



NMACTE Deans and Directors

Legislative Priorities

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The Teacher Pipeline



# Who We Are



The New Mexico Association of Colleges of Teacher Education promotes shared values around policy objectives, EPP quality, curricular continuity and professional development in order to ensure quality outcomes for all New Mexico educators and students in coordination with like-minded stakeholders throughout the state.

Mission:



The New Mexico Association of Colleges of Teacher Education drives change to improve the educational outcomes for New Mexico's linguistically and culturally diverse communities.

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Vision:



## Strategic Goals

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Alternative is no longer Alternative

- Articulation 2 year to 4 year
- Funding for all Teacher Residency Models
  - New teacher support - for all teachers, but especially for alternative licensure and EA's
  - Mentoring programs for administrators, teachers....standardizing mentorship
- DATA Sharing – EARS and Data sharing with EPPs
- Formula Funding for Teacher Education
  - Funding to support wrap around services

- Dawn Wink – SFCC
  - Teacher Affordability and Grow Your Own Funding
- Catron Allred – CNM
  - Revisiting Alternative Licensure
- Dr. Hansel Burley – UNM
  - EARS/Data Exchange
- Dr. Debra Dirksen – WNMU
  - Resources Needed



## Presenters

# Grow Your Own Teachers Teacher Preparation Affordability Scholarships



# Legislative Funding

	FY20	FY 21
Grow Your Own	43	18 continued 30 Total
Teacher Preparation Affordability	961	361 continued 739 total





# Grow Your Own Teachers

- Release time for districts
- Field Experience
- Educational Assistant (EA) restriction
- Additional funding to support growth
- Term EA—Restrictive (i.e. Instructional Aide not eligible)

## Teacher Preparation Affordability

- Time-to-degree (Six years for traditional teacher education)
- Funding sustainability



# To Increase Efficacy

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- Continued funding taking time-to-degree into account
- Broaden language/terms to include EA, or equivalent
- Increased funding to support teachers throughout program and include growth of more recipients
- Funding supports recruitment and retention to diversity our teaching force in support of Yazzie vs. Martinez







# Alternative Teacher Licensure

- Post-baccalaureate programs for individuals with content and career expertise interested in becoming teachers
- Alternative Licensure into law in 2003
- A large umbrella with different pathways
  - Higher Education Institutions
    - Universities
    - Community Colleges
  - NMPED: OPAL/NMTEACH Route
  - Post-Secondary Route
  - Other organizations with NMPED approval



# Alternative Teacher Licensure (is no longer alternative)

- 2019-2020: 61% of admits and 60% of graduates from teacher preparation come from Alternative Teacher Licensure Programs (ATLP). \*[NMSU Soar Report](#)
- The Teacher Education Pipeline is changing and we need to build additional support for ATLP teachers starting out in the classroom.
- Teacher Vacancies = Warm body syndrome
- Teacher Retention: Most teachers leave due to lack of support and isolation
- Most existing mentorship programs were not designed to support ATLP teachers. They need in-classroom support and modeling.



# Proposed New Model for ATL

- Co-teaching/Residency Models
  - Districts hire ATLP teachers in partnerships with IHE Public Education Alternative Licensure Preparation Program.
  - They are placed in a classroom with an experienced teacher during their first term (or first year for residency) and move into their own classroom with support and mentorship during second term. (ex. CNM SETT Program, UNM ATRP)
  - Districts receives financial support for salary as a level 1 teacher (ex. JTIP Program)
- Higher Education Mentorship Support
  - Funding to IHE Public Education Alternative Licensure Preparation Programs to hire experienced Level III teachers to "push in" to ATL classrooms during the first year if co-teaching is not a possibility and can support teachers in their second term in their own classrooms.





COLLEGE OF EDUCATION  
& HUMAN SCIENCES

Dean Hansel Burley, Ph.D.

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# Educator Accountability Reporting System (EARS)

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## Current EARS:

- Narrative and goals about Educator Preparation Programs practices.
- Writing to prompts
- Current data requested: State funding table, Completers in AY 2017-18: Name, ID #, program, & birth date

## Challenges

- Little to no guidance on methodology and data modeling
- Writing to prompts that have little individuality
- Disconnect from local School District (Vacancy report, PD offerings, etc.)
- Completer data at the individual level by Institutions of Higher Education (IHE) and State level (For Program Improvement, Approval and Accreditation)
- Data for Alternative Licensure- definitions and types of ALT Licensure.

## **New EARS: Focus on Continuous Improvement**

- EPPs provide data to NMPED so that NMPED can evaluate EPP work, provide more support where needed, and better understand the teacher pipeline in NM.
- NMPED provides data to EPPs so that EPPs can evaluate their own work and make changes where needed.

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### **EPPs share data about their students:**

- Name, ID #, Program, High Needs Area, demographics
  - Who completed the program?
  - Who is currently enrolled in the program?
  - Who is in the pipeline to enroll in the program?

### **EPPs share goals & struggles for their program:**

- What are the EPP's goals for their program?
- What are the EPP's goals for meeting the needs of NM?
- What is hindering the ability to reach those goals?

### **NMPED shares data about completers:**

- How are completers performing on licensure assessments?
- Where are completers working?
- In what positions are completers working?
- How are completers performing on the job?
  - Evaluations, Surveys, Student achievement scores
- Comparison benchmarks for all teachers statewide
- Comparison benchmarks to other EPPs

### **NMPED shares goals & struggles statewide:**

- What are NMPED's goals for EPPs?
- What are NMPED's goals for meeting the needs of NM?
- What is hindering the ability to reach those goals?

# Deans and Directors Next Steps:

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**Convene a sub group to explore and make possible recommendations for changes to the existing Educator Accountability Reporting System (EARS)**





# Higher Ed Funding Formula Changes/Proposals

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Dr. Debra Dirksen





# Meeting the challenges of a Diverse Community of Learners

P-12 Students

61% Hispanic

25% White

11% Native American

- Teachers representative of the students they serve
- BLED/TESOL preparation
  - ESL Methods and Content Literacy
- SPED Preparation
  - Sped integration with general education teachers
- Teacher effectiveness
- Teacher Pipeline
- Teacher Retention
- All students need high quality learning experiences

P-12 Teachers

60% White

34% Hispanic

3% Native American



## Steps:

- Collaboration
- Data consortium
  - EARS Report data
  - Program improvement oriented data
  - Continuous improvement
- Wrap around services
  - Recruitment
  - Testing support
  - Advising
- Articulation for Teacher Pipeline:
  - Community college → 4 year institution
- Statewide Mentor/Clinical Experience Portal
  - Clinical placements
  - Mentoring – Residency
  - Support for Alternative Licensure teachers through Co-Teaching Residency Model
  - Continued Mentor support



# Needed: Resources, Champions and Heroes

- FY22 Resources
  - Alignment of courses and programs
  - Structured organization
    - Data consortium
      - EARS Report data
      - Program improvement oriented data
      - Continuous improvement
    - Statewide mentor Portal
  - Teacher pipeline
    - Investigation – Root issues
    - Testing
  - Identification of measures
- Long Range Goals - Formula Funding
  - Tier 3
  - Identified goals and measures
  - Teacher pipeline
  - Administrative pipeline
  - Mentoring of alt licensure and traditional
  - Wrap around services
    - outreach and services
    - marketing,
    - Recruitment
    - advisement





# Future of the Educator Workforce

- Challenges ahead related to opportunity to learn during Covid (adding to existing challenges)
  - Supporting all teachers
  - Addressing opportunity to learn and sufficiency in the system
- Developing a systems approach to building a stronger teacher pipeline from K-12 to Educator.

How will we work together to address our collective challenges in education to better support NM students and teachers?

