

## ALIGNMENT OF CONCEPTUAL FRAMEWORK TO UNIT, STATE, AND PROFESSIONAL STANDARDS WITH ASSOCIATED GOALS AND OUTCOMES

The New Mexico Public Education Department (NMPED) identifies program-specific standards only. Consequently, the unit has developed **nine** overarching Candidate Proficiencies that are derived directly from both the NMPED's program-specific state competencies and NCATE assessment requirements. The matrix below indicates the alignment of the unit's Conceptual Framework (PREPARED) with associated Goals and Outcomes and its Candidate Proficiencies.

<p>the unit also prepares principals, school psychologists, counselors, mental health professionals, speech language pathologists, and physical education specialists for a broad range of professional roles in education.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Grounded Thinker</li> <li>• Critical Thinker</li> <li>• Content Specialist</li> <li>• Effective Practitioner</li> <li>• Reflective Practitioner</li> </ul>	<p>Pedagogical Knowledge (PK) - The candidate demonstrates knowledge of different teaching strategies.</p> <p>Pedagogical Skills (PS) - The candidate understands the elements of effective teaching.</p>
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<p><b>Reflection</b></p> <p>This is the process by which candidates are provided opportunities to be meta-cognitive and engage in thoughtful questioning and problems-based learning.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Critical Thinker</li> <li>• Effective Practitioner</li> <li>• Reflective Practitioner</li> <li>• Problem Solver</li> </ul>	<p>Dispositions (D) - The candidate demonstrates good interpersonal and communication skills.</p> <p>Pedagogical Skills (PS) - The candidate understands the elements of effective teaching.</p> <p>Assessment of Student Learning (A) - The candidate understand principles of assessment and various assessment techniques.</p> <p>Multi-culturalism/Diversity (MC) - The candidate understands principles necessary to work with diverse learners.</p>
<p><b>Effectiveness</b></p> <p>This refers to the content, pedagogical and professional knowledge, skills and dispositions that candidates utilize to ensure that all students learn. Assessment of candidate effectiveness is performance-based, uses multiple measures, and is authentic. The preparation of effective practitioners addresses the mandates of <i>No Child Left Behind</i> and the demand for "highly qualified" and "effective" professionals.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Grounded Thinker</li> <li>• Content Specialist</li> <li>• Effective Practitioner</li> <li>• Technology Proficient Educator</li> </ul>	<p>Classroom Management (CM) - The candidate understands principles of classroom management.</p> <p>Content Knowledge (CK) - The candidate demonstrates knowledge of academic content.</p> <p>Pedagogical Knowledge (PK) - The candidate demonstrates knowledge of different teaching strategies.</p> <p>Pedagogical Skills (PS) - The candidate understands the elements of effective teaching.</p>

<p><b>Pedagogy</b></p> <p>The unit's and the candidate's educational and clinical practices are grounded in the general concepts, theories and research pertaining to effective teaching.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Grounded Thinker</li> <li>• Critical Thinker</li> <li>• Content Specialist</li> <li>• Effective Practitioner</li> <li>• Reflective Practitioner</li> </ul>	<p>Technology (T) - The candidate demonstrates effective technology skills.</p> <p>Pedagogical Knowledge (PK) - The candidate demonstrates knowledge of different teaching strategies.</p> <p>Pedagogical Skills (PS) - The candidate understands the elements of effective teaching.</p>
<p><b>Assessment</b></p> <p>This encompasses the formal and informal procedures for eliciting evidence related to unit effectiveness, and both candidate and student learning. The unit's assessment system is based on professionals, state and institutional standards. It includes measures that are systematically used to collect data at predetermined transitional points in order to predict candidate success and improve programs. Candidates also gain expertise in the principles of classroom assessment.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Effective Practitioner</li> <li>• Problem Solver</li> <li>• Technology Proficient Educator</li> </ul>	<p>Assessment of Student Learning (A) - The candidate understand principles of assessment and various assessment techniques.</p> <p>Pedagogical Knowledge (PK) - The candidate demonstrates knowledge of different teaching strategies.</p> <p>Pedagogical Skills (PS) - The candidate understands the elements of effective teaching.</p>

<p><b>Research</b></p> <p>Theories, investigations, and policies drive the work of the unit and undergird candidate preparation and practice.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Reflective Practitioner</li> <li>• Problem Solver</li> </ul>	<p>*Advanced Program Candidates demonstrate Content Knowledge (CK) - The candidate demonstrates knowledge of academic content.</p> <p>Technology (T) - The candidate demonstrates effective technology skills.</p> <p>Pedagogical Knowledge (PK) - The candidate demonstrates knowledge of different teaching strategies.</p> <p>Pedagogical Skills (PS) - The candidate understands the elements of effective teaching.</p> <p>Assessment of Student Learning (A) - The candidate understand principles of assessment and various assessment techniques.</p>
<p><b>Evaluation</b></p> <p>This is the continuous process for determining the unit's realization of its stated Mission, Goals and Outcomes. Both the unit and candidates use rubrics to evaluate their effectiveness.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Effective Practitioner</li> <li>• Problem Solver</li> <li>• Technology Proficient Educator</li> </ul>	<p>Pedagogical Skills (PS) - The candidate understands the elements of effective teaching.</p> <p>Technology (T) - The candidate demonstrates effective technology skills.</p> <p>Assessment of Student Learning (A) - The candidate understand principles of assessment and various assessment techniques.</p>

<p><b>Diversity</b></p> <p>Candidates, faculty, and students represent differences in gender, ethnicity, race, socio-economic status, language, religion, sexual preference, regional culture, and ability-level. The unit provides opportunities for candidates to work with diverse students and to demonstrate dispositions that value fairness and the belief that all students can learn.</p> <p>Associated Goals and Outcomes:</p> <ul style="list-style-type: none"> <li>• Grounded Thinker</li> <li>• Critical Thinker</li> <li>• Effective Practitioner</li> </ul>	<p>Multi-culturalism/Diversity (MC) - The candidate understands principles necessary to work with diverse learners.</p> <p>Special Needs (SN) - The candidate understand principles necessary to work with students who have exceptional needs.</p> <p>Dispositions (D) - The candidate demonstrates good interpersonal and communication skills.</p>
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