who have not completed their TEP process and guide them through the tests and the interview process.</p> <p>(4) Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area</p>
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<p>New Mexico State University (continued)</p>	<p>assessments a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards;</p> <p>Teacher candidates are required to take methods courses while in the COE Teacher Education Program. The methods courses are taken during the junior and senior years immediately after admission to the program. A semester of student teaching and student teaching seminar are the last requirements before graduation.</p> <p>The methods courses in the TEP are aligned to the CAEP and InTASC Standards. Different courses address different standards but all standards are assessed at some point in the program. The courses prepare teacher candidates with appropriate content knowledge. Teacher candidates need to pass all courses in the blocks with a grade of “C” (undergrad) or “B” (graduate) or better.</p> <p>(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</p> <p>Teacher candidates are required to take ten methods courses while in the COE Teacher Education Program. The methods courses are taken during the junior and senior years immediately after admission to the program. Two blocks of five courses each are taken concurrently during two semesters. A semester of student teaching and student teaching seminar are the last requirements before graduation.</p> <p>Teacher candidates receive more than 300 hours of field experiences, which includes observing and learning from highly qualified teachers, supports candidates in their development of professional and pedagogical knowledge skill and dispositions. The practicum/field experiences are critical to candidates’ development as professional educators. University professors work with practicum teachers in guiding teacher candidates to develop lessons/activities/tasks to implement in their assigned classroom using the lesson plan template. The teacher candidates continuously receive feedback, and were required to reflect upon their practice for continuous improvement. The template is used throughout their clinical experience and allowed candidates to explore various models/methods of instruction, assessment, classroom management, and dispositions. Additionally, upon completion of the TEP program, our teacher candidates are able to recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences. Teacher candidates are required to write, implement, and reflect upon lessons they create in their TEP courses. The methods course grades are an indication that candidates are learning educational theory and the amount of hours they spent in practicum experiences provides them with multiple opportunities to connect theory with practice. The success in student teaching is an indication that students are effectively demonstrating their knowledge about the structures of education and schooling, creating collaborative relationships with student families and communities, engagement of learners, and making curricular decisions.</p> <p>The ten methods courses in the TEP are aligned to the CAEP and InTasc Standards. Different courses address different standards but all standards are assessed at some point in the program. The courses prepare teacher candidates with appropriate content knowledge. All courses have embedded school-based classroom assignments that demonstrate appropriate use of content knowledge in</p>
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		<p>(4) Teacher candidates in the ALP Secondary program will increase to 5 students and will demonstrate subject area mastery by passing the content knowledge section of the teacher assessments.</p> <p>(5) Teacher candidates in the BA and ALP Elementary program will increase to 8 students and will demonstrate subject area mastery by passing the professional knowledge section of the teacher assessments.</p> <p>(6) Teacher candidates in the BA Elementary program and ALP Elementary program will increase to 4 teachers trained in either math, science or technology as measured by completers.</p>
San Juan College	Link→	Alternative Licensure Teacher Scholarships
Santa Fe Community College	Link→	<p>The educator accountability report shall include an <u>evaluation plan</u> that includes high performance objectives. The plan shall include objectives and measures for:</p> <p>(1) Increasing student achievement for all students;</p> <p>a) The Department of Teacher Education actions to increase student achievement aligns with the SFCC Strategic Plan;</p> <p>(2) Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career;</p> <p>a) Increased faculty mentorship with our students already teaching on internship licenses supports students through the vulnerable initial years of teaching. This strengthened presence and mentorship increases during students' final semester and capstone course of Supervised Field Experience. Specifics here include: additional visits to the student by faculty supervisor and in-person observations even in online classes.</p> <p>(3) Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;</p> <p>a) We regularly schedule NES Essential Skills Preparation Workshops for our students to attend to prepare them for success in their first attempt.</p> <p>(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;</p> <p>a) Our students come to us with their content area completed in their BA, MA, or PhD. Our GPA requirement of 3.0 for entrance helps us to increase the percentage of secondary school classes taught by teachers who demonstrate rigorous content area knowledge.</p> <p>(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</p> <p>a) Our students come to us with their content area completed in their BA, MA, or PhD. Our GPA requirement of 3.0 for entrance helps us to increase the percentage of elementary school classes taught by teachers who demonstrate rigorous content area knowledge, and</p> <p>(6) Increasing the number of teachers trained in math, science and technology.</p> <p>a) We collaborate with Santa Fe Public Schools to host Teacher Recruitment Fairs once a semester. This practice has increased the numbers of math, science, and technology teachers to receive employment and seek their licensure in these content areas.</p>
University of New Mexico		<p>GOAL 1: Increasing student achievement for all students</p> <p>Objectives</p> <p>1. College will identify-program specific student learning objectives (SLO's) and assessment measures as well as evaluate progress on those measures for all initial and advanced educator preparation programs in the College.</p>

<p>University of New Mexico (continued)</p>	<p><i>Measures</i></p> <ul style="list-style-type: none"> • Assessment maturity index • College Assessment Review Committee (CARC) reports <p>2. College will collect assessment data for initial (traditional and alternative) and advanced educator preparation programs in Tk20 Higher Ed for course-based and field-based assessments.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Number of student, faculty, and cooperating teacher accounts created and maintained • Rubric development for course and field-based assessments • Configuration of course and field-based assessments in Tk20 Higher Ed • Field experience/practicum assessments • Master’s degree completers <p>3. College will collect data from exiting students in licensure preparation programs regarding satisfaction with program preparation.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Field Experience Exit Survey <p>4. College will provide through the Center for Student Success opportunities to empower students with information on services and resources available to them and ensure that they have tools and skills to aid in their success during their preparation program.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Number of advisement appointments • Advisement services requested (e.g. admission process, progress report, graduation check) • Layered web presence that supports, current and prospective students with general information, professional and career resources, online resources and advisement communities at a distance <p>GOAL 2: Increasing teacher and administrator retention, particularly in the first three years of a teacher’s or administrator’s career.</p> <p>Objectives</p> <p>1. College will continue to incorporate early onsite field experiences beyond the state requirement to help acclimate students to the realities of the classroom and help them in the transition from pre-service to in-service teaching careers.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Number of students participating in early field experiences • Assessments from early field experiences <p>2. College will develop initial collaborative field experience sites with area schools to immerse students and faculty into a school community.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Number of students assigned to collaborative sites • Post-graduation retention in the profession <p>3. College will create a model for effective administrator preparation and retention based on national school turnaround models.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Number of students prepared and placed through the Alliance for Leading and Learning cohort • Program completer survey • Program evaluation report <p>GOAL 3: Increasing the percentage of students who pass the New Mexico Teacher or Administrator Assessment for initial licensure on the first attempt.</p> <p>Objectives</p>
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<p>University of New Mexico (continued)</p>	<p>1. Review the NMTA first attempt passing rates annually for teacher candidates and evaluate the outcomes of program and/or curricular changes as well as the admissions process.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • NMTA scores <p>2. Evaluate progress made annually to improve NMTA scores of students in Early Childhood Education.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • NMTA scores <p>3. Review NMTA and Content Assessment scores annually for administrator candidates.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • NMTA and Content scores <p>GOAL 4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment of a high level of subject mastery and a thorough knowledge of the state’s academic content and performance standards.</p> <p>Objectives</p> <p>1. Increase efforts to recruit, retain, and graduate highly qualified secondary teachers for the state of New Mexico.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Percent of admitted students who substantially exceeded the minimum admissions criteria • Overall GPA of graduates • Comparison of UNM’s content test scores with those of other universities <p>2. Explore collaborations with math and science faculty from the College of Arts and Sciences to better align subject matter content and curriculum with the state’s academic content and performance standards.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Meetings and discussions with math and science faculty <p>GOAL 5: Increasing the percentage of elementary school classes taught in core academic subject areas by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state’s academic content and performance standards</p> <p>Objectives</p> <p>1. Increase efforts to recruit, retain, and graduate highly qualified elementary teachers for the state of New Mexico.</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Percent of admitted students who substantially exceeded the minimum admissions criteria • Overall GPA of graduates • Comparison of UNM’s content test scores with those of other universities <p>2. Increase involvement of elementary education teacher preparation students in initiatives designed to deepen their content knowledge and improve their ability to effectively analyze teaching and learning</p> <p><i>Measures</i></p> <ul style="list-style-type: none"> • Pass rate on the NES reading test • Curriculum alignment to the NES reading test <p>GOAL 6: Increasing the number of teachers trained in math, science and technology.</p> <p>Objectives</p> <p>1. Increase efforts to recruit, retain, and graduate highly qualified math, science, and technology teachers for the state of New Mexico.</p> <p><i>Measures</i></p>
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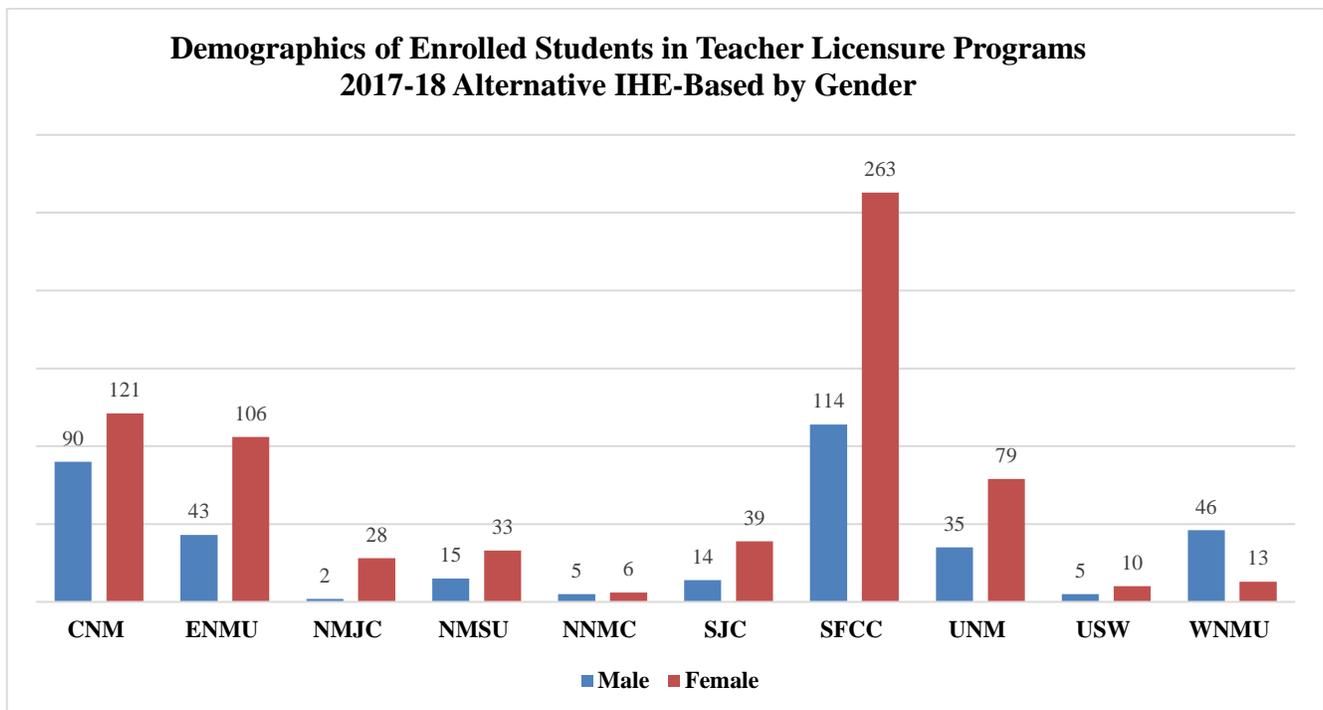
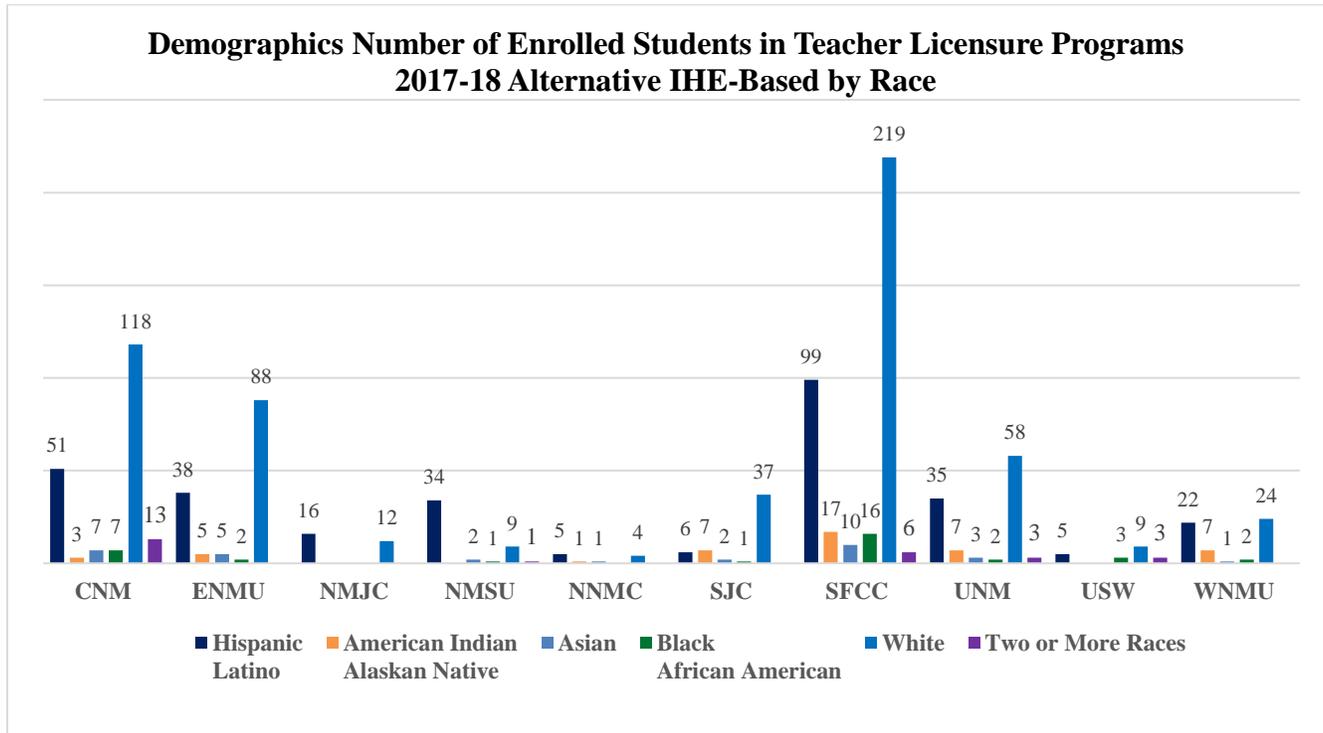
		<ul style="list-style-type: none"> a) Action: Establish advisory council to provide a venue for partners to engage in continuous improvement of programs b) Develop MOU with P-12 partners c) Assessment: Survey assessment with P-12 partners (3) Objective: Increase exam pass rates on first attempt by 5% <ul style="list-style-type: none"> a) Action: Test requirements included in degree plans at intervals; test preparation study groups led by faculty; practice exams; academic counseling regarding testing strengths and weaknesses b) Assessment: Reported pass rates (4) Objective: Pair subject area courses with instructors utilizing state standards to design course objectives <ul style="list-style-type: none"> a) Action: Trainings/meetings with Arts and Sciences faculty; Identification of faculty with appropriate backgrounds in both discipline subject area and education/pedagogy b) Assessment: Content pass rates (5) Objective: Identify master educators to teach elementary subject areas <ul style="list-style-type: none"> a) Action: Trainings/meetings with Arts and Sciences faculty; Identification of faculty with appropriate backgrounds in both discipline subject area and education/pedagogy b) Assessment: Elementary content text scores (6) Objective: Develop methods-based courses in math and science disciplines <ul style="list-style-type: none"> a) Action: Trainings/meetings with Arts and Sciences faculty; Identification of faculty with appropriate backgrounds in both discipline subject area and education/pedagogy b) Assessment: Increased enrollment and retention for those candidates working toward math and science licensure
<p>Western New Mexico University</p> <p>Western New Mexico University <i>(continued)</i></p>		<p>The educator accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:</p> <ul style="list-style-type: none"> (1) Increasing student achievement for all students: <ul style="list-style-type: none"> a) Objectives: <ul style="list-style-type: none"> i) High expectations as listed by InTASC Standards and stated in all syllabi; ii) Advising system in BANNER, TK20, Advising space, face-to-face, phone, online, Zoom and at satellite campuses iii) Student progress monitoring in TK20 advising and Midpoint and Exit teaching events. b) Measures: <ul style="list-style-type: none"> i) course based assessments and rubric given to students prior to assessment; ii) Advising Survey assessment tool students use to provide feedback on advisor meetings and sessions; iii) Feedback from faculty to students, rubric for midpoint and exit teaching events, and Assessment Committee Evaluation of progress of teacher candidates per semester. (2) Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career: <ul style="list-style-type: none"> a) Objectives: <ul style="list-style-type: none"> i) Advisory Council and SOE working to develop a 2-year induction program as part of the Teacher Residency Grant. ii) The practicum and internships immerse teacher candidates and interns in meaningful tasks that make a contribution to the cooperating district. iii) The program places teacher candidates and interns in placements and situations that support their understanding the scope of the teacher's/principal's/ administrator's role to learn the roles and responsibilities required as future teachers and administrators. b) Measures: <ul style="list-style-type: none"> i) Guideposts met and Induction program completion; ii) Completion of midpoint and exit teaching events and the internship portfolio successfully;

<p>Western New Mexico University (continued)</p>	<ul style="list-style-type: none"> iii) Positive evaluations from placement supervisors; successful completion of assignments in coursework. (3) Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt: <ul style="list-style-type: none"> a) Objectives: <ul style="list-style-type: none"> i) Collaboration with Math Department to implement MATH 1010: Math for School Teachers. This course uses the NES competencies and Math Standards for students to have the necessary learning to pass the NES Essential Academic Skills Math test. ii) Canvas Shells prepared for NES Test Preparation for Reading and Math; iii) Course offered for NES Test Preparation for Writing; iv) Individual tutoring and mentoring by faculty who are experts in content and teaching; v) Developing courses in Math and Reading for the transition to Praxis. b) Measure: <ul style="list-style-type: none"> i) Students pass Math 1010 and pass test on first attempt; how many modules and hours students are in the Canvas module and score on NES EAS tests. (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: <ul style="list-style-type: none"> a) Objectives: <ul style="list-style-type: none"> i) High School and university students attend Educators Rising. ii) Regular WNMU Teacher Education Committee Meetings and communication with university faculty who teach these core courses. b) Measure: <ul style="list-style-type: none"> i) Teacher Education Committee attendance, goals, agendas and minutes; conference and meeting attendance and lesson plan creation. (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's academic content and performance standards: <ul style="list-style-type: none"> a) Objectives: <ul style="list-style-type: none"> i) High School and university students attend Educators Rising. ii) Regular WNMU Teacher Education Committee Meetings and communication with university faculty who teach these core courses. b) Measure: <ul style="list-style-type: none"> i) Teacher Education Committee attendance, goals, agendas and minutes; conference and meeting attendance and lesson plan creation. (6) Increasing the number of teachers trained in math, science and technology: <ul style="list-style-type: none"> a) Objective: <ul style="list-style-type: none"> i) NOYCE Grant; ii) Expanding Your Horizons Conference; iii) Educators Rising Conference attendance for high school and university students; iv) Educators Rising WNMU Chapter Development and in local High Schools; v) Alignment with community colleges; vi) Associate Degree programs to align with community college partners to streamline flow into higher education. b) Measures: <ul style="list-style-type: none"> i) NOYCE grant is on-going and the goals are being met; ii) Young women attend this conference and they and WNMU students support this conference by presenting, assisting students and gaining knowledge of other aspects of teaching; iii) Student attendance; iv) Chapters have been started at Deming HS and with WNMU students, collect attendance and minutes and agendas; v) Course work transfers to WNMU;
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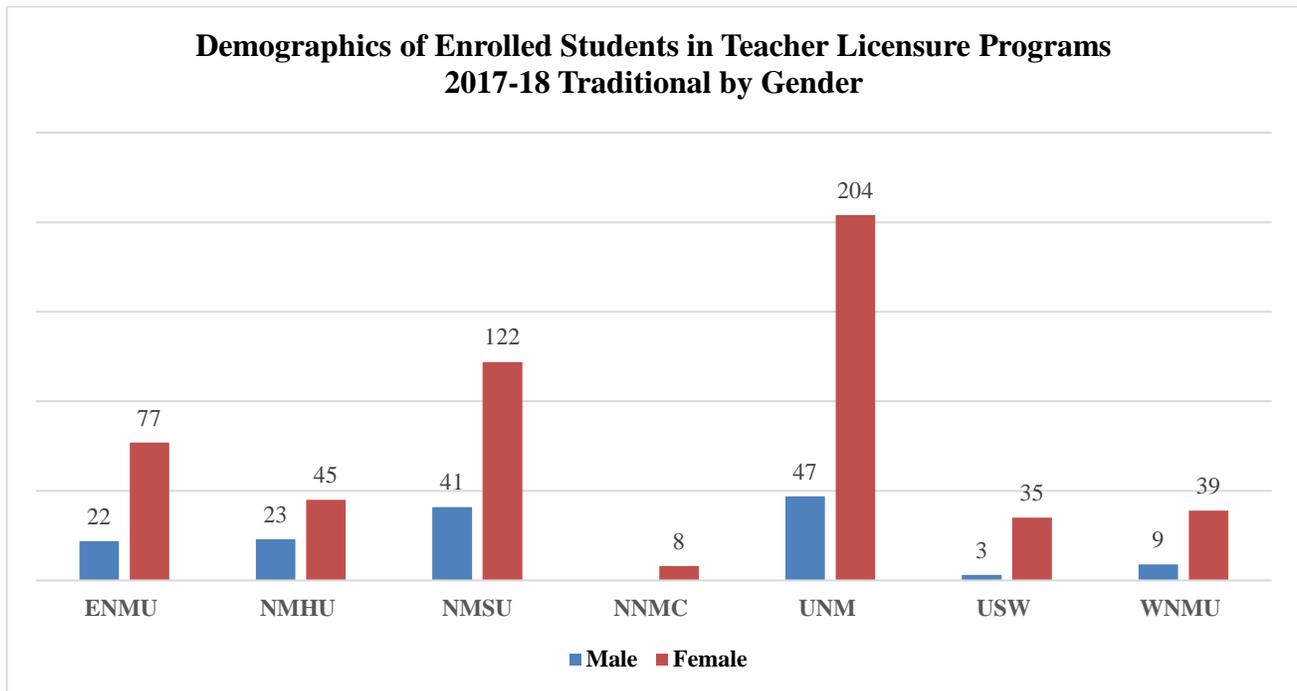
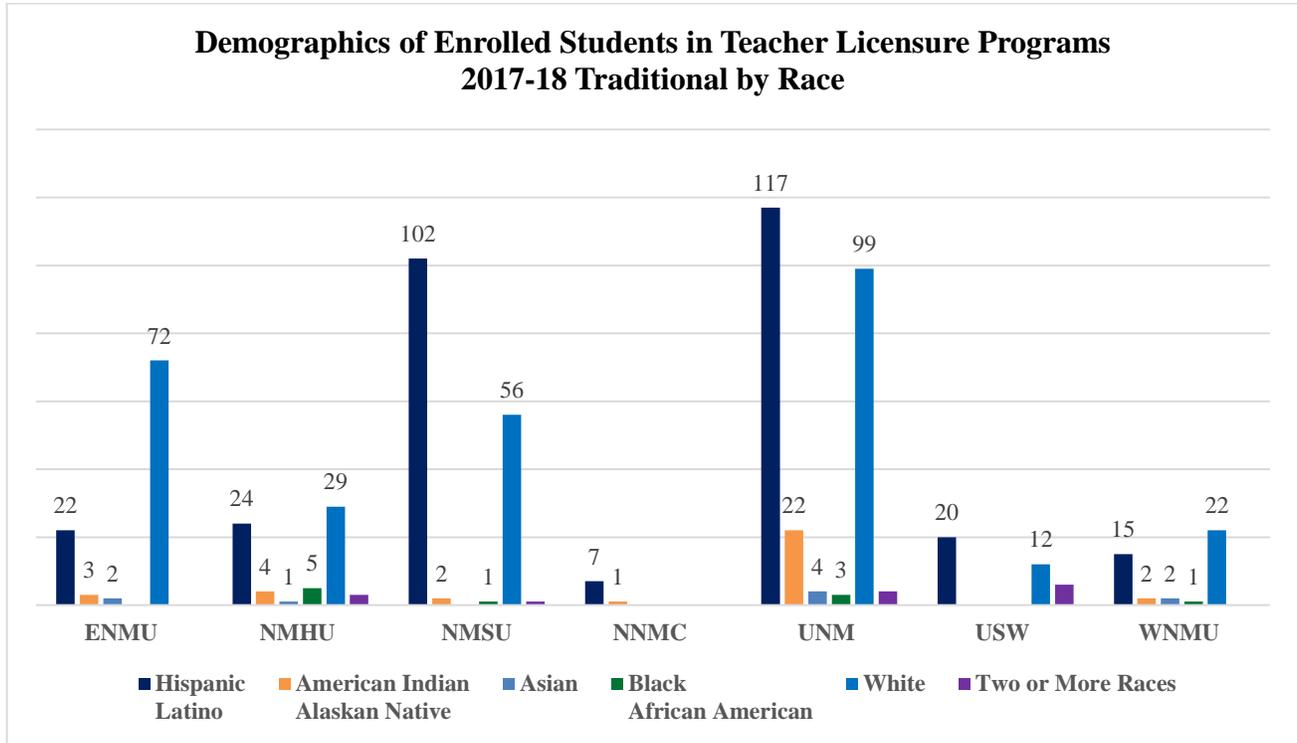
		vi) Programs are continuing with community college partners for Elementary/Special Education, Secondary and Early Childhood Education.
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Each Teacher and Administrator Preparation Program's Annual Educator Accountability Report Shall Include the Demographic Characteristics of the Students (Section 22-10A-19.2.C.)

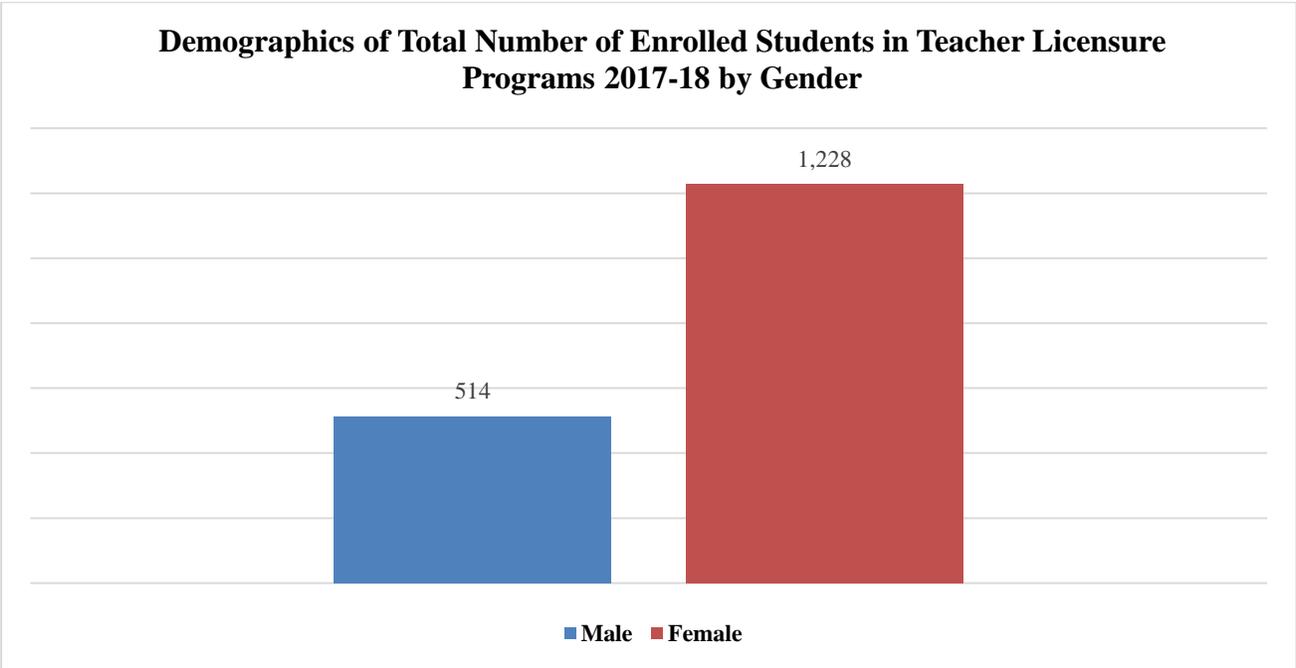
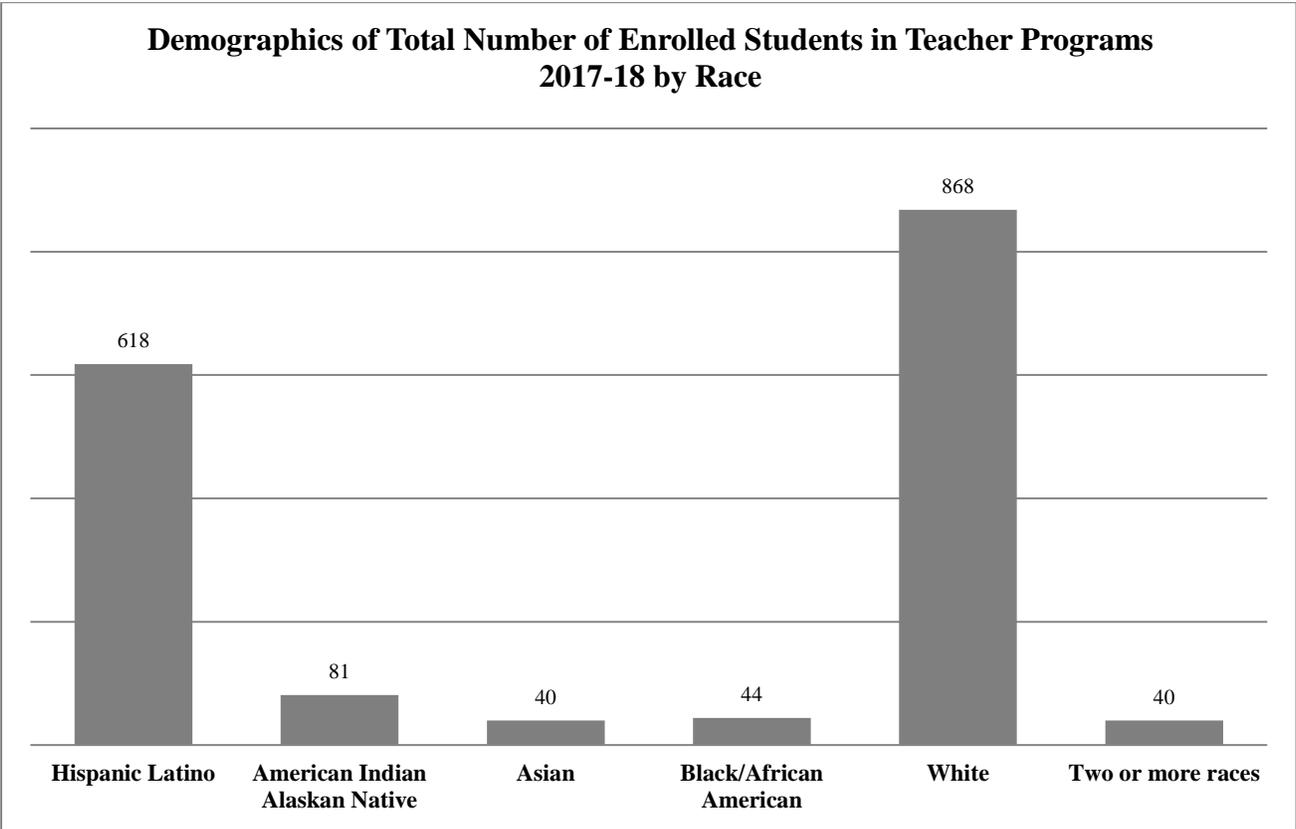
Alternative IHE-Based Program



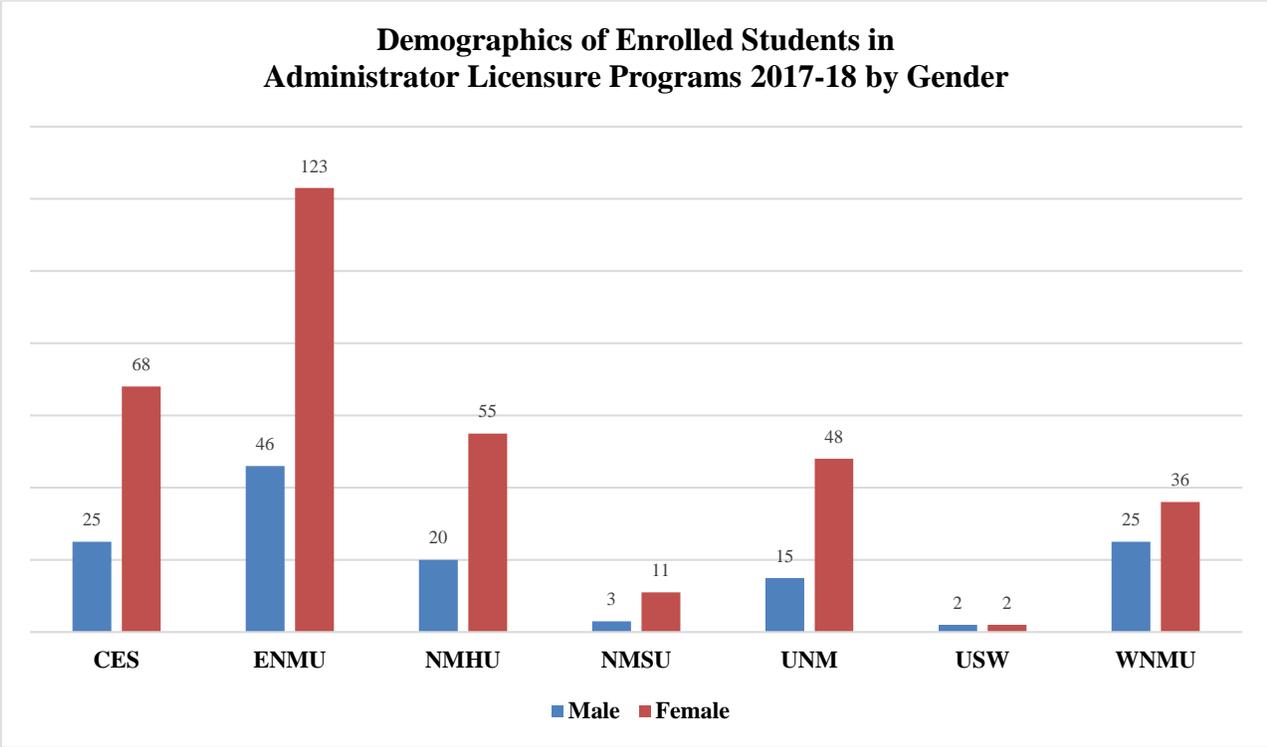
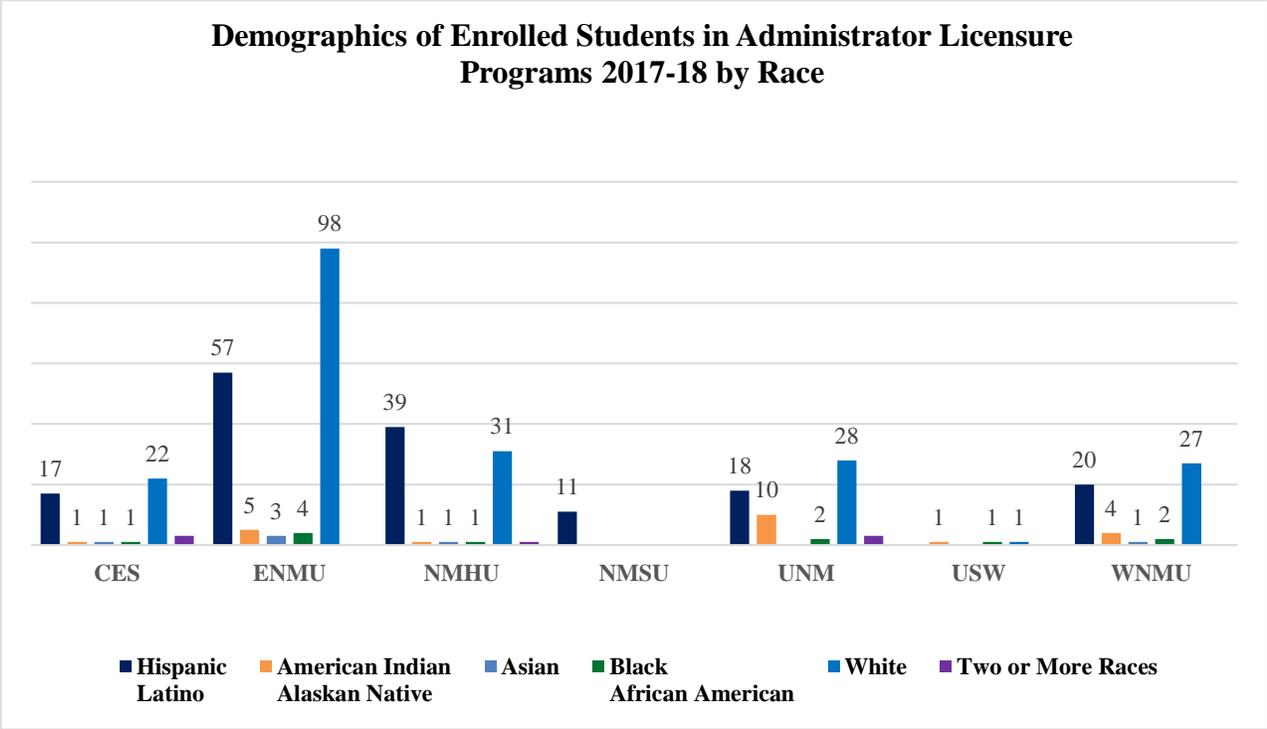
Traditional Program



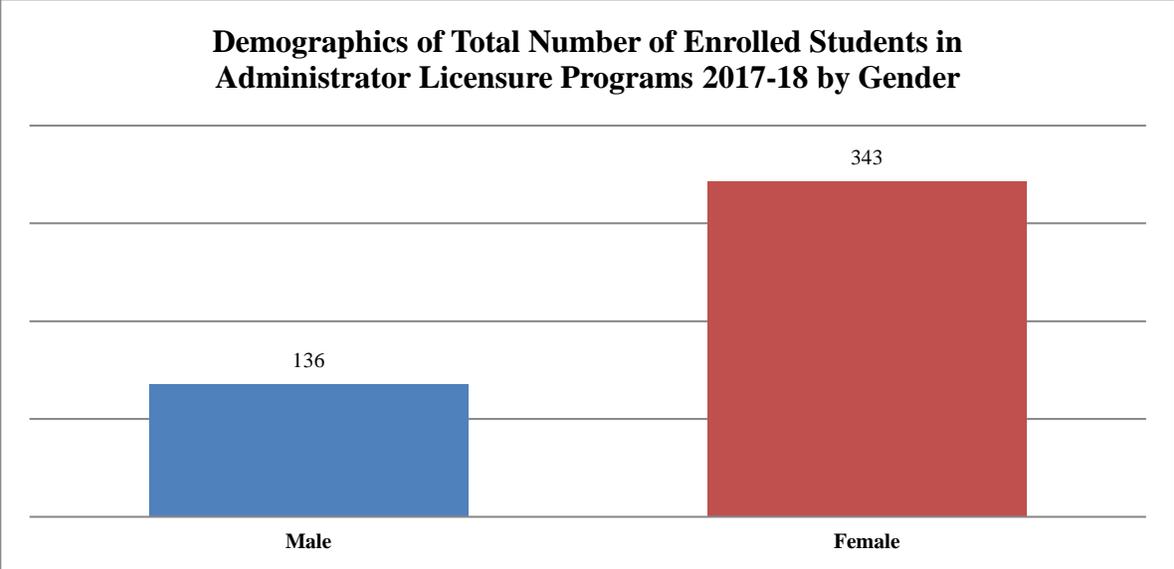
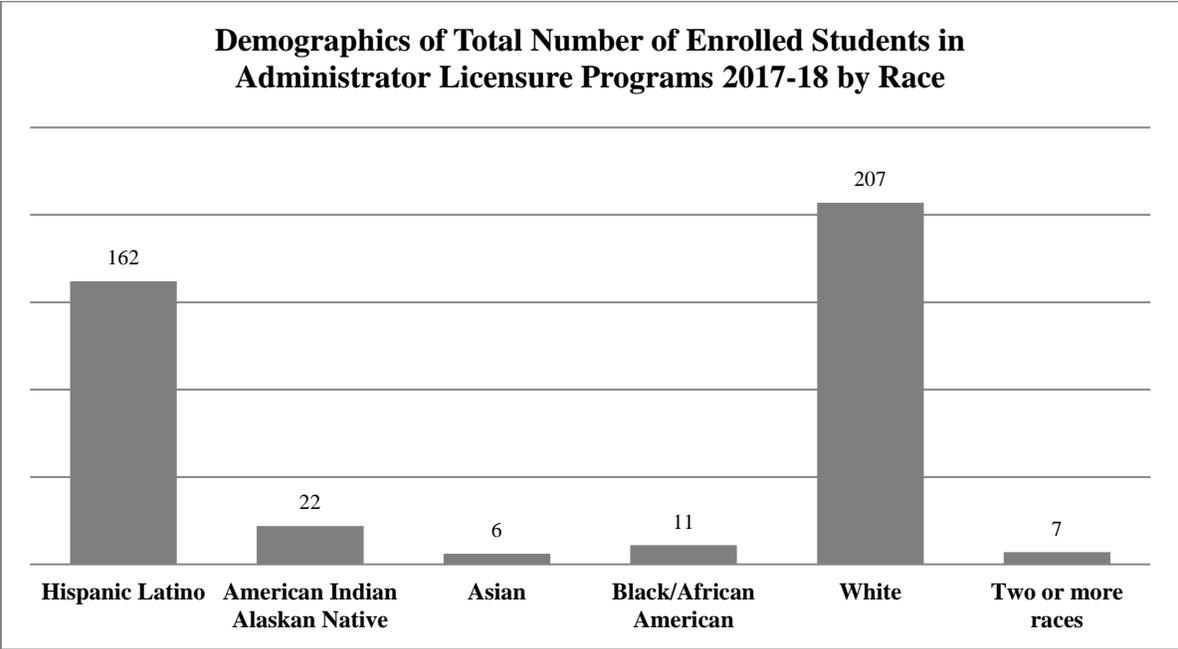
Combined Institutions



Administrator Licensure Programs



Combined Institutions



Itemized information on Program Revenues and Expenditures, including staff Salaries and Benefits and the Operational Cost per Credit Hour. (Section 22-10A-19.2.E.)

2019 EARS Finance Spreadsheet All EPPs Total Revenues Based on 2017-18 Expenditures and Student Credit Hours**								
Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
CNM	214,146.00	135,571.80	87,611.50	71,418.66	7,111.00	301,712.96	2,382	2,574.00
ENMU	3,474,210.14	1,618,215.71	151,008.79	599,603.92	118,971.63	2,487,800.05	9,084	800.3
NMHU	1,951,100.00	1,224,471.29	15,041.81	401,756.49	23,862.31	1,665,131.90	11,789	732.14
NMJC	12,000.00	32,147.00	12,028.00	14,136.00	3,855.00	62,166.00	198	313.97
NMSU	5,300,302.60	3,461,703.80	776,636.10	1,263,624.50	334,564.68	5,836,529.08	19,043	1,246.55
NNMC	121,800.00	246,195.89	140,424.67	123,718.57	70,652.51	580,991.64	201	*
SJC	*	97,975.00	91,409.00	63,164.00	8,652.00	261,200.00	668	391.02
SFCC	135,402.08	300,298.32	*	101,930.30	*	402,228.62	1438	1,408.97
UNM	6,494,852.38	3,444,337.83	402,146.78	1,139,609.34	596,832.85	5,582,926.80	14,708	2,563.63
USW ¹								
WNMU	1,250,750.00	780,959.36	137,179.67	290,318.93	83,727.65	1,292,185.61	3,642	1203.04
Total	18,954,563.20	11,341,876.00	1,813,486.32	4,069,280.71	1,248,229.63	18,472,872.66	63,153.00	11,233.63

¹University of the Southwest is a private institution and does not receive New Mexico state funding.
 *Information not provided
 **Numbers based on data collected from EPPs October, 2019

2019 EARS Finance Spreadsheet College of Education Initial Licensure Programs Based on 2017-18 Expenditures and Student Credit Hours <i>Central New Mexico College</i>								
Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
All Licensure Departments	214,146.00	135,571.80	87,611.50	71,418.66	7,111.00	301,712.96	2,382	2,574.00
Total	214,146.00	135,571.80	87,611.50	71,418.66	7,111.00	301,712.96	2,382	2,574.00

Notes:
 Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.
 Benefits are calculated at 32 percent of all salaries.
 Other expenditures include travel and other supplies and expenses.
 "Unrestricted" expenditures only; "restricted" expenditures have been excluded.
 SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
Eastern New Mexico University

Program	Estimated Revenues	Expenditures				Total	Total	
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
Curriculum and Instruction (Teacher Ed & TESOL)	1,097,158.60	660,438.00	128,019.97	279,156.75	96,864.41	1,164,479.13	2871	405.60
Educational Studies	2,353,898.66	949,176.96	22,988.82	318,271.17	21,457.22	1,311,894.17	6150	213.32
HPE	23,152.88	8,600.75	-	2,176.00	650	11,426.75	63	181.38
Total	3,474,210.14	1,618,215.71	151,008.79	599,603.92	118,971.63	2,487,800.05	9,084	800.30

Notes:
Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.
Benefits are calculated at 32 percent of all salaries.
Other expenditures include travel and other supplies and expenses.
"Unrestricted" expenditures only; "restricted" expenditures have been excluded.
SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
New Mexico Highlands University

Program	Estimated Revenues	Expenditures				Total	Total	
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
Teacher Education	*	403,886.07	5,374.99	131,051.76	8,066.23	548,379.05	3,524	155.61
Special Education	*	192,338.92	4,016.82	55,440.49	4,352.15	256,148.38	1,622	157.92
Educational Leadership	*	167,505.18	500.00	60,955.68	4,022.75	232,983.61	1,042	223.59
Counseling	*	387,054.77	5,150.00	132,933.71	5,175.44	530,313.92	3,660	144.89
Curriculum and Instruction	*	73,686.35	-	21,374.85	2,245.74	97,306.94	1,941	50.13
Total	1,951,100.00	1,224,471.29	15,041.81	401,756.49	23,862.31	1,665,131.90	11,789	732.14

Notes:
Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.
Benefits are calculated at 32 percent of all salaries.
Other expenditures include travel and other supplies and expenses.
"Unrestricted" expenditures only; "restricted" expenditures have been excluded.
SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.
*Information not provided.

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
New Mexico Junior College, Hobbs

Program	Estimated Revenues	Expenditures				Total Expenditures	Total	Total
		Faculty	Staff	Benefits	Other		Annual SCH	Total \$/SCH
Elementary Education	12,000.00	32,147.00	12,028.00	14,136.00	3,855.00	62,166.00	198	313.97
Total	12,000.00	32,147.00	12,028.00	14,136.00	3,855.00	62,166.00	198	313.97

Notes:

Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.
 Benefits are calculated at 32 percent of all salaries.
 Other expenditures include travel and other supplies and expenses.
 "Unrestricted" expenditures only; "restricted" expenditures have been excluded.
 SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
New Mexico State University

Program	Estimated Revenues	Expenditures				Total Expenditures	Total	Total
		Faculty	Staff	Benefits	Other		Annual SCH	Total \$/SCH
Curriculum and Instruction	2,650,698.20	1,942,363.82	312,055.50	673,025.20	245,073.20	3,172,517.72	9,498	334.02
Educational Leadership and Administration	1,378,670.70	680,986.55	147,836.13	225,926.98	45,859.37	1,100,609.03	4,952	222.26
Special Education	711,123.60	362,085.96	209,452.16	171,194.75	27,713.00	770,445.87	2,550	302.14
Agricultural and Extension Education	559,810.10	476,267.47	107,292.31	193,477.57	15,919.11	792,956.46	2,043	388.13
Total	5,300,302.60	3,461,703.80	776,636.10	1,263,624.50	334,564.68	5,836,529.08	19,043	1,246.55

Notes:

Benefits are calculated at 36 percent for full time faculty and staff, 20.1 percent for part time faculty and staff; and 1 percent for graduate students.
 Estimated revenues calculated using undergraduate and graduate tuition rates and student credit hours.
 Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.
 Other expenditures include travel and other supplies and expenses.
 "Unrestricted" expenditures only; "restricted" expenditures have been excluded.
 SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
Northern New Mexico College

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
Elementary Education, ALP	18,480.00	*	*	*	*	*	88	*
Secondary Education, ALP	7,770.00	*	*	*	*	*	37	*
Special Education, ALP	6,090.00	*	*	*	*	*	29	*
Elementary Education, Bachelor of Arts	61,110.00	*	*	*	*	*	26	*
Early Childhood Education, Bachelor of Arts	28,350.00	*	*	*	*	*	21	*
Total	121,800.00	246,195.89	140,424.67	123,718.57	70,652.51	580,991.64	201	*

Notes: Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.

Benefits are calculated at 32 percent of all salaries.

Other expenditures include travel and other supplies and expenses.

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

* Information not provided

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
San Juan College, Farmington

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
Alternative Licensure Program	*	97,975.00	91,409.00	63,164.00	8,652.00	261,200.00	668	391.02
Total	*	97,975.00	91,409.00	63,164.00	8,652.00	261,200.00	668	391.02

Notes:

Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.

Benefits are calculated at 32 percent of all salaries.

Other expenditures include travel and other supplies and expenses.

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

*Information not provided

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
Santa Fe Community College

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other - EDUC 2998 - Field experience observation	Total Expenditures	Annual SCH	Total \$/SCH
Early Childhood Education	18,832.00	57,456.98		21,439.80		78,896.78	200	394.48
Elementary Education	27,777.20	53,634.28	-	17,477.54	-	71,111.82	295	241.06
Secondary Education	47,362.48	96,415.89	-	31,944.54	-	128,360.43	503	255.19
Special Education	9,698.48	16,882.17	-	5,473.50	-	22,355.67	103	217.05
Education General	31,731.92	75,909.00	-	25,594.92	-	101,503.92	337	301.20
Total	135,402.08	300,298.32	-	101,930.30	-	402,228.62	1438	1,408.98

Notes:

Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.

Benefits are calculated at 32 percent of all salaries.

Other expenditures include travel and other supplies and expenses.

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
University of New Mexico, Albuquerque

Program	Estimated Revenues	Expenditures				Total	Total	
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
Elementary Education	752,991.49	736,610.90	44,538.32	229,205.57	188,013.93	1,198,368.72	1,790	669.53
Special Education	1,792,100.08	993,554.90	116,510.53	328,909.61	104,736.98	1,543,712.02	4,142	372.70
Secondary Education	710,362.05	364,637.63	51,831.95	123,886.09	115,219.65	655,575.32	1,119	586.03
Physical Education	1,078,122.46	666,992.61	111,591.60	232,484.92	107,018.47	1,118,087.60	2,559	436.95
Counselor Education	658,216.29	349,045.48	21,878.58	108,880.69	28,334.59	508,139.34	1,477	344.03
Health Education	1,503,060.01	333,496.31	55,795.80	116,242.46	53,509.23	559,043.80	3,621	154.39
Total	6,494,852.38	3,444,337.83	402,146.78	1,139,609.34	596,832.85	5,582,926.80	14,708	2,563.63

Notes:

Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.

Benefits are calculated at 32 percent of all salaries.

Other expenditures include travel and other supplies and expenses.

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

University of the Southwest

University of the Southwest is a private institution and does not receive New Mexico state funding. Therefore, this section is not applicable for the University of the Southwest.

2019 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2017-18 Expenditures and Student Credit Hours
Western New Mexico University

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	Total \$/SCH
Clinical Faculty	36,237.00	*	26,263.40	4,114.39	5,858.54	36,236.33	*	*
EDUCATION	1,060,493.00	780,959.36	29,484.30	255,712.41	29,662.55	1,095,818.62	*	*
CAEP/NCATE	15,070.00	*	*	*	15,069.10	15,069.10	*	*
Clinical Faculty Program Fees	9,750.00	*	*	*	8,880.21	8,880.21	*	*
NETL	129,200.00		81,431.97	30,492.13	24,257.25	136,181.35	*	*
Elementary/ Secondary Education	*	*	*	*	*	*	1,228	300.72
Special Education	*	*	*	*	*	*	442	299.98
Early Childhood Education	*	*	*	*	*	*	1,357	301.21
Educational Leadership	*	*	*	*	*	*	615	301.13
Total	1,250,750.00	780,959.36	137,179.67	290,318.93	83,727.65	1,292,185.61	3,642	1203.04

Notes:

Staff expenditures include professional salaries support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries.

Benefits are calculated at 32 percent of all salaries.

Other expenditures include travel and other supplies and expenses.

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

SCH is based upon "completed" SCH for Summer 2017 through Spring 2018 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

* Information not provided.



New Mexico Approved Educator Preparation Programs

Central New Mexico Community College - Albuquerque

Contact Information:

900 University Blvd. SE
Albuquerque, NM 87106
Phone: (505) 224-3000

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, Special Education Alternative Licensure, and Early Childhood Education Alternative Licensure

Type: Alternative

Cooperative Educational Services – Albuquerque

Contact Information:

4216 Balloon Park Rd. NE
Albuquerque, NM 87109
Phone: (505) 344-5470

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, Special Education Alternative Licensure, and Education Leadership Alternative Licensure

Type: Alternative

Eastern New Mexico University - Portales

Contact Information:

1500 S Ave K Station 25
Portales, NM 88130
Phone: (575) 562-2895

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

Type: Alternative

Programs offered: Early Childhood Education Licensure, Elementary Education Licensure, Secondary Education Licensure, Special Education Licensure, Blended Elementary/Special Education, Elementary Education with Bilingual/ESL endorsement, School Counseling, and Educational Administration Licensure

Type: Traditional

New Mexico Junior College- Hobbs

Contact Information:

5217 Lovington Hwy.
Hobbs, NM 88240
Phone: (575) 392-4510

[Website](#)

Program offered: Elementary Education Alternative Licensure

Type: Alternative

New Mexico Highlands University – Las Vegas and Rio Rancho

Contact Information:

Las Vegas

803 National Ave
Las Vegas, NM 87701
Phone: (505) 454-3070

Rio Rancho

1700 Grande Blvd SE #100
Rio Rancho, NM 87124
Phone: (505) 891-6932

Website

Programs offered: Elementary Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

Type: Alternative

Programs offered: Early Childhood Education Licensure, Elementary Education Licensure, Dual Special Education and Elementary Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure

Type: Traditional

New Mexico Institute of Mining and Technology

Contact Information:

801 Leroy Place
Socorro, NM 87801
Phone: (575) 835-5470

Website

Programs offered: Elementary Alternative Licensure and Secondary Alternative Licensure

Type: Alternative

Programs offered: Undergrad: Minor in Secondary Education

Type: Traditional

New Mexico State University – Las Cruces

Contact Information:

1220 Stewart St.
Las Cruces, NM 88003
Phone: (575) 646-3404

[Website](#)

Programs offered: Agriculture and Extension Alternative Licensure, Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

Type: Alternative

Programs offered: Agriculture and Extension Licensure Early Childhood Education Licensure, Elementary Education Licensure, Family and Consumer Science Education Licensure, Music Education Licensure, Physical Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure

Type: Traditional

Northern New Mexico College – Española

Contact Information:

921 Paseo de Oñate
Española, NM 87532
Phone: (505) 747-5431

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

Type: Alternative

Programs offered: Elementary Education Licensure and Early Childhood Education Licensure

Type: Traditional

San Juan College – Farmington

Contact Information:

4601 College Blvd.
Farmington, NM 87106
Phone: (505) 326-3311

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure

Type: Alternative

Santa Fe Community College – Santa Fe

Contact Information:

6401 Richards Ave.
Santa Fe, NM 87508
Phone: (505) 428-1256

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, Special Education Alternative Licensure, and Early Childhood Education Alternative Licensure

Type: Alternative

University of New Mexico- Albuquerque

Contact Information:

1 University of New Mexico
Albuquerque, NM 87131
Phone: (505) 277-2231

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure
Type: Alternative

Programs offered: Early Childhood Education Licensure, Elementary Education Licensure, Art Education Licensure, Music Education Licensure, Physical Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure
Type: Traditional

University of the Southwest- Hobbs

Contact Information:

6610 Lovington Hwy - T-10
Hobbs, NM 88240
Phone:

[Website](#)

Programs offered: Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure
Type: Alternative

Programs offered: Early Childhood Education Licensure, Elementary Education Licensure, Secondary Education Licensure, Special Education Licensure, and Educational Leadership Licensure
Type: Traditional

Western New Mexico University – Silver City

Contact Information:

PO Box 680
1000 W College Ave
Silver City, NM 88062
Phone:

[Website](#)

Programs offered: Early Childhood Alternative Licensure, Elementary Education Alternative Licensure, Secondary Education Alternative Licensure, and Special Education Alternative Licensure
Type: Alternative

Programs offered: Career and Technical Training Licensure, Early Childhood Education Licensure, Elementary Education Licensure, Secondary Education Licensure, Physical Education Licensure, Special Education Licensure, and Educational Leadership Licensure
Type: Traditional

Acronyms

Acronym	Complete Name
ALP	Alternative Licensure Program
AY	Academic Year
CNM	Central New Mexico Community College
CES	Cooperative Educational Services
ENMU	Eastern New Mexico University
EPP	Educator Preparation Program
NMHU	New Mexico Highlands University
NNMC	Northern New Mexico College
NMSU	New Mexico State University
PED	New Mexico Public Education Department
SJC	San Juan College
SFCC	Santa Fe Community College
TRAD	Traditional Educator Preparation Program
UNM	University of New Mexico
USW	University of the Southwest
WNMU	Western New Mexico University