

NM Legislative Education Study Committee (LESC) Educator Preparation Program Efforts to Increase **Teacher** Quantity and Improve Teacher Quality

UNM College of Education and Human Sciences (COEHS)

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- 1. Programs in progress: UNM College of Education Response to Martinez/Yazzie**
  - a. Workshops, meetings summit on policies and practices that affect Indigenous persons (IAIE)
  - b. Summer Institutes on Bilingual and TESOL Education (63 participants, but 150 applications)
  - c. Workshops on education and language for Indigenous persons (Native American Langue Teacher Institute (n=25), Diñé Language Teacher Institute, Literacy Summer Institute (n=20); Teacher Education Collaborative in Language Diversity and Arts Integration for those adding bilingual or TESOL Endorsement
  - d. Continuation of bilingual and math education project
  - e. Programming and planning interrupted by pandemic, no directed funding, budget cuts, and Grow Your Own Teacher funding cut.
  - f. Growing graduate teacher (n=30 to 58) licensure programs and increased undergraduate applications (40 to 60 admits from fall to spring). Addressing Martinez/Yazzie is specifically addressed in coursework (Note: rulings have really focused on K-12 education)
- 2. Programs In the works aligned with Y/M needs**
  - a. Desperately need permanent faculty (teacher prep—90% temporary faculty)
  - b. Professional development institute that will offer mini-courses on cultural relevant pedagogy
  - c. Bilingual and special education coursework
  - d. Redevelopment of degree offerings in Gallup and Farmington
  - e. Adding access and community health to education programming
  - f. Changes in practice that measure impact
- 3. Approaches Needed: A future focused on development**
  - a. Guiding principles
    - i. Principle 1: What is good for Martinez/Yazzie is good for the state
    - ii. Principle 2: Encourage teachers, especially EC and EI Elem, to develop specialties in special education, bilingual/TESOL, or both
    - iii. Principle 3: Ecological thinking: growing teachers→good seed and soil, water, sunshine; needs addressed as environment changes by attentive gardeners; measurement of yields, continual improvement; sustained plan and incentives for growth
    - iv. Start with a wide net—keep teachers growing with development and incentives.
  - b. An evaluation center that provides best practice feedback to coursework
  - c. Triangle programs—close coordination among schools, IHEs, and PED

- i. Reshaping thinking from pipelines (assembly lines) to professional GROWTH and DEVELOPMENT. Assembly lines “products” devalue once completed
  1. Encourage units working together
  2. Increase growth of education professionals (make easy to get in, but provide **continual development along a career pathway**)
  3. All certifications go through one induction period (a probationary period of high supervision, just in time professional development, and graduate coursework)
  4. Target culturally responsive teaching as key feature of career development
  5. Eliminate policies and practices that contradict each other, (competing funding incentives; putting new teachers in most difficult situations, etc.)
- ii. Growth and development of education professionals requires a healthy ecology and a growth mindset
  1. Focus is on continually increasing the perception of the value of teachers
  2. Create short- and long-term programs to attract and guide under-represented minorities and males into education

### **Brief Glossary of Terms Used in Presentation**

COEHS: College of Education and Human Sciences (<https://coehs.unm.edu/>)

**Induction:** Teaching is complex. Challenges in dealing with a variety of students, parents, school environment, policies, and content areas make the job difficult. This is especially true for novice teachers. Induction is usually a 3-5-year probationary period where new teachers get intensive mentoring and coaching designed to improve performance and keep them in the profession.

**Residency programs:** Those becoming a certified teacher work as the IOR and receive a stipend. These can be undergrad and graduate programs. Students receive intense supervision. They can also work as a co-instructor of a class. While funding could come from an external agency, it usually comes from school districts. Completers usually have a commitment to the school district where the residency took place.

**Student teaching:** Teaching experience supervised by colleges that can serve as a capstone to an education degree or certificate. It can be undergraduate or graduate. In NM, it is usually an undergraduate experience.

**Institute:** Can be a fixed and continuing body of officially recognized faculty and staff who research and produce programming on a specific topic. They can work like a college department, but with a highly focused purpose and agenda. “Centers” function in a similar fashion.

**Summer institute:** Summer institutes are usually concentrated courses of study where faculty deliver instruction that leads to degrees, certificates, or endorsements. They tend to be one or two-week courses of study, whereas a regular semester is usually 5-6 weeks in the summer and 15 weeks during the long terms. Note: A college institute can offer a summer institute.