

New Mexico Public Education Department



**Program Approval and Reporting Process  
For  
Educator Preparatory Programs**



Professional Practices & Standards Committee  
Educator Preparation Committee  
August, 2018

**Purpose** – This guideline is intended to clarify the expectations of the PPSC to the Deans, Directors, or Coordinators of Teacher Education programs seeking approval for licensure in NM. There are three types of reports/presentations that teacher preparatory programs may bring before the committee. The types are: (A) information only, (B) approval, and (C) revision/follow up. In addition, the guideline provides details for the content of new proposals and standards for report submissions.

**Rationale** – NMPED has the responsibility of approving, maintaining, and monitoring the quality of all educator preparation programs, to include administration programs, offered in the state. The agency also informs the public, LESC, and HED by holding approved educator preparation programs continuously accountable to the required regulations, standards, and competencies.

The educator preparation sub-committee of the PPSC is a 5 member advisory body to the PED and advises the Secretary of Education on policy and regulatory matters relative to educator preparation.

The educator preparation sub-committee facilitates program approval procedures, serves on visiting teams to evaluate New Mexico's educator preparation programs, evaluates specialty area programs to ensure compliance with the PED's licensure and endorsement requirements, and makes recommendations to the Secretary of Education for changes, additions, or deletions to PED licensure regulations.

Institutions wanting to implement new educator programs or make changes to existing approved programs must request a date to meet before the educator preparation sub-committee and present their program.

#### **PPSC Guidelines for Information, Approval, and Follow up Reports**

A. For new programs, institutions/programs must follow the outlined approval process which includes:

- 1) Description and rationale for the proposed program (e.g. Elementary Education License, Administration Programs), with attached applicable PED rule(s).
- 2) If applying institution is a college or a university, evidence that it holds regional accreditation;
- 3) If applicable, explanation of level of credits offered (i.e., lower division, upper division, or graduate) and transferability to undergraduate and/or graduate programs.
- 4) Rationale:
  - a. **Need for the program (needs assessment) in the community or region served by the institution**
  - b. **Supporting data relating to the need for the program**
  - c. **A Theory of Action that describes how the EPP programs will prepare their candidates.**  
*A Theory of Action is defined as a series statements or assumptions that encode beliefs about a system that will move an organization to its desired future.*
- 5) A description of the EPP's assessment system including examples of data collected for candidate and program assessment and examples of how data has been used or will be used for program improvement. Provide assessment data demonstrating evidence of success of currently-approved teacher preparation programs (e.g. demographics, graduation rates, enrollment trends, Title II Data, Student Teaching observation ratings, Student Teaching projects/signature assignments demonstrating student learning, Exit Surveys, Employer Surveys, Student Satisfaction data, and assessments.) Evidence of how the program has been, or will be, modified

in response to assessment data. (Examples of how data has been used to inform program decisions/changes.)

- 6) Description of the program entry, midpoint, and exit requirements.
- 7) Matrix showing the alignment between PED competencies and the required courses showing the alignment between PED competencies (and relevant national competencies; i.e., InTASC) and the required courses. Use an "I" for the course that mainly introduces the competency, an "A" for the course that mostly applies the competency, and an "M" for the course that provides mastery in practice for the competency.
- 8) Evidence that the program meets the required licensure requirements (e.g. number of hours, internship, etc.).
- 9) Brief course catalog descriptions for newly-developed and existing courses.
- 10) Master course syllabi, each following a uniform format, demonstrating the relationship of the courses to the appropriate competencies (limit 5 pages per syllabi) to include the following:
  - a. Measurable course objectives, linked to the NM teacher competencies, to be achieved by the candidate
  - b. Requirements for satisfactory completion of the course
  - c. Learning materials (e.g. texts & websites)
  - d. Assessment methods linked to competencies: readings, exams, projects, papers required (i.e. key or capstone assessments)
  - e. Field experience requirements, if applicable
  - f. Number of instructor-student contact hours per course (must be at least 45 hours per 3 credit course).
- 11) Faculty vitae for those teaching the courses, limited to two pages. To include the following:
  - a. Earned Degrees
  - b. Current teaching license(s)
  - c. Relevant experience and scholarship - Evidence that each member of the professional education faculty has at least a master's degree in an appropriate area of specialization from a regionally-accredited institution of higher education. In addition, each faculty member shall have three years of satisfactory and appropriate teaching experience in an approved school or school district, or comparable experience for the services to be performed
  - d. NMTEACH Certification for those who supervise in the field.

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B. For programs revisions (e.g. alignment to new standards), institutions/programs must follow the outlined approval process which includes:

- 1) Summary of program changes and rationale for these changes.
- 2) Provide a 1-2 page summary of the assessment data demonstrating evidence of success or weaknesses of currently-approved teacher preparation programs (e.g. demographics, graduation rates, enrollment trends, Title II Data, Student Teaching observation ratings, Student Teaching projects/signature assignments demonstrating student learning, Exit Surveys, Employer Surveys, Student Satisfaction data, etc.). Evidence of how the program has been, or will be, modified in response to assessment data. (Examples of how data has been used to inform program decisions/changes.)
- 3) Include descriptions of the program entry, midpoint, and exit requirements.

- 4) Provide a Competency Matrix showing the alignment between PED competencies (and relevant national competencies; i.e., InTASC) and the required courses. Use an “I” for the course that mainly introduces the competency, an “A” for the course that mostly applies the competency, and an “M” for the course that provides mastery in practice for the competency.
- 5) Provide a second matrix showing pedagogies, learning materials, field experiences, grading systems, and major assessments employed in the coursework required and reflective of the syllabi mentioned in # 7 below.
- 6) Provide course catalog descriptions for newly-developed and existing courses.
- 7) Master course syllabi, each following a uniform format, demonstrating the relationship of the courses to the appropriate competencies (limit 5 pages per syllabi) to include the following:
  - a. Measurable course objectives, linked to the NM teacher competencies, to be achieved by the candidate
  - b. Requirements for satisfactory completion of the course
  - c. Learning materials (e.g. texts & websites)
  - d. Assessment methods linked to competencies: readings, exams, projects, papers required (i.e. key or capstone assessments)
  - e. Field experience requirements, if applicable
  - f. Number of instructor-student contact hours per course (must be at least 45 contact hours per 3 credit course)
- 8) Faculty vitae for those teaching the courses, limited to two pages. To include the following:
  - a. Earned Degrees
  - b. Current teaching license(s)
  - c. Relevant experience and scholarship - Evidence that each member of the professional education faculty has at least a master’s degree in an appropriate area of specialization from a regionally-accredited institution of higher education. In addition, each faculty member shall have three years of satisfactory and appropriate teaching experience in an approved school or school district, or comparable experience for the services to be performed
  - d. NMTEACH Certification for those who supervise in the field.
- 9)

C. For Information only – Information only reports are insignificant or minor changes that occur naturally and require only a letter of explanation. Insignificant or minor changes mean that a licensure or endorsement program has changed due to the following reasons:

- a. Changes are made in course prefix, numbers, titles, and descriptions without changing the approved competency alignment for the courses involved.  
**Note:** Catalog edits, texts, faculty, locations, resources, assessments, and technologies do not need to be updated between reaccreditations.
- b. Change in the number of credit hours, as long as the program is still meeting the required number of credit hours.

**Other standards for all submissions:**

- a. Submit directly to PED Educator Quality Division in an electronic format. Address the submission to Becky Kappus and email to [Becky.Kappus@state.nm.us](mailto:Becky.Kappus@state.nm.us). If you have any questions please call Becky Kappus at 505-827-1444.
- b. Meetings will be held generally four times a year (dates to be announced by Educator Quality Division); specific dates for the meeting will be forwarded to institutions 30 days prior to the meeting.
- c. Preliminary review of materials will be conducted by PED staff to determine if materials are substantially complete. Incomplete applications will not be submitted for committee review.
- d. Printing properties include copying on both sides and utilizing at least a font of 10.
- e. The report provides a Table of Contents.

Proposals must be submitted at least 30 days prior to the meeting of the Educator Prep Committee of the PPSC.

The Educator Preparation Committee of the PPSC may make the following recommendations to the Secretary of Education:

- Approval of program(s) submitted
- Approval of program(s) with conditions
- Recommendation for re-submittal
- Disapproval

**Follow-up Reports** – Occasionally, an institution's program(s) do not meet accreditation standards and the visiting state BOE defers additional action to the PPSC. In the event of non-approval, the visiting onsite NMPED BOE or PPSC report will specify an action plan that indicates a need for a follow up report to the PPSC and leading to a recommendation to the Secretary of Education.

Appendix for NMAC

Teacher and Educational Administration Competencies

**Teacher Competencies effective August 1, 2018**

CHAPTER 61 - SCHOOL PERSONNEL - SPECIFIC LICENSE REQUIREMENTS FOR INSTRUCTORS

6.61.1 NMAC	GENERAL PROVISIONS [RESERVED]	
6.61.2 NMAC	LICENSURE IN ELEMENTARY EDUCATION, GRADES K-8	pdf version
6.61.3 NMAC	LICENSURE IN MIDDLE LEVEL EDUCATION, GRADES 5-9	pdf version
6.61.4 NMAC	LICENSURE IN SECONDARY EDUCATION, GRADES 7-12	pdf version
6.61.5 NMAC	LICENSURE FOR GRADES PRE K-12	pdf version
6.61.6 NMAC	LICENSURE IN SPECIAL EDUCATION PRE K-12	pdf version
6.61.7 NMAC	LICENSURE IN SECONDARY VOCATIONAL-TECHNICAL EDUCATION	pdf version
6.61.8 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH-- GRADE 3	pdf version
6.61.9 NMAC	CERTIFICATES OF ENDORSEMENT WAIVER	pdf version
6.61.10 NMAC	TEACHERS OF STUDENTS WITH BLINDNESS/VISUAL IMPAIRMENT B-12	pdf version
6.61.11 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH - PRE-K	pdf version
6.61.12 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, PRE K - GRADE 3	pdf version

**Current Educational Administration Competencies**

Educational Administration (Pre-K -12): <http://164.64.110.134/parts/title06/06.062.0002.html>