



SCHOOL OF EDUCATION

**REPORT TO THE LEGISLATIVE
EDUCATION STUDY COMMITTEE**

July 23, 2025

SCHOOL OF EDUCATION

Mission Statement

- We immerse our students in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

Core Values

Authentic Learning

Reflective Practice

Diversity

Social Justice

Excellence/Quality

Transformation

Nationally Accredited



Initial Licensure

- Teacher Education

Advanced Programs

- School Counseling
- Educational Leadership

To be included in the next cycle (2026)

- Curriculum & Instruction

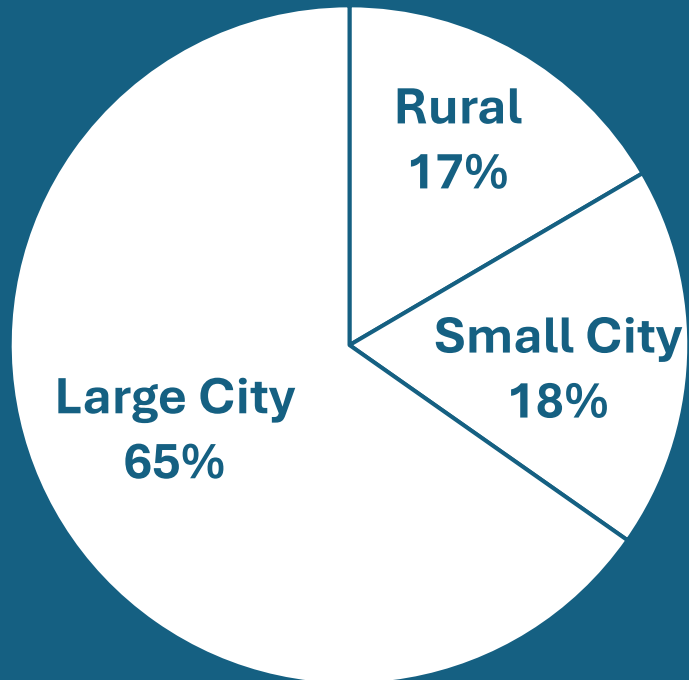


M.A. Counseling

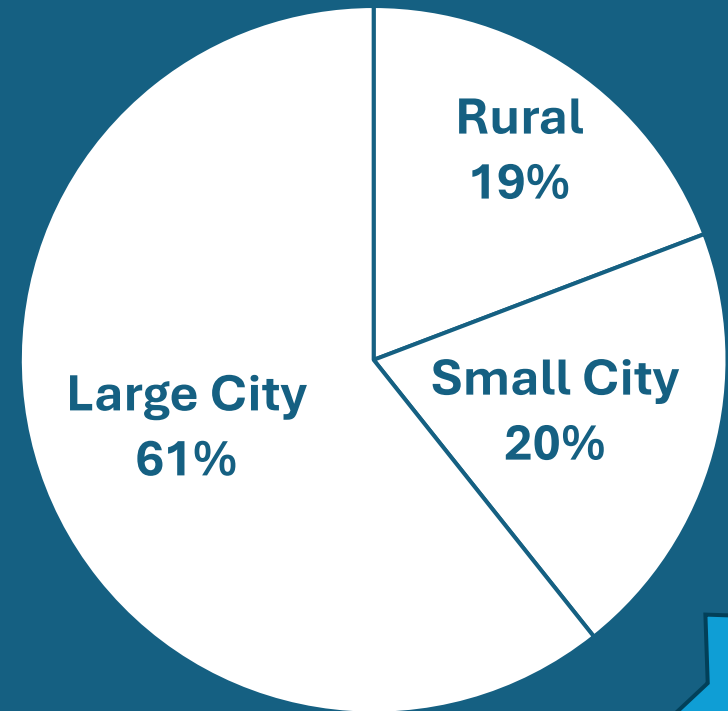
- School Counseling
- Clinical Mental Health Counseling
- Clinical Rehabilitation Counseling

Where do our students come from?

Undergraduate Students (6 from out-of-state)



Graduate & Certificate Students (13 from out-of-state)



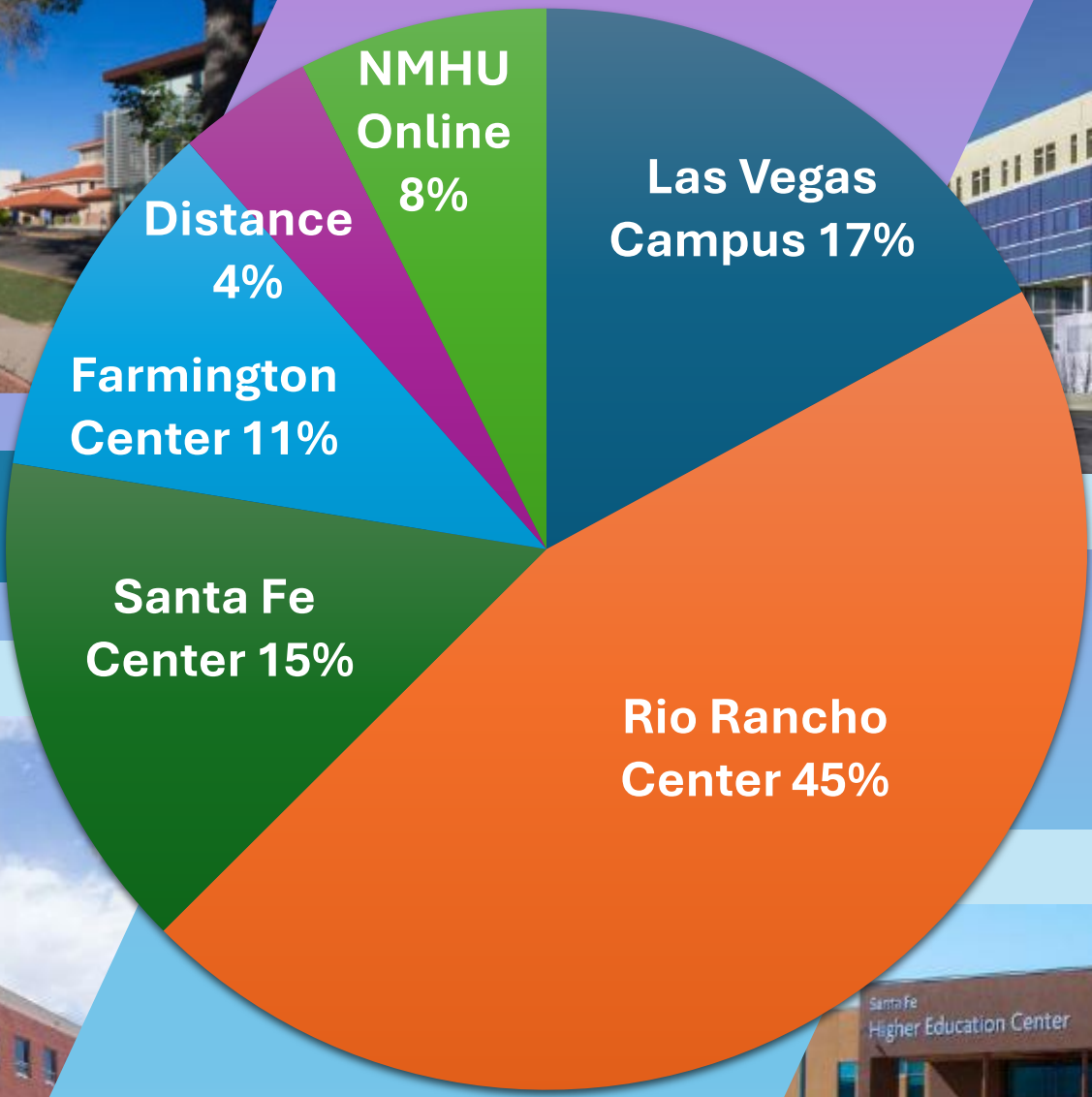
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Las Vegas Campus



Farmington Center

Center Support



Rio Rancho Center



Santa Fe Center



Demographics FA 2024-SU 2025

UNDERGRADUATE		GRADUATE		CERTIFICATE PROGRAM	
88.0% Female		80.8% Female		78.2% Female	
12.0% Male		19.0% Male 0.2% Nonbinary		21.8% Male	
47 Traditional Students	261 Non-Traditional Students	371 Non-Traditional Students		87 Non-Traditional Certificate Students	
Average age of traditional BA students = 20.77					
Average age of non-traditional BA students = 35.59		Average Age of Non-Traditional Graduate students = 39.36		Average Age of Certificate students = 38.6	
Traditional students attend classes on the Las Vegas Campus. Most remain in NM post graduation.					
Non-Traditional students are typically established in their NM communities, have families, and are working. They attend classes scheduled to meet their needs, typically synchronous ZOOM and Asynchronous modalities.					
Traditional students are heading into a 1 st career.					
Non-traditional students are heading into a 2 nd , 3 rd , or 4 th career.					

Ethnicities	Undergraduate Students		Graduate Students		Certificate Students	
Hispanic	201	65.3%	158	42.6%	48	55.2%
White	49	15.9%	141	38.0%	24	27.6%
Native American	35	11.4%	35	9.4%	4	4.6%
International	14	4.5%	11	3.0%	4	4.6%
Others	9	2.9%	26	7.0%	7	8.0%

Degrees, Minors, Concentrations & Certificates

UNDERGRADUATE Majors & Minors	GRADUATE Concentrations	CERTIFICATE PROGRAMS
<p>Majors</p> <ul style="list-style-type: none"> • Elementary Education (K-8) • Early Childhood Multicultural Education Birth- Age 4 Licensure or Non-Licensure • Early Childhood Multicultural Education Age 3- Grade 3 • Dual Major Elementary- Special Education 	<p>Curriculum & Instruction</p> <ul style="list-style-type: none"> • Reading • Early Childhood Multicultural Ed. • Bilingual Education • TESOL <p>Special Education</p> <ul style="list-style-type: none"> • Gifted & Talented <p>Educational Leadership</p> <ul style="list-style-type: none"> • Educational Leadership • K-8 Mathematics Teacher Leadership 	<p>Alternative Licensure</p> <ul style="list-style-type: none"> • Elementary Education • Secondary Education • Special Education <p>Educational Leadership</p> <ul style="list-style-type: none"> • Educational Leadership
<p>Minors</p> <ul style="list-style-type: none"> • Secondary Education (7th- 12th) • English as a Second Language • Bilingual Education/TESOL • Early Childhood Multicultural Education 	<p>Counseling</p> <ul style="list-style-type: none"> • Clinical Mental Health Counseling • Clinical Rehabilitation Counseling • School Counseling 	<p>Counseling</p> <ul style="list-style-type: none"> • Professional Counseling • School Counseling • Rehabilitation Counseling • Addictions Counseling

Institute for Culturally and Linguistically Responsive Learning and Teaching (ICLRLT)

- **Technology Connected Communities**
 - Computers for College students and graduating high school seniors
- **Indigenous Knowledge Roadmap**
 - Funded by the Kellogg Foundation to address inequities in Native American education through funding, teaching resources, and professions development for teachers and staff.
- **Bilingual Education Toolkit**
 - Collaboration with West Las Vegas School District to support WLVS's goal of becoming a model bilingual multicultural Pre-K through 12th grade district.
- **Leaders Rising Program**
 - Seeking out classroom teachers, pairing them with mentors in partnership schools and financially supporting them in becoming principals, school counselors, and school social workers.
- **Partnerships**
 - Collaboration with Institute Research Faculty and provides in-school Faculty Liaisons to support the Problems of Practice format.
- **Summits**
 - Quarterly professional development focusing on culturally relevant curricula.

July 2025 Laptop Distribution Data

**NMHU Technology
Connected Communities
TCC Project**

Two Sectors of Impact

NMHU & Luna Community College Distributions

- Criteria for students to receive a laptop:
 - Must be an undergraduate student at the time of receiving the laptop.
 - They must be a Pell Grant recipient, which is verified by the Financial aid offices.
- 250 laptops were distributed to in need college students over 6 distribution periods.
- Fall 2023 - 86 laptops were distributed to NMHU Students.
- Spring 2024 - 50 laptops were distributed to Luna Community College students.

New Mexico High Schools

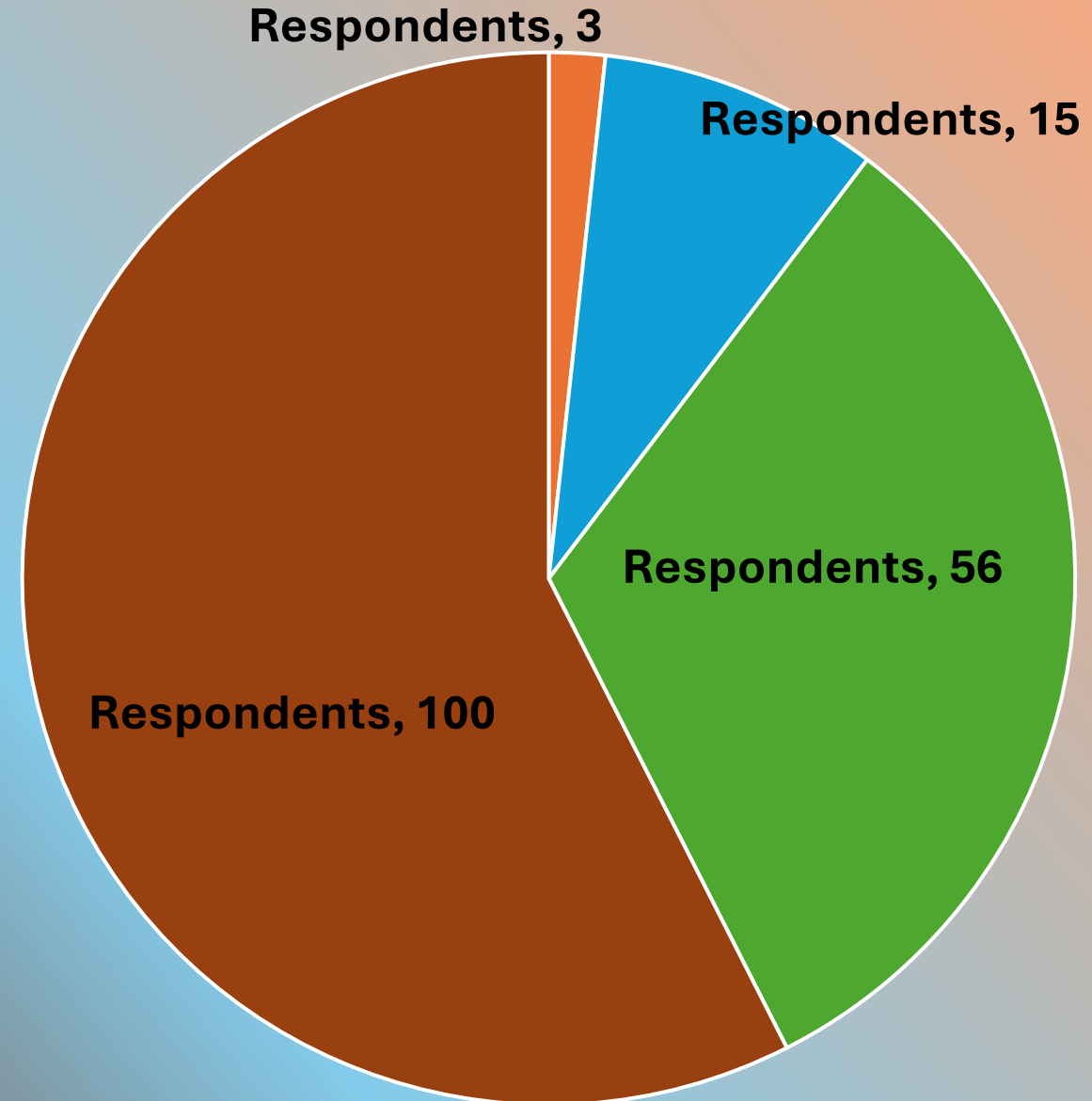
- Criteria for students to receive a laptop:
 - Student must be a High School senior, who will be turning 18+ by Graduation, or a specified date.
 - Student must have a financial need (calculate by the reduced lunch program.)
 - Student must write an essay conveying their educational or career goals after High School, and their financial need.
- Criteria was created with the help of participating High School counselors, administrators and the TCC Team.
- Spring 2024 - 63 students received laptops.
 - Four high schools took part: Maxwell High School, Pecos High School, Robertson High School, and West High School.
- Spring 2025 - 40 students received laptops.
 - In addition to the four previous schools, Cimarron High School, and Mora High School were included in the distribution..

To what extent has the laptop improved your ability to be successful in your studies?

- Student stress was one component that was causing issues in learning.
- The majority of students saw a significant increase in learning potential and quality of their work product after receiving their laptop.
- Many students also noted feeling more motivated with a working computer, that could handle any and all of their educational needs.
- Many students also felt more compelled to participate wholly in their classes. Time which had been spent just trying to find technology could now be used to speak with Professors or TA's.

Success in Studies

- No Improvement
- A lot of Improvement
- Some Improvement
- A great deal of Improvement



Center for the Education and Study of Diverse Populations (CESDP)

- The CESDP was established in 1993 under the auspices of New Mexico Highlands University. The mission is to assist communities in improving the quality of education for students, families, educators and community members, and to nurture partnerships with other like-minded organizations.

Office of Field Experiences

The Office of Field Experiences supports teacher candidates in their clinical experiences (Field Base 1, 2 and 3) in classrooms across New Mexico, from Las Vegas and the Albuquerque / Rio Rancho area to Santa Fe, Taos, Farmington, Las Cruces, and to rural districts across the state.

NMHU has a diverse range of participating schools in our network for placing students covering many parts of the state. Below is a list of participating schools in our placement network.

- Farmington Municipal Schools
- Bloomfield School District
- Aztec Municipal School District
- Chama Valley Independent Schools
- Springer Municipal Schools
- Central Consolidated Schools
- Los Alamos Public Schools
- Taos Municipal Schools
- Mora Independent Schools
- Las Vegas City Schools
- West Las Vegas Schools
- Santa Fe Public Schools
- Ohkay Owingeh Community School
- Pojoaque Valley School District
- Espanola Municipal Schools
- Santa Rosa Consolidated Schools
- Albuquerque Public Schools
- Rio Rancho Public Schools
- Los Lunas Public Schools
- Bernalillo Public Schools
- Mountainair Public Schools
- Estancia Municipal School District
- Ruidoso Municipal Schools
- Las Cruces Public Schools
- Carlsbad Municipal Schools

Teacher Residency Program

- In response to Yazzie-Martinez - HB 13
- Legislature funded thru PED and thru the EPPs
- Designed to
 - Improve teacher quality
 - improve K12 student performance outcomes
- Features
 - A one-year clinical experience - Intentional Co-Teaching strategies
 - Financial support leads to deeper engagement
 - Full-year provides a better understanding of the classroom
 - More time to prepare the portfolio



- [Teacher Residency Program | NMHU | V1 on Vimeo](#)

Department of Curriculum and Instruction Report for LESC Visit

Elisabeth Valenzuela, Ph.D. on behalf of
Seonsook Park, Ph.D. & Jessica White, Ph.D.

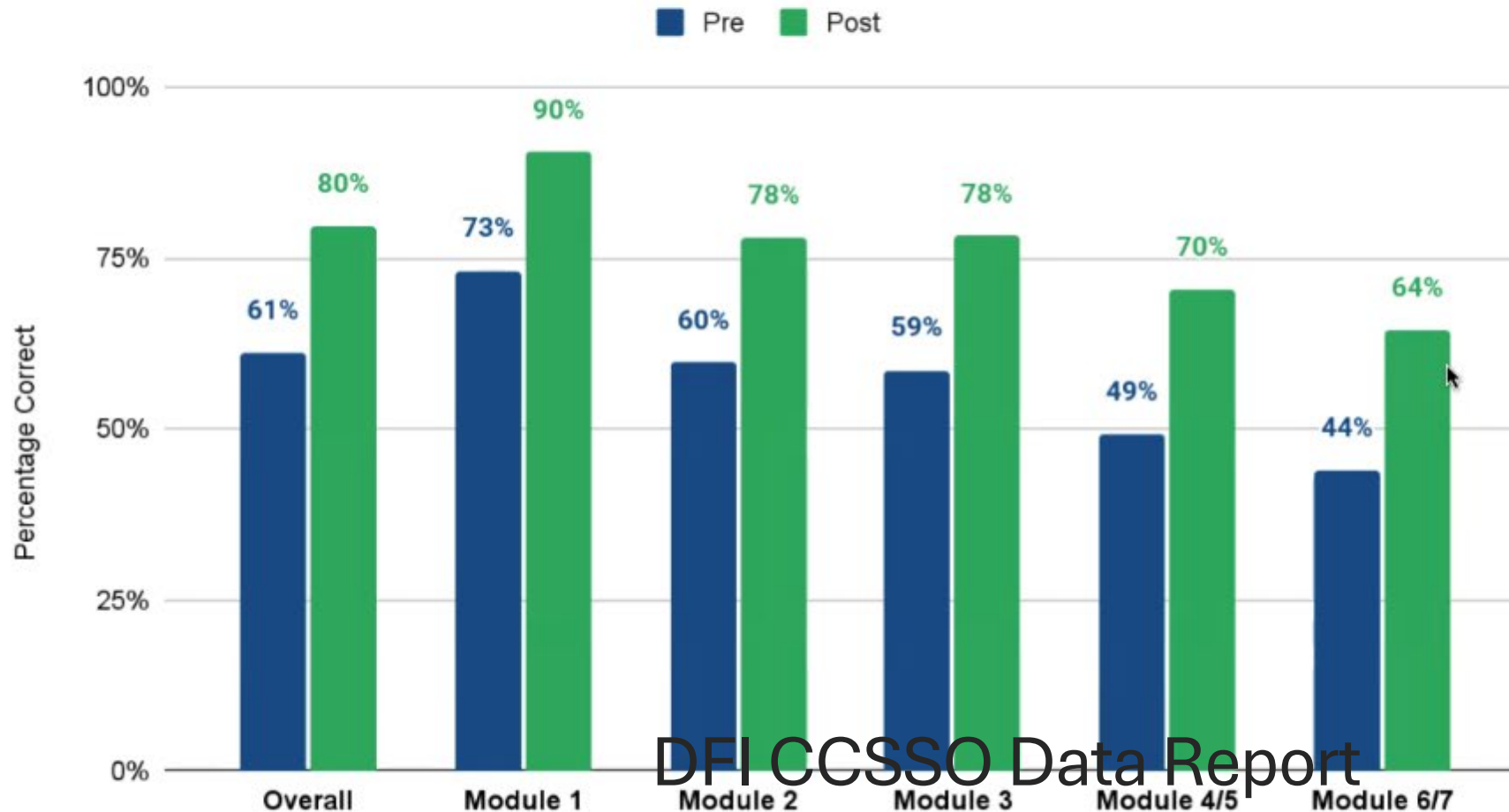
Science of Reading Professional Development Activities

- HU Reading Faculty completed *Language Essentials for Teachers of Reading and Spelling* (LETRS) training and implemented to reading course work.
- Revised reading syllabi to include science of reading standards.
- Participated in an NMPED's pilot study, the TPI-US CCSSO Literacy and High Quality Instructional Material (HQIM) Review Framework
- IMPD-EPP Workshop:
 - Improving the quality of literacy preparation experiences to embed HQIM and the science of teaching reading
 - Launching program reviews that measure the extent to which EPP coursework and school system partnerships support educators to effectively use HQIM to facilitate rigorous, grade level instruction for all students.
 - HU Reading classes implemented Foundational Literacy Skills Modules and HQIM Modules to support knowledge building.

Foundational Literacy Skills: Overall

Language Essentials for Teachers of Reading and Spelling (LETRS)

NMHU Candidate FS Assessment Pre-Post Data



DFI CCSSO Data Report

Module Key

M1: Introduction to Foundational Skills

M2: Syllabication and Morphology

M3: Introduction to Curriculum and Routine

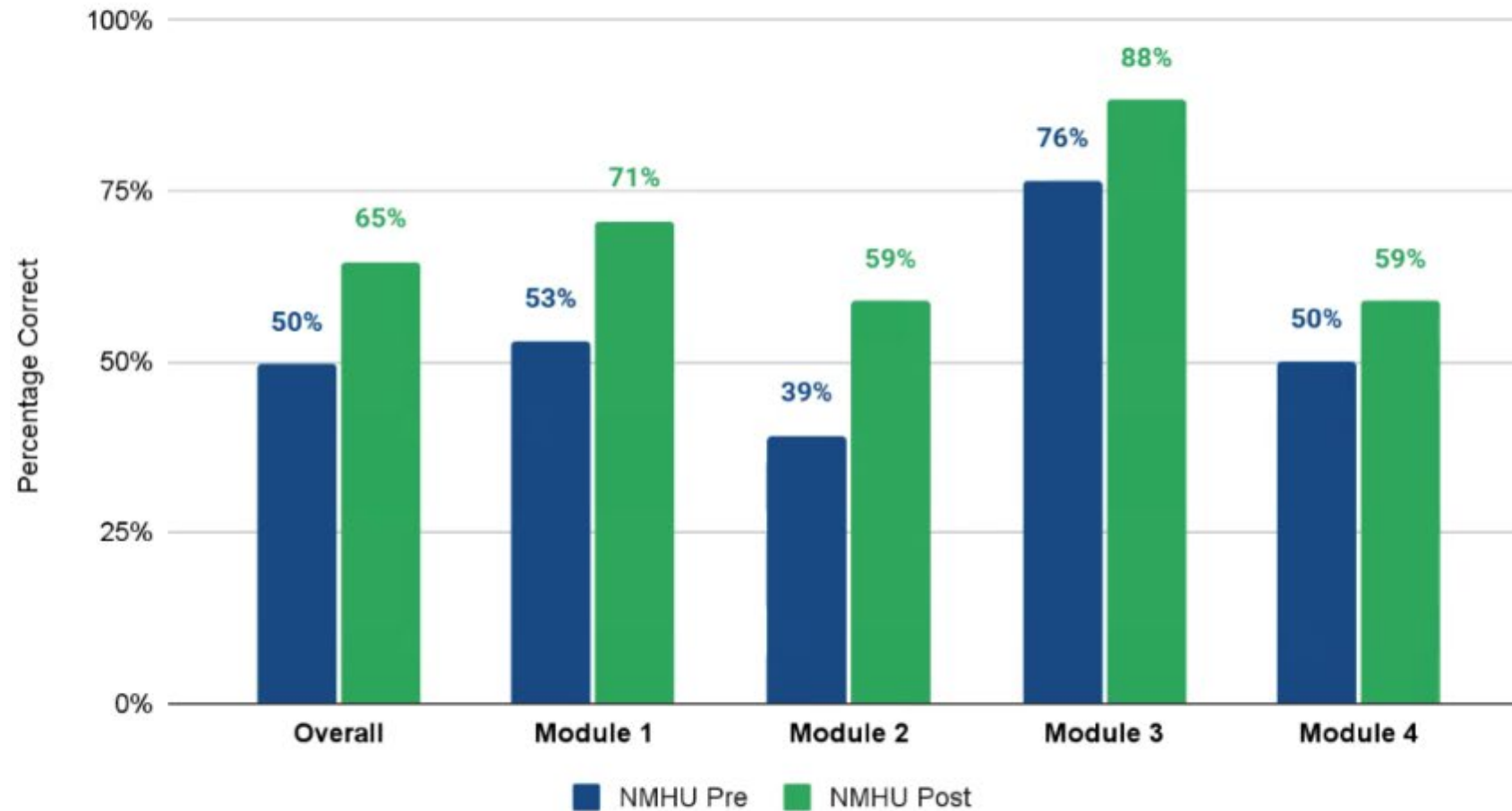
M4/5: Analyze and Practice a Syllabication Lesson

M6/7: Analyze and Practice a Morphology Lesson

Using HQIM to Support Knowledge Building: Overall

*High Quality Instructional Materials

NMHU Candidate HQIM Assessment Pre-Post Data



Module Key

M1: Language Comprehension and the Reading Rope

M2: Intro to HQIM

M3: Lesson and Unit Internalization

M4: Prompting Effortful Thinking Using HQIM

ALTERNATIVE TEACHER CERTIFICATION PROGRAM (ATCP) Highlights

1. Output & Endorsement Areas

Over the last 3 cohorts since the portfolio was implemented (graduating Spring 2024, Fall 2024, and Spring 2025), **62 teachers** have attained licensure upon completion of the C&I ATCP program.

- **25 are elementary teachers**
- **16 are secondary teachers**
- **21 are special education teachers**

2. Ensuring Candidate Competence in Math and Reading Instruction

The Program is intentionally building math and reading expertise through coursework, mentorship, and portfolio-based demonstration of competency.

Math:

- The Program’s instructional framework emphasizes **conceptual understanding, procedural fluency, and real-world application** – aligned with NM’s math frameworks and Culturally and Linguistically Responsive pedagogy.
- University Supervisors provide **targeted coaching** focused on high-impact strategies such as math talk, multiple representations, and formative assessment.

Reading:

- Every candidate takes the state required comprehensive reading course that includes **explicit instruction in the Science of Reading**, covering phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- Highlights of RDED 5110, RDED 5150, and RDED 5270:
 - **Strong Foundation in the Science of Reading and Structured Literacy:** All three courses integrate New Mexico’s Science of Reading framework, ensuring teacher candidates develop expertise in evidence-based literacy instruction focused on the “Big Five” components – phonemic awareness, phonics, fluency, vocabulary, and comprehension. This alignment guarantees candidates are prepared to teach reading effectively from early childhood through secondary levels.
 - **Comprehensive Literacy Skills Across Grade Levels:** The program addresses literacy development at multiple stages:
 - **Early literacy:** Emphasizes multimodal learning including reading, writing, speaking, and listening, with a focus on brain-based learning and diagnostic assessment tools like CAP and PAST to tailor instruction.
 - **Elementary reading:** Focuses on explicit, systematic instruction and practical application through field experiences and lesson planning, including supports for culturally and linguistically diverse students and those with special needs.
 - **Secondary literacy:** Prepares candidates to teach content-area reading and study skills, emphasizing vocabulary development, critical thinking, and the use of high-quality instructional materials (HQIM) aligned with state standards.
 - **Extensive Field Experience with High-Quality Instructional Materials:** Candidates complete supervised hours in classrooms actively using HQIM and Science of Reading methods. This hands-on experience enhances readiness to implement research-based practices and meet legislative expectations.

- **Diagnostic and Reflective Practices:**
Candidates are trained to administer, interpret, and respond to diagnostic assessments to meet diverse learners' needs, including English Language Learners and students with dyslexia. Reflective assignments and interactive discussions foster ongoing professional growth and connection between theory and practice.
- **Culturally Responsive and Inclusive Instruction:**
Instruction across courses emphasizes adapting teaching strategies to support diverse student populations, ensuring equity in literacy outcomes.
- **Capstone Assessments Demonstrate Competency:**
Key assignments, such as literacy lesson plans, WebQuests, and portfolio components, require candidates to design and implement literacy instruction aligned with Science of Reading principles and differentiated for varied learners.
- Candidates must demonstrate their knowledge through lesson design and assessment data analysis as part of their final portfolio.
- Candidates consistently report improved confidence and ability to teach foundational literacy skills.

3. Candidate Competence and Portfolio Completion

- **100% of candidates complete the final portfolio successfully**, which includes evidence of effective instruction and student learning in both math and literacy.
 - **62 candidates have submitted the portfolio since its implementation in 2023**
 - **98.4% passed on the first attempt**
 - **100%** of completers were recommended for licensure.

4. Program Growth and Projections

- The Program anticipates that **12 students will graduate with the 12th Cohort this fall:**
 - 4 elementary teachers
 - 3 secondary teachers
 - 5 special education teachers
- For **Cohort 13 (Fall 2025)**, the Program has **26 students accepted as of July 18, 2025**, with more pending for admission.
 - 10 secondary
 - 13 elementary
 - 3 special education teachers

DATA

- In order to know if the current curriculum is effective, it is essential to have both historical and current data for NMHU students.
 - Obtained License 2020-2025
 - Praxis Reading scores 2020-2025
 - Placement data
 - Retention data



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