

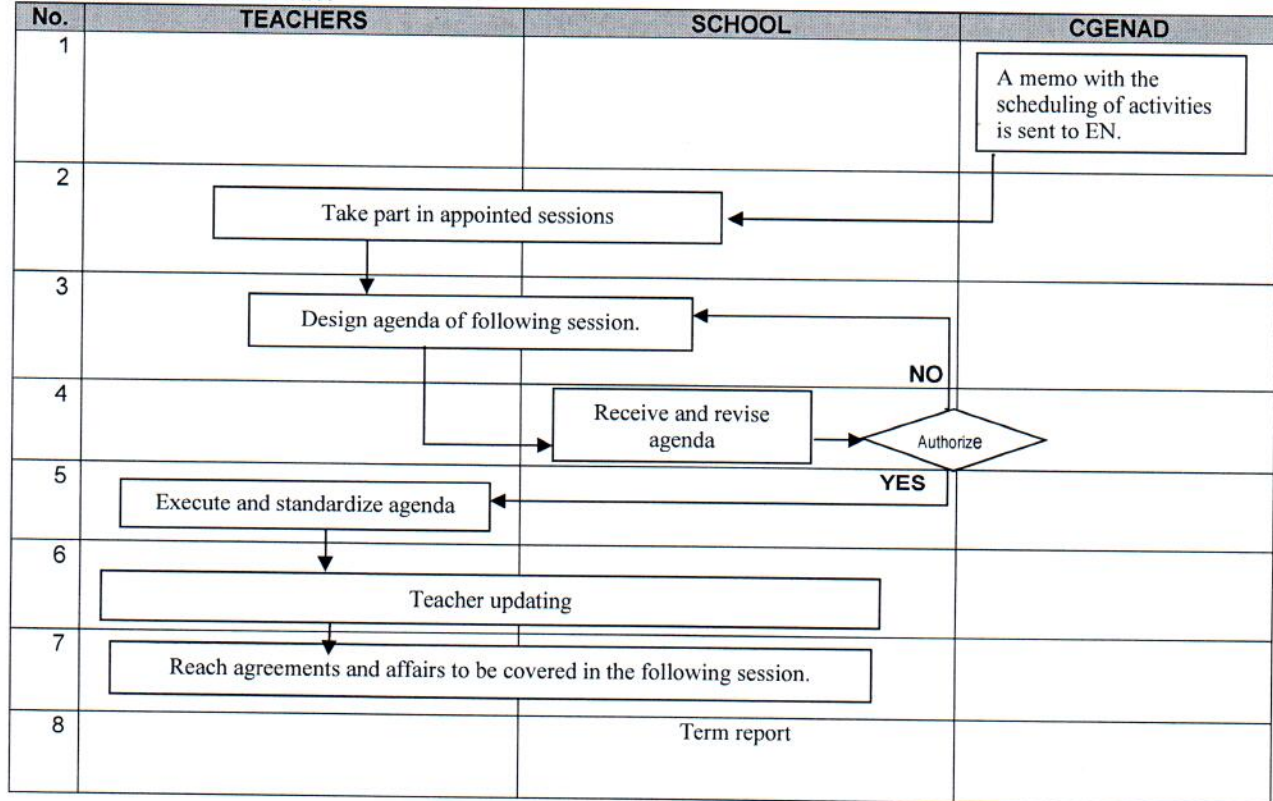
Procedure: Collegiate work	
Responsible of the procedure: Academic Vice-principal	
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- I. **PURPOSE**
 To determine collegiate work guidelines at EN in order to organize teaching practice and make improvement decisions that impact in the students' development.
- II. **COVERAGE**
 EN teachers.

III. **INPUT AND OUTPUT**

INPUT	OUTPUT
<ul style="list-style-type: none"> - General activities scheduling. - Collegiate teachers. - Collegiate work agenda. 	<ul style="list-style-type: none"> - Collegiate minute. - Teacher's portfolio. - Assessment agreements.

IV. **PROCESS FLOWCHART**



V. **POLICIES**

Collegiate members must:

1. Comply with the set schedule for collegiate work timely and appropriately.
2. Attend and sign attendance list and minute.
3. Participate in the meeting respectfully.

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4. Respect and comply with the guidelines and agreements reached.
5. Strictly abide by assessment agreements.
6. Design the course daily lesson plan.
7. Prepare the form to assess the progress and impact of the collegiate project on the established date by the Principal's Office in the institutional scheduling.
8. Be assessed at the end of the term.
9. Design project at the beginning of the school year.
10. Keep updated of the affairs and agreements taken or reached at the collegiate meetings by an electronic media in case of not having class hours to attend them.
11. Communicate and record information in English at all times.

VI. PROCEDURE DESCRIPTION

No	ACTIVITY	RESPONSIBLE	TIMING
1	A memo with the scheduling of activities is sent to EN. CGENAD-F-CG-02	CGENAD	One month prior to the beginning of the term
2	Take part in appointed sessions Coordinators responsibly attend session on the specific date and time in which agreements are reached to ensure that precise information is recorded. In every session, affairs to be covered in the following session and other topics of interest are defined. CGENAD-F-DVIA-11 CGENAD-F-DVIA-12	COLLEGIATE COORDINATORS	Once a week according to the scheduling.
3	Design agenda of following session. In every session, the coordinators design collegiate work agenda taking the affairs covered and the collegiate project as a starting point. CGENAD-F-DVIA-11	COLLEGIATE COORDINATORS	Once a week
4	Receive and revise agenda. Every collegiate coordinator hands in the work agenda to be carried out in the following collegiate session in advance to the Academic Vice-principal for revision and approval. CGENAD-F-DVIA-11	ACADEMIC VICE-PRINCIPAL	Once a week
5	Execute and standardize agenda. The coordinator presents the agenda, presenting the affairs to be covered within the session: purpose, roll call, reading of previous minute; notifications and events to be carried out are announced, students at risk report, etc. CGENAD-F-DVIA-10 CGENAD-F-DVIA-11 CGENAD-F-DVIA-12 English teachers meet and reach agreements based on the affairs from the agenda to make decisions that help develop such activities (items, planning, framework, respect assessment agreements and all activities appointed by the Academic Vice-principal). CGENAD-F-DVIA-03 CGENAD-F-DVIA-04 Additionally, evidence of the disclosure of assessment agreements to students in the established format.	COLLEGIATE COORDINATORS/ TEACHERS	Once a week

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6	<p>Teacher updating. Within the collegiate work, a time period is provided for academic updating of teachers taking part in it, with the purpose of reinforcing their professional competences and broadening their knowledge. Topics of common interest such as reading circles, workshops, exhibits, talks, debates, book presentations and discussions, as well as educational material acknowledgement are addressed.</p>	COLLEGIATE COORDINATORS/ TEACHERS	During the term
7	<p>Reach agreements and affairs to be covered in the following session. All agreements must be followed up by all teachers' consensus and obtained results must be assessed at due date. Collegiate secretary will be in charge of recording the collegiate minute and agreements reached in written form. CGENAD-F-DVIA-10</p>	ACADEMIC VICE-PRINCIPAL, COLLEGIATE COORDINATORS, TEACHERS	At the end of every collegiate session
8	<p>Term report The person in charge and co-responsible for the process, prepare results report and improvement proposals, considering the results of the process indicators, obtained during the semester.</p>	Principal/ Academic vice-principal/ Administrative vice-principal/ Coordinators/ Teachers	At the end of every term

VII. INDICATORS

No.	INDICATOR	METHOD	EXPECTED PERCENTAGE	PERIOD
1	Percentage of sessions carried out during the term.	Number of sessions carried out during the term divided by number of sessions planned for the term multiplied by 100.	90%	Once a term
3	Percentage of courses which covered planned contents.	Number of courses which covered the planned contents divided by the total of English courses multiplied by 100.	90%	Once a term

VIII. RISKS

The risks associated to this process will be managed by the Qualitypei System.

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IX. REFERENCE DOCUMENTS

DOCUMENTS	CODE
2018 curriculum and course programs. Bachelor's in Pre-school Education.	External document
2018 curriculum and course programs. Bachelor's in Elementary Education.	External document
2018 curriculum and course programs. Bachelor's in Elementary Education.	External document
2018 curriculum and course programs. Bachelor's in Inclusive Education.	External document
2018 curriculum and course programs. Bachelor's in Teaching and Learning in Secondary Education.	External document
2018 curriculum and course programs. Bachelor's in Physical Education.	External document
Current admissions department guidelines.	External document

X. RECORDS

NOMBRE DEL FORMATO	CÓDIGO DEL FORMATO	RESPONSABLE DE CONSERVARLO	TIEMPO DE CONSERVACIÓN	LUGAR DE ALMACENAMIENTO
CGENAD term scheduling	CGENAD-F-CG-02	Academic Vice-principal	1 school year	Academic Vice-principal's Office.
Course framework	CGENAD-F-DVIA-03	Teacher and Academic Vice-principal	1 term	Teacher's portfolio, Academic Vice-Principal's Office and collegiate binder.
Teacher's portfolio checklist.	CGENAD-F-DVIA-04	Academic Vice-principal	1 school year	Teacher's portfolio, Academic Vice-Principal's Office and collegiate binder.
Collegiate minute and attendance list	CGENAD-F-DVIA-10	Academic Vice-principal / collegiate coordinators	1 school year	Academic Vice-Principal's Office / Collegiate coordinator's binder.
Collegiate work agenda	CGENAD-F-DVIA-11	Academic Vice-principal / collegiate coordinators	1 school year	Academic Vice-Principal's Office / Collegiate coordinator's binder.
Students at risk	CGENAD-F-DVIA-12	Collegiate coordinator	1 school year	Collegiate coordinator's binder.
Students at risk list with assigned academic tutors.	CGENAD-F-DVIA-13	Teachers' coordinator	1 school year	Teachers' coordinator / Collegiate binders.

XI. GLOSSARY/ ACRONYM

CONCEPT	CONCEPT DEFINITION
COLLEGIATE	English teachers meeting whose purpose is to come to agreements and carry out activities to reach the students' degree profile.
FRAMEWORK	At the beginning of each term the teacher informs students about the course description and focus, degree profile, structure and assessment criteria.
RUBRIC	Set of criteria and standards linked to the learning objectives used to assess the performance of whom is to be assessed. The rubric allows to standardize the assessment according to specific criteria making the grading simpler and more objective.

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DEGREE PROFILE	Definition according to 2012 and 2018 curricula: It is the core element and guidelines to the development of the curriculum, expressed by competences that describe what the graduate student will be able to perform by the end of the educational program, and points out the knowledge, skills, behavior, and values involved in their profession's expected performance. It is made up of the generic and professional competences along with their units and elements. Definition according to 1999, 2002 and 2004 curricula: Expected outcomes of different teaching bachelor's degrees, which make up the core element in the development of the curriculum.
COMPETENCE	Defined as the resulting performance composed by knowledge, skills, behaviors and values, as well as the capabilities and experiences that a person carries out in a specific context for daily life problem solving.
TERM PLANNING	Document that accounts the essential elements for the development of the teaching intervention that are common to every course, and in which the term contents to be covered is organized.
DAILY LESSON PLANNING	Document which allows the teacher to previously organize the classwork to be done and to follow up the learning objectives during the term.
TEACHER'S PORTFOLIO	Teacher's resource which is used for the development-assessment of the student's and their own practice, in other words, for the feedback and formative assessment through the reflective method of evaluation as the ideal referent for its effective implementation.
STUDENT'S PORTFOLIO	Instrument to assess the evolving process of the competences in the degree profile previously defined as the expected learning outcomes in a specific period of time.

XII. VERSION CHANGES LOG

VERSION	CHANGE (S) MADE:	CURRENT VERSION
V 19-20	-First emission.	August 2019
V 20-21	-Change of versión due to new school year.	August 2020
V 21-22	-Change of versión due to new school year.	August 2021

XIII. SIGNATURE CHART

	MADE BY:	REVISED BY:	AUTHORIZED BY:
POSITION	Academic Exchange Office	Administrative Vice-principal	Coordinador General de Educación Normal y Actualización Docente
DATE	August 2021	August 2021	August 2021
NAME	Ana Isabel González García	Elizabeth Hoyos Deble	Jesús Manuel de la Garza Long
SIGNATURE			

NOTE: The instruments used, and which will become records to present evidences in this procedure, are the result of the experience and collaborative work of the members of the SEEN.