

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

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

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

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

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

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

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

6.65.3.7 DEFINITIONS:

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

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

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

approved in New Mexico;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6.65.3.8 APPLICATION PROCESS FOR APPROVAL:

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

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

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

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

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

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

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

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

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

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

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

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

A. The EPP scorecard shall:

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

B. The scorecard shall be organized into four domains:

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

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

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

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

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

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

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

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

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

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

(a) quality review rubric;

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

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

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

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

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

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

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

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

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

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

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

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

(1) Responsibilities of EPPs on probation shall include:

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

C. Revocation.

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

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

History of 6.65.3 NMAC: [RESERVED]