

Criteria	2 - Target	1 – Approaching Target	0 – Unacceptable
Needs Assessment & Supporting Data	A detailed narrative establishes a compelling need for the program supported by relevant data.	Narrative articulates a need for the program but is not supported by relevant data.	A need for the program cannot be established – a narrative and/or supporting data is not provided or is insufficient.
Theory of Action	Theory of action clearly articulates what the EPP does (inputs) to achieve the preparation of day one ready and culturally responsive teachers (outputs). There is a clear and logical connection between the program inputs and outputs.	A theory of action is provided, but does not clearly articulate inputs and/or outputs and/or theoretical underpinnings are not evident.	A theory of action is not provided or does not provide sufficient detail to understand the program’s inputs, outputs and theoretical underpinnings.
Assessment System & Continuous Improvement	A description of the EPP’s assessment system is provided and reflects systematic collection, disaggregation, analysis and use of data to improve candidate performance and program quality. Examples of use of data to improve program quality and candidate performance are provided (existing programs) or a plan for using data to inform program quality and candidate performance are provided (new programs) extending into the first year of completers’ practice.	There is some evidence that data is being collected, but it is not clear how data is being used to inform candidate performance and program quality. Examples of use of data to improve program quality and candidate performance are not provided and/or do not clearly reflect candidate performance (existing programs) or a plan for using data to inform quality and candidate performance (new programs) extending into the first year of completers’ practice.	There is no evidence that data is being collected and used to inform candidate performance and program improvement.
Program Gateways	Entry, Midpoint and Exit requirements are clearly delineated and described that ensure the recruitment, selection and preparation of high potential	Entry, Midpoint and Exit requirements are clearly delineated and/or it is not clear how they ensure the recruitment, selection and training of high	Entry, Midpoint and Exit requirements are not delineated or not present.

	<p>teacher candidates. Entry and exit requirements meet appropriate NMAC requirements. Measurable assessments of candidate performance at each key point in the program are clearly delineated and clear guidelines for continued candidacy are included.</p>	<p>potential teacher candidates or they do not meet appropriate NMAC requirements. Measurable assessments of candidate performance at each key point in the program are unclear. Guidelines for continued candidacy are unclear.</p>	
<p>Assessment of Candidate Performance/Proficiency</p>	<p>It is evident that candidate performance and proficiency of the InTASC* standards and candidate dispositions are assessed and monitored at key progressions throughout the program. Examples of key assessments and corresponding rubrics are provided (i.e., classroom observations and dispositional assessments).</p>	<p>Candidate proficiency and performance of the InTASC* standards and/or candidate dispositions are assessed, but not at key progressions throughout the program. Examples lack detail and/or rubrics.</p>	<p>There is no evidence that candidate performance and proficiency of the InTASC* standards and/or dispositions are being assessed.</p>
<p>Clinical Experiences</p>	<p>Scope and sequence of clinical experiences are clearly delineated (structure, requirements, and candidate assessment). Student teaching/Internship requirement per appropriate NMAC is met. Clinical experiences and classroom experience are monitored at progressions throughout the program so that candidates have opportunities to develop proficiency, improve their performance and receive</p>	<p>Scope and sequence of clinical experiences is not clear - structure, requirements, and assessment are not well articulated. It is not evident that candidates have opportunities to develop proficiency, improve their performance and receive feedback over the course of the program.</p>	<p>Minimal or no information about clinical experiences is provided.</p>

	feedback over the course of the program.		
Program Alignment - Matrix	A matrix is provided that establishes alignment with the InTASC* standards. Progressions (Introduced, Applied, and Mastery) are clearly delineated for each substandard on the matrix – providing evidence of scaffolding.	A matrix is provided that establishes some alignment with the InTASC* standards. Progressions (Introduced, Applied, and Mastery) are not completely delineated for each substandard on the matrix – with some evidence of scaffolding.	A matrix is not provided, or the matrix provided does not establish alignment with the InTASC* standards. Progressions (Introduced, Applied, and Mastery) are not delineated for each substandard on the matrix – no evidence of scaffolding.
Program Alignment - Syllabi	Course syllabi reflect full alignment with InTASC* standards as delineated in the matrix. Course objectives are clear, concise, appropriate, and measurable. Progressions (Introduced, Applied, and Mastery) are also evident in syllabi.	Course syllabi partially align with the matrix and/or objectives may not be clearly defined and measurable. Progressions are not clear in syllabi.	Course syllabi do not align with matrix and/or course objectives are not clear, concise, appropriate, or measurable. Progressions are not evident in syllabi.

*or relevant NMPED competencies (e.g. early childhood entry level competencies for early childhood programs)