

Strengthening Teacher Preparation for New Mexico: New Mexico Teacher Preparation Standards and the Shared Agenda for Educator Quality



Presenters



Kristopher M. Goodrich, PhD

Dean, College of Education
and Human Sciences, UNM

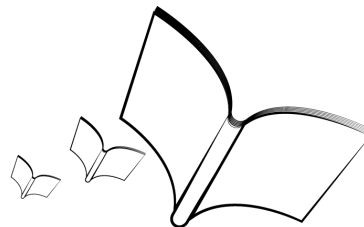
Co-chair, New Mexico
Association of Colleges for
Teacher Education (NMACTE)
“Deans and Directors”



Jesse Chenven, PhD

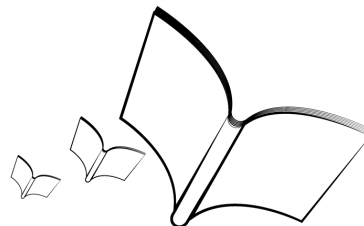
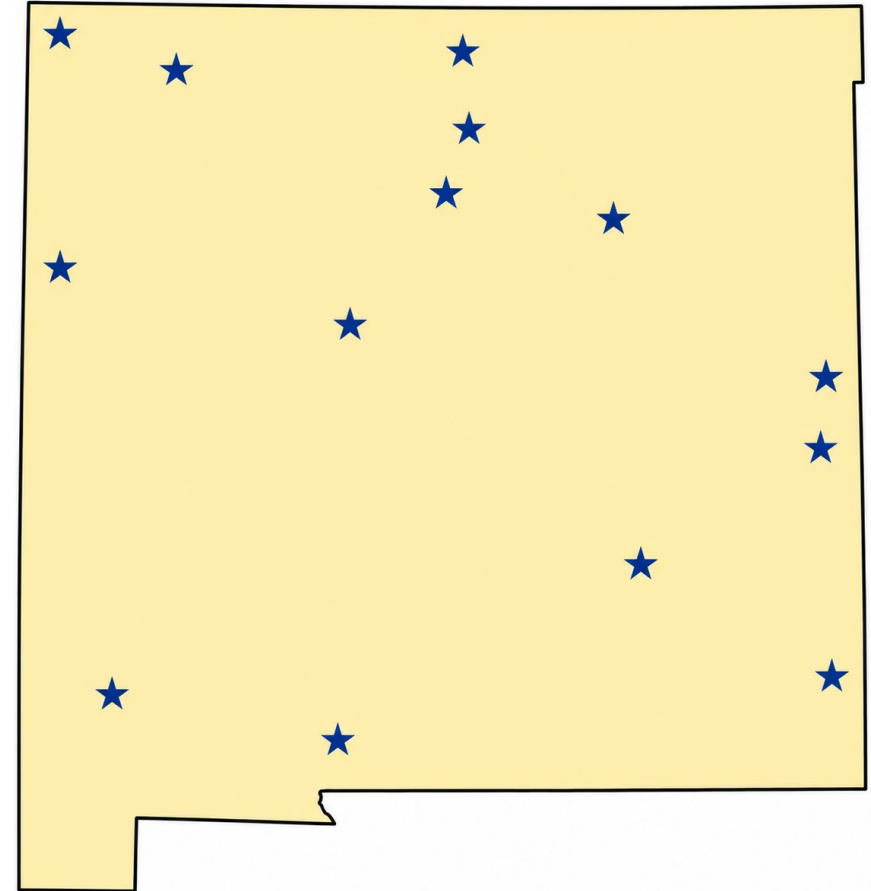
Associate Dean,
School of Education, CNM

Co-chair, New Mexico
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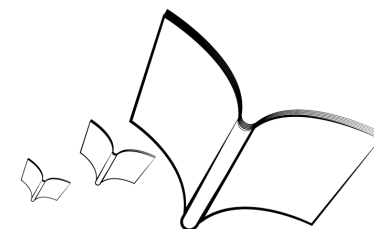
NMACTE: Who We Are

- Statewide association of educator preparation programs
- Represent diverse institutions and pathways
 - large universities, regional institutions, community colleges, tribal institutions
 - traditional and alternative pathways
- Shared commitment to prepare effective, equitable, practice-ready educators
- Focused on coherence, quality, and continuous improvement



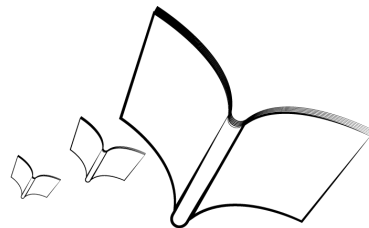
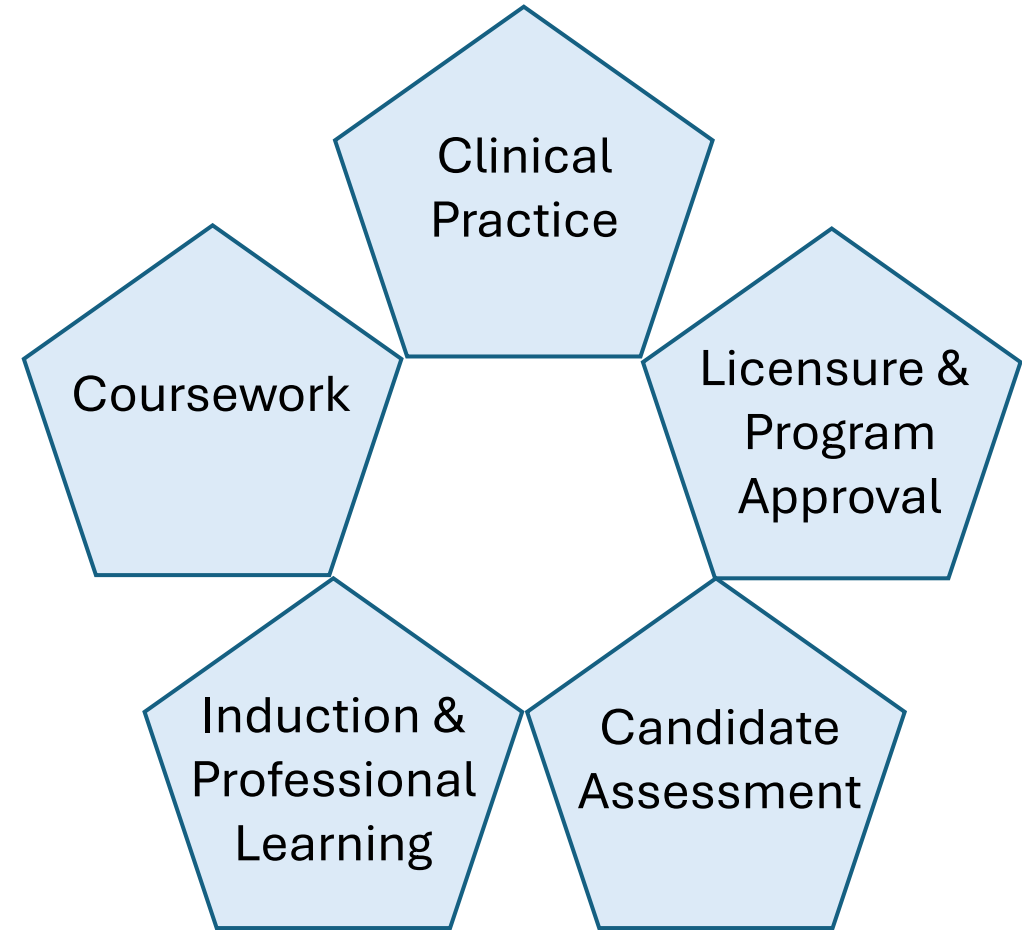
Current Statewide Priorities and Initiatives

PRIORITY AREA	CURRENT WORK
Teacher Preparation Standards	Common statewide framework for program design, clinical practice, assessment, and improvement.
Teacher Residencies and Clinical Practice	Extended, job-embedded preparation; strengthening EPP–district partnerships, mentoring, supervision, and candidate support.
Literacy Preparation	Structured literacy / science of reading preparation; aligning coursework; statewide literacy work
Math Preparation	Revising program curriculum to focus on methodology <i>and</i> content preparation.
Assessment, Data, and Accreditation	Strengthening shared assessment, program review, data quality, and continuous-improvement capacity.



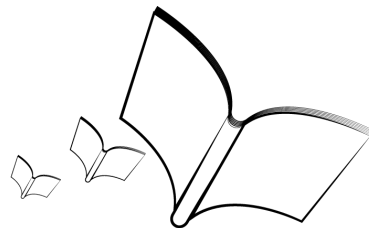
What We Have Learned

- New Mexico's improvement efforts are strongest when they are connected.
- A series of separate initiatives cannot substitute for a coherent framework.
- **To prepare teachers well, we need alignment across:**



Why Preparation Standards Work Is Needed

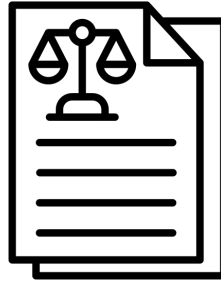
- Expectations for new teachers are currently spread across multiple statutes, regulations, licensure requirements, assessments/portfolios, and pathway guidance.
- Preparation expectations differ across traditional and alternative pathways.
- New Mexico needs a coherent framework aligned with Martinez/Yazzie responsibilities and the needs of NM Students.



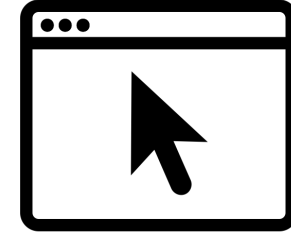
Relevant NM Policy Documents



NM State Statute
Legislative Code - The Law



NM PED Administrative Code
Department's Interpretation of Statute

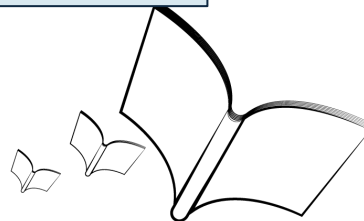


NM PED Website & Memos
High-Level Written Guidance

Policies Addressed:

Types of licenses
Pathways to licensure
Core curriculum coursework requirements

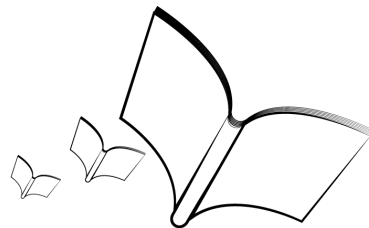
Competency requirements
Endorsement requirements
Teacher performance evaluation competencies



A Note on Pathways

“Alternative” in teacher preparation can have many meanings and connotations:

- In New Mexico, all undergraduate programs fall under the general teacher preparation regulations, and all post-baccalaureate fall under the Alternative licensure guidelines.
- Programs under the Alternative licensure guidelines can include student teaching, teacher residency, and teacher-of-record pathways.
- Long-term vision may require reexamination of statute and rule for organizing EPP pathways.



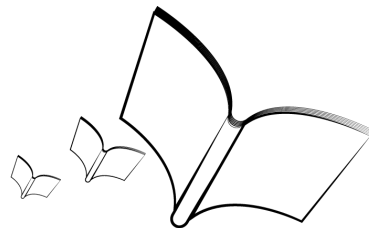
A Statewide, Collaborative Process

Task Force Charge:

Develop a set of teacher preparation standards that clearly articulate the knowledge and skills all new teachers should demonstrate upon completion of **any** New Mexico teacher preparation program (**traditional or alternative**).

Standards developed through:

- Regular task force convenings with multiple drafting and feedback cycles
- Representation from diverse educator preparation programs, state agencies, classroom educators, organized labor, policy organizations, and national experts
- Review of research, national frameworks, New Mexico policy, and existing requirements



Task Force Representation

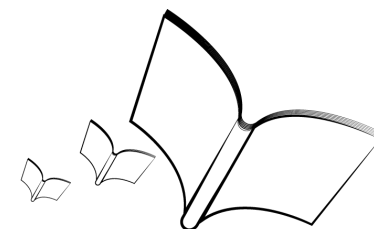


EPP Representation:

CNM, CES, Diné College, ENMU, NM Early Childhood Higher Education Task Force, NMSU, NNMC, SJC, SIPI, UNM, WNMU

Partner Representation:

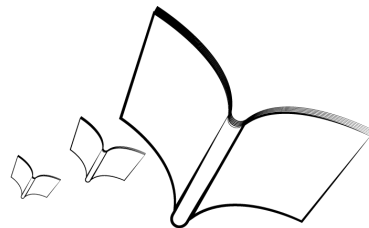
Albuquerque Teachers Federation, Education Research and Development, Learning Policy Institute, Legislative Education Study Committee, National Council on Teacher Quality, New Mexico Early Childhood Education and Care Department, New Mexico Higher Education Department, New Mexico Public Education Department, San Jon High School, Think New Mexico, Thornburg Foundation



What the Standards Provide

A shared statewide framework to guide:

- Program design and coursework
- Clinical experiences
- Candidate assessment and portfolios
- Program improvement and accreditation
- Alignment across traditional, alternative, and portfolio pathways
- Collaboration between EPPs, districts, and communities



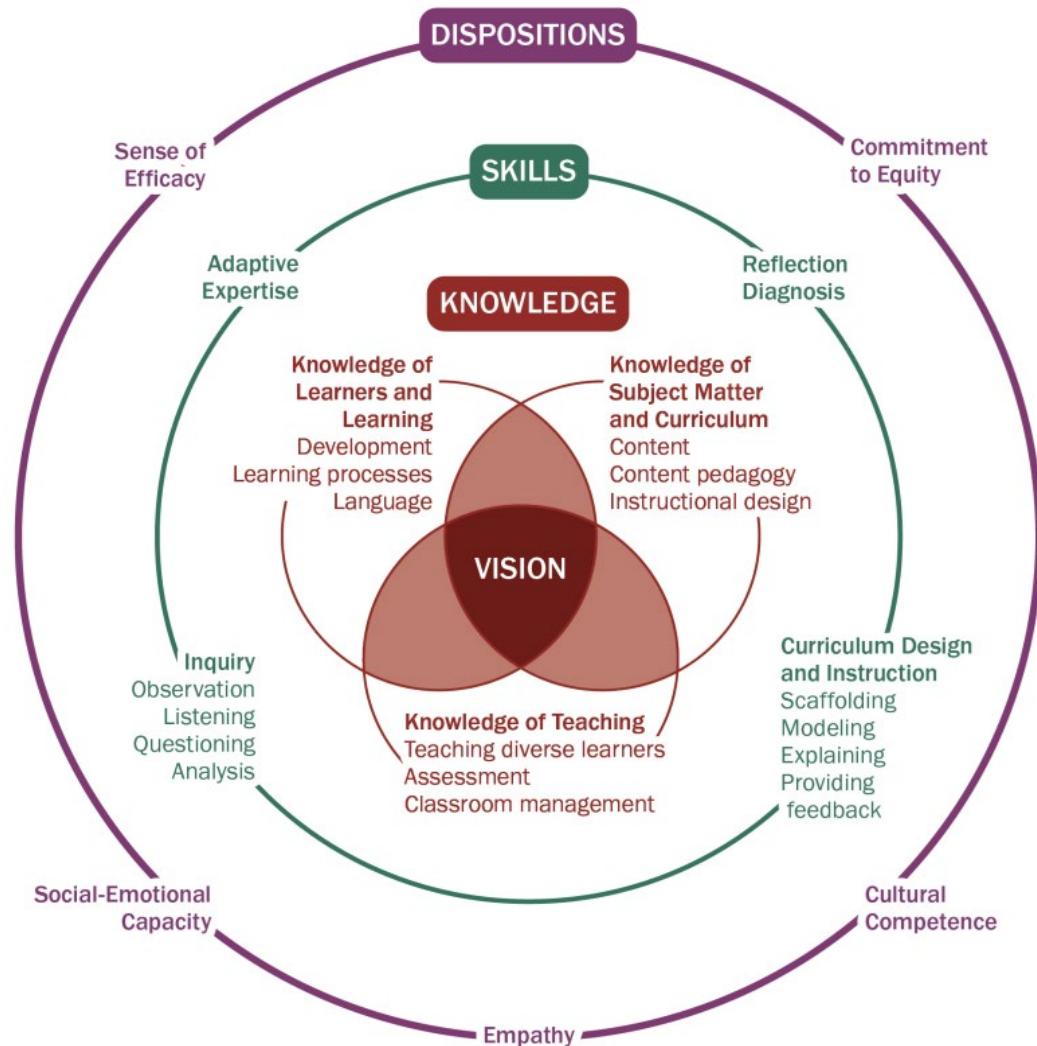
Architecture of the Standards:

9 Standards — 5 Core Dispositions

Learner & Learning Environment		Instructional Practices		Professional Learning & Collaboration	
New teachers have the knowledge and skill to:					
1	Provide Developmentally Appropriate Lessons	4	Utilize Instructional Practices Aligned with Research on How People Learn	7	Commit to Professional Growth & Ethical Conduct
2	Adapt to Individual Backgrounds	5	Employ Content-Specific Instructional Strategies	8	Collaborate with Colleagues
3	Cultivate Safe, Engaging, & Collaborative Learning Environments	6	Use Assessments to Inform, Evaluate, & Adjust Instruction	9	Partner with Families & Communities
New teachers demonstrate foundational dispositions of: Commitment to equity, Cultural competence, Social-emotional capacity, Sense of efficacy, & Empathy					

Alignment with SoLD

The “What” of Teacher Education



NM EPP Support for the Science of Learning and Development

- Practices to support students' multilingual learning
- Culturally sustaining teaching and learning practices for Indigenous students
- Rich experiential learning and stronger clinical practice
- Asset-based approaches to supporting diverse learners
- Alignment between preservice and inservice

New Mexico-Specific Expectations

Culturally and linguistically sustaining practice

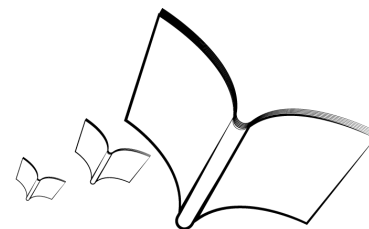
Developmentally appropriate practice, birth-adolescence

Preparation for multilingual learners and students with disabilities

Literacy, mathematics, and content-specific teaching

Respect for Tribal sovereignty; family and community partnership

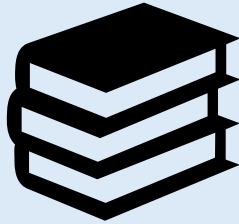
High expectations and equitable access to rigorous learning



How the Standards Change Practice

What candidates *learn*

Coursework and
content knowledge



What candidates *practice*

Clinical experiences,
mentoring, and
supervision



What candidates *demonstrate*

Performance tasks,
portfolios, and
assessments



How programs *improve*

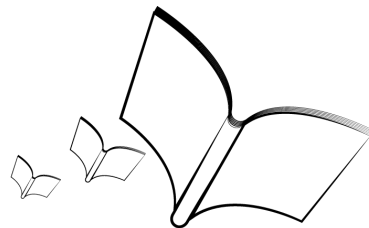
Data, self-study,
accreditation, and
continuous improvement



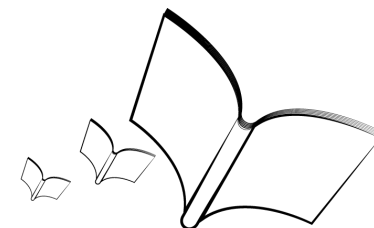
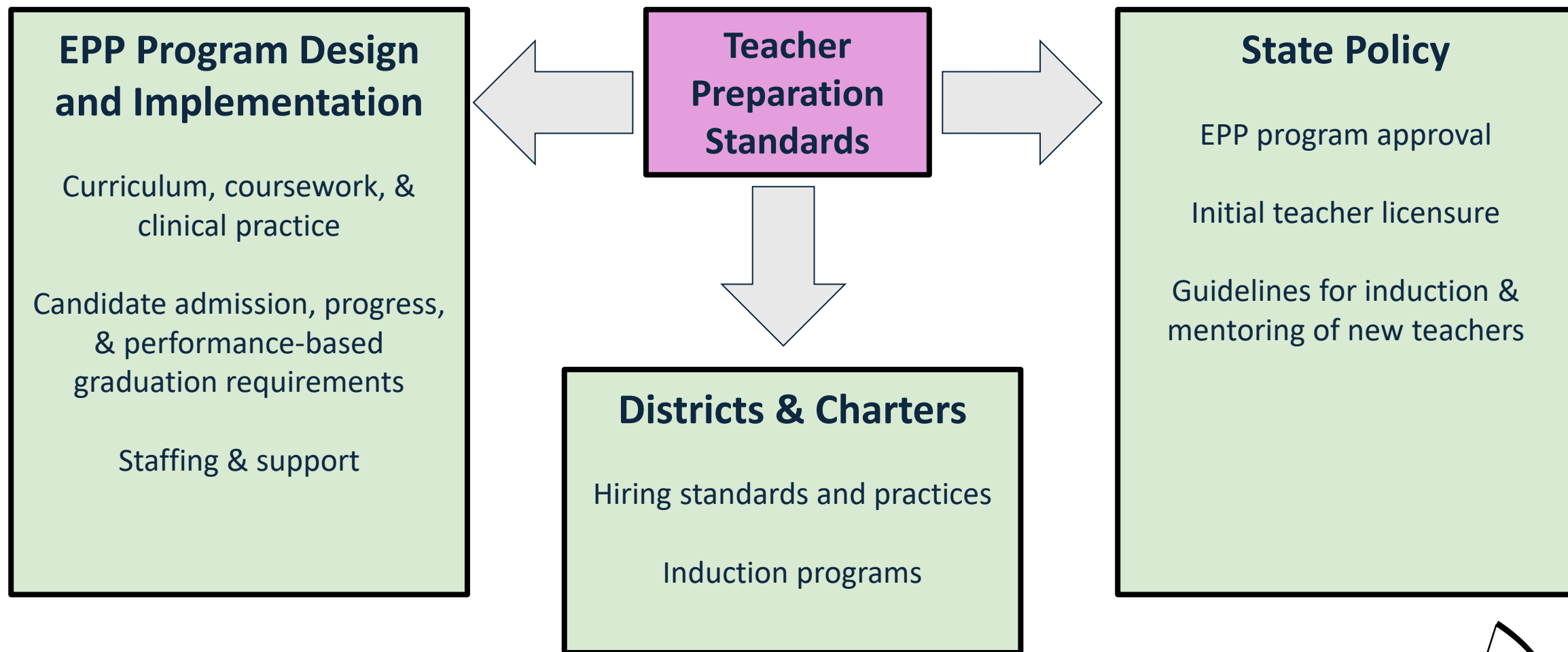
EPP and NMACTE Commitments

NMACTE and Educator Preparation Programs will:

- Establish and sustain a statewide community of practice
- Engage faculty in standards-based curriculum review
- Conduct structured self-assessments for program evaluation
- Develop and share practical implementation tools
- Align coursework, clinical practice, and candidate assessment
- Collaborate with districts, tribes, communities, and partners
- Share progress, challenges, and lessons learned



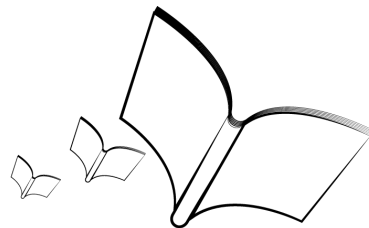
Potential Implications of New Standards



Mechanisms of Support

To make this work meaningful, New Mexico needs sustained educator-preparation infrastructure. Our current legislative priorities include:

1. Adopt the New Mexico Teacher Preparation Standards: Create a common framework for preparation, policy, and improvement.
2. Support for faculty compensation: Recruit and retain highly qualified, diverse teacher educators.
3. Fund assessment/data coordinators at EPPs: Clean, timely, useful data for reporting, accreditation, and improvement.
4. Sustain teacher residencies and high-quality clinical practice: Support stipends, partnerships, mentoring, and the supervision required for strong preparation.



Questions and/or Comments

Contact Information:

Jesse Chenven, PhD,
Associate Dean, School of
Education,
Central New Mexico
Community College
Email: jchenven@cnm.edu

Kristopher M. Goodrich, PhD,
Dean, College of Education
and Human Sciences,
University of New Mexico
Email: kgoodric@unm.edu

Full Standards Available Here:

nmacte.unm.edu

