A. **College, Department and Date**
   1. College: College of Education
   2. Department: Teacher Education, Education Leadership and Policy (TEELP)
   3. Date: March 2018

B. **Academic Program of Study***
   *Secondary Education Licensure/Undergraduate Program*

C. **Contact Person(s) for the Assessment Plan**
   Laura Haniford, Secondary Education Program Coordinator, haniford@unm.edu
   Diane Torres-Velásquez, Assessment Coordinator, Secondary Education, vlasquez@unm.edu

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcome #1</th>
<th>COE C.F./ When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/ Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
</tr>
</thead>
</table>
| The secondary education teacher candidate designs lesson plans that are linked to program and instructional goals, as well student strengths and needs. | The secondary education teacher candidate develops detailed developmentally and culturally appropriate planning documents that align with professional state standards and reflect: • respect for and advocacy of every student and family • culturally rooted pedagogy and curriculum • Affirmation and strengthening of student identity and multiple forms of cultural wealth/cultural capital • differentiated instruction • deep content knowledge • authentic assessment • caring | U, P, I Each Spring | All students in the program will be assessed.  
**Assessment** - Lesson Plan Assignment in EDUC 462  
**Evaluation Tool** - Student Teaching Lesson Plan Evaluation Rubric for COE Unit  
Program will assess in Spring (final semester) of each cohort. Comparisons will be made: • Goal to goal • Year to year.  
The tools (lesson plan format and rubric) will be assessed each year for alignment and appropriateness to the preparation of teachers provided in classes and on site, to the needs of students and to the design of the program. Data from this assessment will inform educator preparation curriculum design and pedagogy used in Secondary Education.  
Program faculty will analyze data and communicate any programmatic changes to department chair and COE Assessment Coordinator. | Direct 0-30 | 80% score ≥ 17 |
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcome #2</th>
<th>COE C.F./ When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/ Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
</tr>
</thead>
<tbody>
<tr>
<td>The secondary education teacher candidate implements lessons that are linked to program and instructional goals, as well student strengths and needs.</td>
<td>The secondary education teacher candidate implements developmentally and culturally appropriate instruction that aligns with professional state standards and reflect: • respect for and advocacy of every student and family • culturally rooted pedagogy and curriculum • Affirmation and strengthening of student identity and multiple forms of cultural wealth/cultural capital • collaborative planning • differentiated instruction • deep content knowledge • authentic assessment • caring</td>
<td>U, P, I Spring</td>
<td>All students in the program will be assessed. <strong>Assignment:</strong> Student Teaching Observation in final semester of student teaching, NM Teach Domains 2 &amp; 3</td>
<td>Direct Indirect</td>
<td>0-5</td>
<td>80% score ≥ 2 average on highest observation</td>
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**Evaluation Tool:** Student Teaching Instructional Evaluation - Observation (Spring) by Mentor Teacher and UNM Supervisor

Program will assess in Spring (final semester) of each cohort. Comparisons will be made:
• Goal to goal
• Year to year.

The tool (lesson plan observation rubric) will be assessed each year for alignment and appropriateness to the preparation of teachers, to the needs of students and to the design of the program. Data from this assessment will inform educator preparation curriculum design and pedagogy used in Secondary Education.

Program faculty will analyze data and communicate any programmatic changes to department chair and COE Assessment Coordinator.
<table>
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<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcome #3</th>
<th>COE C.F./When Assessed</th>
<th>Assessment/Course if applicable</th>
<th>Direct/Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
</tr>
</thead>
<tbody>
<tr>
<td>The secondary education teacher candidate uses evidence to create, implement and reflect on a professional development plan to target ways to improve their teaching practices and strengthen their professional identity.</td>
<td>The secondary education teacher candidate creates and implements a Professional Development Plan with feedback from mentor teacher and university supervisor.</td>
<td>U, P, I (Spring)</td>
<td>All students in the program will be assessed. Assessment: Professional Development Plan Evaluation Tool: PDP document and evaluation Program will assess in Spring (final semester) of each cohort. Comparisons will be made: • Goal to goal • Year to year. The tool (PDP) will be assessed each year for alignment and appropriateness to the preparation of teachers, to the needs of students and to the design of the program. Data from this assessment will inform educator preparation curriculum design and pedagogy used in Secondary Education. Program faculty will analyze data and communicate any programmatic changes to department chair and COE Assessment Coordinator.</td>
<td>Direct</td>
<td>0-30</td>
<td>80% score ≥ 14 (14 is average)</td>
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