

## Quality Review Rubrics

The Quality Review components are assessed with the following four rubrics. These rubrics are tools intended to inform an effective Quality Review by (1) providing clear expectations for EPPs to describe which behaviors, actions, and outcomes meet standards and (2) instructing the feedback of Quality Reviews. Each rubric aligns indicators to subcomponents and measures each indicator on a scale of five performance levels: Underdeveloped, Developing, Proficient, Well Developed, and Exemplary.

Questions should be directed to PED staff in the Educator Quality Division, Educator Pathways Bureau. Contacts include Dr. Christina Curran, EPP Site Visit and Accountability Coordinator ([christina.curran@ped.nm.gov](mailto:christina.curran@ped.nm.gov) 505-699-7220) or Phoebe Walendziak, Assistant Director of Educator Quality ([phoebe.walendziak@ped.nm.gov](mailto:phoebe.walendziak@ped.nm.gov) 505-396-1192 ). EPP review material submissions should be timestamped by 11:59pm on the deadline provided by the PED.

Rubric for Curriculum Design and Delivery Component					
Indicators	Underdeveloped	Developing	Proficient	Well Developed	Exemplary
<b>1.1 Curriculum Design</b>					
<i>Curriculum Design</i>	EPPs do not demonstrate alignment of curriculum and assessments to the 10 InTASC standards and <b>NMPED's priority areas</b> (Data literacy, content knowledge, teaching reading, Culturally and Linguistically Diverse Pedagogy, technological capacity, and child development)	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and NMPED priority areas. However, many standards and priority areas are not covered comprehensively or rigorously.	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and NMPED priority areas. However, several standards and priority areas are not covered comprehensively or rigorously.	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and NMPED priority areas. Almost all standards and priority areas are comprehensively and rigorously covered.	EPPs demonstrate alignment of curriculum and assessments to the 10 InTASC standards and NMPED priority areas. All standards and priority areas are comprehensively and rigorously covered.
<b>1.2 Instructional Delivery</b>					
<i>Delivery alignment with curriculum design</i>	Observed instructional delivery at the EPP is not aligned to the 10 InTASC standards and NMPED priority areas.	Observed instructional delivery at the EPP is not clearly aligned to the 10 InTASC standards and NMPED priority areas. Alignment is of an inadequate quality. Observed instruction will not enable candidates to master the presented standards.	Observed instructional delivery at the EPP is aligned to 10 InTASC standards and NMPED priority areas and is of an adequate quality. Observed instruction will enable candidates to mostly master the presented standards.	Observed instructional delivery at the EPP is aligned to 10 InTASC standards and NMPED priority areas and is high quality. Observed instruction will enable candidates to fully master the presented standards.	Observed instructional delivery at EPP is aligned to 10 InTASC standards and NMPED priority areas and is high quality. Instruction enables candidates to fully master the presented standards. In addition, EPPs make clear to candidates how coursework aligns to key standards (e.g. InTASC, CCSS) and how they can use those standards in their own teaching.
<i>Active learning</i>	EPP Instructors do not employ active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) or employ such strategies without achieving active student engagement.	EPP Instructors occasionally employ active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) or employ such strategies while achieving only occasional student engagement.	EPP Instructors frequently employ active learning strategies (such as strategies that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) resulting in student engagement.	EPP Instructors consistently employ a variety of active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) resulting in a high level of student engagement.	EPP Instructors consistently employ a variety of active learning strategies (such as activities that encourage candidates to talk with each other, work in small groups on an activity, or respond to a question through discussion, in-class writing or polling) resulting in a high level of student engagement; instructors use metacognitive narration to explain their use of instructional strategies to candidates.
<i>Classroom dynamics and diversity</i>	Classroom environments are not conducive to the learning of the majority candidates.  EPP Instructors do not make explicit efforts to embrace the	Classroom environments are conducive to the learning of the majority candidates.  EPP instructors attempt to, but may not successfully, embrace the diverse	Classroom environments are conducive to the learning of all candidates.  EPP Instructors embrace the diverse perspectives of their candidates and employ these	Classroom environments are highly conducive to the learning of all candidates.  EPP Instructors embrace the diverse perspectives of their candidates and the state's PK-	Classroom environments are highly conducive to the learning of all candidates.  EPP Instructors embrace the diverse perspectives of their candidates and the state's PK-12 students and employ

<b>Rubric for Curriculum Design and Delivery Component</b>					
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	diverse perspectives of their candidates.	perspectives of their candidates and employ these to enrich everyone's understanding of the subject at hand.	to enrich everyone's understanding of the subject at hand.	12 students and employ these to enrich everyone's understanding of the subject at hand.	these to enrich everyone's understanding of the subject at hand. Instructors use metacognitive narration to explain their approach to and use of diversity to improve their instruction.
<b>Additional Measures for Curriculum Design and Delivery Component</b>					
	1.1 Curriculum Design and 1.2 Instructional Delivery: <ul style="list-style-type: none"> <li>• Summative and capstone assessment scores to measure candidate mastery of the 10 InTASC standards and 5 priority areas</li> <li>• Graduate Survey to measure graduate satisfaction with effectiveness and relevance of EPP coursework</li> <li>• NES or Praxis exams assessing graduate mastery</li> </ul>				

Rubric for Clinical Experience Component					
Indicators	Underdeveloped	Developing	Proficient	Well Developed	Exemplary
<b>2.1 Selection of Observation and Placement Sites and Cooperating Teachers/Mentors</b>					
<i>Selection of placement sites</i>	EPPs select placements without attention to providing candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	EPPs attempt to select placement sites that will provide candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	EPPs mostly select and/or work with district partners to select sites that provide candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	EPPs only select and/or work with district partners to select sites that provide candidates with opportunities to learn about teaching students from different backgrounds, with different learning needs, and in different geographic settings.	There is clear evidence of a strong collaboration between the district and EPP on section and support of candidates and ALP teachers.
<b>2.2 Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor</b>					
<i>Training for program-based supervisor and cooperating teachers/mentors</i>	EPPs provide no training to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide some training to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide meaningful training in coaching strategies to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide meaningful training in coaching strategies, content standards, professional teaching standards, and the Department's Teacher Observation Rubric to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors.	EPPs provide meaningful training in coaching strategies, content standards, professional teaching standards, and the Department's Teacher Observation Rubric to program-based supervisors (PBSs) and cooperating teachers (CTs)/mentors. EPPs ensure that PBSs and CTs/mentors are trained in the same coaching methodology as each other to provide consistency for candidates.
<b>2.3 Preclinical and Clinical Experience</b>					
<i>Application of coursework to practice</i>	Unclear if and when candidates apply coursework to practice. As evidenced by interviews with candidates)	Candidates sometimes apply coursework to practice, but on delayed timeframe and without fidelity. As evidenced by interviews with candidates)	Candidates usually apply coursework to practice immediately, but only sometimes with fidelity. As evidenced by interviews with candidates)	Candidates apply coursework to practice immediately, and with fidelity. As evidenced by interviews with candidates)	Candidates embed coursework into practice consistently. (As evidenced by interviews with candidates)
<i>Coaching time</i>	There is no dedicated time for coaching to occur.	EPPs and placement sites allocate PBSs and CTs/Mentors time to meet with candidates, but not enough time to always meet after observations.	EPPs and placement sites allocate PBSs and CTs/Mentors time to meet with candidates after every observation.	EPPs and placement sites allocate PBSs and CTs/Mentors time to meet with candidates immediately after every observation.	EPPs and placement sites allocate PBSs and CTs/Mentors ample time to meet with candidates immediately after every observation.

Rubric for Clinical Experience Component					
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<i>Communication between PBS and CT/Mentor</i>	PBSs and CTs/Mentors coaching the same candidate do not communicate with one another about their candidate.	PBSs and CTs/Mentors with the same candidate engage in some, but little communication with one another about their candidate.	PBSs and CTs/Mentors with the same candidate engage in moderate communication with one another about their candidate.	PBSs and CTs/Mentors with the same candidate often communicate with one another about their candidate and coordinate their support of and to the candidate.	PBSs and CTs/Mentors with the same candidate frequently communicate with one another about their candidate and carefully coordinate their support of and to the candidate.
<i>High Quality Coaching</i>	<p>During coaching conversations, candidates receive irrelevant or unhelpful feedback.</p> <p>Candidates are not provided concrete instructional strategies for how to improve.</p> <p>As evidenced by interviews with candidates)</p>	<p>During coaching conversations, candidates rarely receive evidence-based, targeted, and specific feedback.</p> <p>Candidates are provided concrete instructional strategies for how to improve, but strategies are not based on professional teaching or appropriate content area standards. As evidenced by interviews with candidates)</p>	<p>During coaching conversations, candidates usually receive evidence-based, targeted, and specific feedback.</p> <p>Candidates are usually provided concrete instructional strategies for how to improve based on professional teaching and appropriate content area standards. As evidenced by interviews with candidates)</p>	<p>During coaching conversations, candidates mostly receive evidence-based, targeted, and specific feedback.</p> <p>Mostly, candidates are provided concrete instructional strategies for how to improve based on professional teaching and appropriate content area standards. As evidenced by interviews with candidates)</p>	<p>During coaching conversations, candidates always receive evidence-based, targeted, and specific feedback that is tied to coursework.</p> <p>Candidates are always provided concrete instructional strategies for how to improve based on professional teaching and appropriate content area standards. . As evidenced by interviews with candidates)</p>
<i>Candidates practice of new techniques</i>	<p>Candidates do not practice new techniques.</p> <p>Not able to score. Application of new research techniques not part of interviews.</p>	Candidates sometimes practice new techniques, but on delayed timeframe or without fidelity.	Candidates usually practice new techniques suggested/taught by EPPs as soon as possible, but only sometimes with fidelity.	Candidates practice new techniques suggested/taught by EPPs as soon as possible and with fidelity.	Candidates embed new techniques they have learned in their programs and put into practice consistently.
2.4 Collaboration of Partners					
<i>Partner engagement</i>	EPPs rarely or never meet with partner district(s). EPPs do not evaluate the quality of partnership(s).	EPPs meet on “as needed” basis with partner district(s). EPPs irregularly evaluate the quality of partnership(s).	EPPs meet regularly with partner district(s) to discuss each partner’s goals. EPPs irregularly evaluate the quality of partnership(s).	EPPs meet regularly and strategically with partner district(s) to discuss each partner’s goals. EPPs regularly	EPPs meet regularly and strategically with partner district(s) to discuss each partner’s goals. EPPs regularly evaluate the quality of

Rubric for Clinical Experience Component					
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				evaluate the quality of partnership(s).	partnership(s) and, based on results, make strategic improvements.
Additional Measures of Clinical Practice Component					
	<p>2.1 Selection of Observation and Placement Sites and Cooperating Teachers/Mentors:</p> <ul style="list-style-type: none"> <li>• Interviews or focus groups to determine usefulness of experience and quality of guided support</li> <li>• Using the Department's educator evaluation process to score student teacher</li> <li>• Candidate surveys to assess satisfaction with student teaching or job-embedded clinical practice experience</li> </ul> <p>2.2 Preparation of Program-Based Supervisor and Cooperating Teacher/Mentor:</p> <ul style="list-style-type: none"> <li>• Supervisor and cooperating teacher/mentor survey to assess satisfaction</li> <li>• Candidate survey to assess satisfaction</li> </ul> <p>2.3 Preclinical and Clinical Experience</p> <ul style="list-style-type: none"> <li>• Candidate survey to gauge candidate learning and alignment of experience with candidate expectations and needs</li> <li>• Program-based supervisor and cooperating teacher/mentor survey to assess candidates' experiences and progress</li> <li>• Formative or, where applicable, summative assessments of the candidates' students to assess candidate impact on student learning</li> </ul> <p>2.4 Collaboration of Partners:</p> <ul style="list-style-type: none"> <li>• Candidate and cooperating teacher/mentor surveys to assess quality and impact of partnerships</li> </ul>				

Rubric for Candidate Quality Component					
Indicators	Underdeveloped	Developing	Proficient	Well Developed	Exemplary
<b>3.1 Recruitment and Admissions</b>					
<i>Effective Recruitment and Selection goals</i>	EPPs do not operate with recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity.	EPPs operate with implicit recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity.	EPPs set explicit, high recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity.	EPPs set explicit, high recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity. EPPs raise goals upon meeting them.	EPPs set explicit, high recruitment and selection goals for incoming cohorts' academic achievement, candidate dispositions, and diversity. EPPs raise goals annually.
<i>Alignment and Quality of Selection Model</i>	The selection model is not aligned with selection goals. The selection model minimally takes into account academic achievement, candidate dispositions or diversity.	The selection model is somewhat aligned with selection goals. It takes into account academic achievement, candidate dispositions, and diversity, but does not clearly describe selection criterion for one or more of the elements.	The selection model is mostly aligned with selection goals; takes into account academic achievement, candidate dispositions, and diversity; and adequately describes selection criterion for each of the elements.	The selection model is well-aligned with selection goals; takes into account academic achievement, candidate dispositions and diversity; and clearly describes selection criterion for each of the elements. Standards for each of these criteria are high and ensure high-quality incoming cohorts.	The selection model is completely aligned with selection goals; takes into account academic achievement, candidate dispositions, and diversity; and clearly describes selection criterion for each of the elements. Standards for each of these criteria are high and ensure top-quality incoming cohorts.
<i>Quality of incoming cohort</i>	EPPs do not have evidence of quality of incoming cohorts on teacher-related dispositions.  The quality of incoming cohorts does not meet any selection goals.	EPPs have evidence of moderate quality of incoming cohorts on teacher-related dispositions.  The quality of incoming cohorts only meets some selection goals.	EPPs have evidence of high quality of incoming cohorts on teacher-related dispositions.  The quality of incoming cohorts meets the most important selection goals.	EPPs have clear evidence of high quality of incoming cohorts on teacher-related dispositions. Incoming cohort quality increases over time.  The quality of incoming cohorts meets or exceeds most selection goals.	EPPs have clear evidence of top quality of incoming cohorts on teacher-related dispositions. Incoming cohort quality increases over time.  The quality of the incoming cohorts meets or exceeds all selection goals.
<b>3.2 Continuous Assessment and Support for Candidate Progress</b>					
<i>Quality of Evaluation System</i>	EPPs do not have an ongoing evaluation system to assess candidates. EPPs assess candidates in an "as needed" manner or not at all.	EPPs design an ongoing evaluation system which partly focuses on candidates' continuous improvement. EPPs use system to assess candidates irregularly.	EPPs design an ongoing evaluation system which focuses on candidates' continuous improvement. EPPs use system to assess candidates frequently.	EPPs design an ongoing evaluation system which focuses on candidates' continuous improvement. EPPs use system to assess candidates frequently and rigorously and differentiate among candidates.	EPPs design an ongoing evaluation system which focuses on candidates' continuous improvement. EPPs use system to assess candidates frequently and rigorously, differentiates among candidates and shares progress with students.
<i>Quality of Support Systems</i>	No clear support systems or feedback mechanisms are in place.	Support systems and feedback mechanisms are in place, but are not effective in supporting candidate growth.	Support systems and feedback mechanisms are in place and are effective in supporting most candidates' growth.	Support systems and feedback mechanisms are in place and are effective in supporting all candidates' growth.	Support systems and feedback mechanisms are in place and are effective in supporting all candidates' growth, with equal success supporting struggling students as high achieving students.

<b>Rubric for Candidate Quality Component</b>					
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<i>Candidate and Cohort performance</i>	Performance of the cohort is either not measured or is stagnant.	Performance of the cohort is generally increasing during the program.	Performance of the cohort increases consistently during the program.	Performance of the cohort consistently increases during the program. Nearly all students, including candidates identified 'at risk' of not meeting standards across key learning areas, grow.	Performance of the cohort consistently increases during the program. Nearly all students grow, and candidates identified 'at risk' of not meeting standards across key learning areas grow sufficiently quickly to catch up to their peers.
<b>3.3 Selectivity During Graduation</b>					
<i>Quality of Selection criteria during program completion</i>	EPP recommends program graduates for licensure without assessment of their preparedness.	EPPs recommend program graduates for licensure with moderate assessment of candidate preparedness.	EPPs recommend program graduates for licensure based on assessment of candidate preparedness. Selection criteria are based on more than satisfactory GPA in coursework.	EPPs recommend program graduates for licensure based on rigorous assessment of candidate preparedness, potentially resulting in candidates graduating who are recommended for licensure. Selection criteria are based on substantial evidence collected through the program.	EPPs recommend program graduates for licensure based on rigorous assessment of candidate preparedness, potentially resulting in candidates graduating who are recommended for licensure and are supported further by their program. Selection criteria are based on substantial evidence collected through the program.
<i>Quality of the Graduating Cohort</i>	EPPs do not have evidence of quality of graduating cohorts on teacher-related dispositions.	EPPs have evidence of moderate quality of graduating cohorts on teacher-related dispositions.	EPPs have evidence of high quality of graduating cohorts on teacher-related dispositions.	EPPs have clear evidence of high quality of graduating cohorts on teacher-related dispositions. Graduating cohort quality increases over time.	EPPs have clear evidence of top quality of entire graduating cohorts on teacher-related dispositions. Graduating cohort quality increases over time.
<b>Additional Measures of Clinical Practice Component</b>					
	<p>3.1 Recruitment and Admissions and</p> <ul style="list-style-type: none"> <li>• Average GPA, nationally-normed test scores, or other data similar metric</li> <li>• Incoming cohort reflects the diversity of the student body of New Mexico's population</li> </ul> <p>3.2 Continuous Assessment and Support for Candidate Progress</p> <ul style="list-style-type: none"> <li>• Interviews to assess the growth of individual candidate and cohort performance at each stage of evaluation</li> <li>• EPP faculty and candidate surveys and interviews to gauge the quality and effectiveness of the evaluation and support systems</li> </ul> <p>3.3 Selectivity During Graduation</p> <ul style="list-style-type: none"> <li>• Interviews of candidates to gauge the rigor of the selectivity criteria and model during completion</li> <li>• Average GPA, nationally-normed test scores, or other data similar metric</li> <li>• Graduating cohort reflects the diversity of the student body of New Mexico's population</li> <li>• Cohort graduation rate</li> <li>• NES exams assessing graduate mastery</li> <li>• Feedback and graduate surveys to determine candidate satisfaction with preparation and support throughout program</li> </ul>				



Rubric for Continuous Improvement Component					
Indicators	Underdeveloped	Developing	Proficient	Well Developed	Exemplary
<b>4.1 Theory of Action</b>					
<i>Articulated theory of action</i>	EPPs ineffectively or do not articulate a theory of action.	EPPs articulate a theory of action but it is not aligned with preparing Day-One Ready candidates.	EPPs articulate a theory of action that is implicitly aligned with preparing Day-One Ready candidates.	EPPs explicitly articulate a theory of action that is aligned with preparing Day-One Ready candidates.	EPPs explicitly articulate a theory of action that is aligned with preparing Day-One Ready candidates. The theory of action evolves over time in response to changes in local needs and national trends.
<b>4.2 Goal-Setting and Implementation</b>					
<i>Strategic Goals</i>	Goals are not informed by data analysis or do not exist.	Goals are informed by data analysis.	Goals are driven by data analysis and use some SMART criteria.	Goals are driven by data analysis and use SMART criteria.	Goals are driven by data analysis and consistently use SMART criteria.
<i>Planning</i>	EPPs do not develop plans for program changes.	EPPs develop plans for program changes and iterations, but do not have a timetable or key actions and owners.	EPPs develop plans for program changes and iterations, including a timetable and key actions and owners.	EPPs develop detailed plans for program changes and iterations, including a timetable, key actions and owners, and monitoring processes.	EPPs develop detailed plans for program changes and iterations, including a timetable, key actions and owners, and monitoring processes which include reflection on quality of planning.
<i>Measures</i>	EPPs do not identify appropriate measures or tools for investigating or evaluating improvement outcomes.	EPPs identify some measures for investigating and evaluating improvement outcomes.  EPPs select or develop effective tools to collect and analyze data in support of these measures, but these tools have limited effectiveness.	EPPs identify some measures for investigating and evaluating improvement outcomes.  EPPs select or develop effective tools to collect and analyze data in support of these measures.	EPPs identify appropriate and complementary measures for investigating and evaluating improvement outcomes.  EPPs select or develop effective tools to collect and analyze data in support of these measures.	EPPs identify multiple appropriate and complementary measures for investigating and evaluating improvement outcomes.  EPPs select or develop effective tools to collect and analyze data in support of these measures and share them with peer institutions.
<i>Implementation</i>	EPPs do not demonstrate capacity to implement, test, and evaluate program improvements.	EPPs demonstrate mixed capacity to implement, test, and evaluate program improvements.	EPPs demonstrate capacity to implement, test, and evaluate program improvements.	EPPs demonstrate capacity to implement, test, evaluate program improvements and execute iterations.	EPPs demonstrate capacity to implement, test, evaluate program improvements and execute iterations.  EPPs solicit and incorporate feedback from local partners.
<b>4.3 Reflection and Adjustment</b>					
<i>Evidence-based decision making</i>	EPPs do not revise plans or only do so in ad hoc manner not driven by data collection and analysis.	EPPs revise plans loosely based on data collection and analysis and implement new plans with moderate effectiveness.	EPPs revise plans based on data collection and analysis and implement new plans with moderate effectiveness.	EPPs revise plans based on data collection and analysis and implement new plans effectively.	EPPs revise plans based on data collection and analysis and implement new plans effectively.  EPPs share key learnings within the organization and with local partners.

Rubric for Continuous Improvement Component					
Indicators	Underdeveloped	Developing	Proficient	Well Developed	Exemplary
<i>Outcomes</i>	EPPs make no growth towards strategic goals and targets.	EPPs make incremental growth towards strategic goals and targets and begin cycle again.	EPPs make moderate growth towards strategic goals and targets and begin cycle again.	EPPs make significant growth towards strategic goals and targets and begin cycle again.	EPPs make significant growth towards strategic goals and targets and begin cycle again.  EPPs share key learnings within the organization and with local partners.