



UNM

COLLEGE *of* EDUCATION

# The University of New Mexico

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# Overview

- **Information on College of Education Programs and Students**
- **Number of Teachers Produced by UNM**
- **Factors that Served to Inform for our Re-imagination Efforts**
- **Four Cornerstones of our Re-imagination Efforts to Transform our Teacher Preparation Efforts and to Address the Needs of New Mexico**
- **Addressing Teacher Shortage needs in Critical areas**

# College of Education Programs

## Doctoral Programs

- **Educational Leadership**
- **Special Education**
- **Physical Education, Sports & Exercise Science**
- **Counselor Education**
- **Educational Psychology**
- **Family Studies**
- **Educational Linguistics**
- **Language, Literacy & Sociocultural Studies**
- **Teaching, Learning & Teacher Education**

# College of Education Programs

## Masters Level Programs

- Educational Leadership
- Elementary Education
- Secondary Education
- Special Education
- Health Education
- Physical Education
- Counseling
- Educational Psychology
- Family Studies
- Nutrition
- Language, Literacy & Sociocultural Studies

# College of Education Programs

## Graduate Certificate Level Programs

- **Educational Leadership (Administrator's Certificate)**
- **Applied Behavior Analysis**
- **Educational Diagnostician**
- **Instruction with Intensive Social, Language, & Behavioral Needs**

# Graduate Student Enrollment Fall 2015

<b>Doctoral Students</b>	<b>297</b>
<b>Masters Level Students</b>	<b>588</b>
<b>Graduate Certificate Students</b>	<b>70</b>
<b>TOTAL</b>	<b>955</b>

# College of Education Programs

## Undergraduate non-Teacher Ed Programs

### Fall 2015

<b>Nutrition &amp; Dietetics</b>	<b>85</b>
<b>Athletic Training</b>	<b>37</b>
<b>Exercise Science</b>	<b>109</b>
<b>Health Education</b>	<b>39</b>
<b>Family Studies</b>	<b>22</b>
<b>Human Development and Family Relations</b>	<b>8</b>
<b>TOTAL ENROLLMENT</b>	<b>300</b>

# College of Education Programs

## Undergraduate Educator Preparation Programs

- **Early Childhood Multicultural Education**
- **Elementary Education** *(Alternative Graduate Certification Route Also Offered)*
- **Secondary Education** *(Alternative Graduate Certification Route Also Offered)*
- **Special Education** *(Alternative Graduate Certification Route Also Offered)*
- **Physical Education**

Teacher Education Programs are offered at 5 locations:

- UNM Main Campus, UNM West, Taos, Gallup & Farmington

# Student Demographics

## 2013-14

### Teacher Education Candidates = 700

- Males 27%, Females 73%
- White 45%
- Hispanic 38%
- American Indian or Alaskan Native 10%
- African American 2%
- Asian 2%
- Two or More races 2%
- Native Hawaiian or other Pacific Islander < 1%

# Teacher Preparation Program Completers 2014-2015

<b>Early Childhood</b>	<b>20</b>
<b>Elementary Education</b>	<b>161</b>
<b>Secondary Education</b>	<b>83</b>
<b>Special Education</b>	<b>56</b>
<b>Physical Education</b>	<b>8</b>
<b>Music Education</b>	<b>16</b>
<b>Art Education</b>	<b>18</b>
<b>TOTAL</b>	<b>362</b>

# Factors that Served to Inform Our Re-imagination Efforts

- **New Mexico Student Demographics**
- **New Mexico's Educator Preparation Priority Needs**
- **Input from External Constituents**

# Student Demographics

## New Mexico Public Schools

- **74% Ethnically Diverse**

  - 60% Hispanic

  - 10% Native American

  - 3-4% African American & Asian

- **17% Enrolled in Bilingual Education**

  - 82% Spanish Speakers

  - 10% Native American Languages

70% of schools districts/61% of schools offer a bilingual multicultural education program

- **22% Below the Poverty level**

- **14% Have Identified Disabilities**

# New Mexico's Educator Preparation Priority Needs

- **Increasing student educational outcomes**
- **Increasing teacher retention rates**
- **Increasing number of teachers in STEM field**
- **Enhancing teacher preparation to serve students with disabilities**
- **Enhancing teacher preparation to serve English language learners**
- **Enhancing teacher preparation in the areas of data management & assessment**
- **Enhancing classroom management training**
- **Enhancing clinical experiences & student teaching**

1) NM EARS 2011 Report

2) UNM COE's Teacher Education Survey of Program Graduates

3) NM's PED Legislative Finance Committee (LFC) Report– December 2012

# 4 Cornerstones of Re-imagination



# Curriculum Review & Revision Efforts

## Teacher Educator Programs

- **Early Childhood Program (Birth to 3rd Grade)**
- **Elementary Education Program (K – 8)**
- **Secondary Education Program (6 – 12)**
- **Special Education Program (All Levels)**
- **Physical Education Program (All Levels)**

# Curriculum Review & Revision Efforts

- **Established 3 task forces to examine ways to enhance our preparation efforts pertaining to educating**
  - **English language learners**
  - **Native Americans**
  - **Students with disabilities**
- **Renewed focused on classroom management and using assessment to improve student performance**
- **Established Curriculum Consensus Committee**

# Clinical Preparation

## New Focus

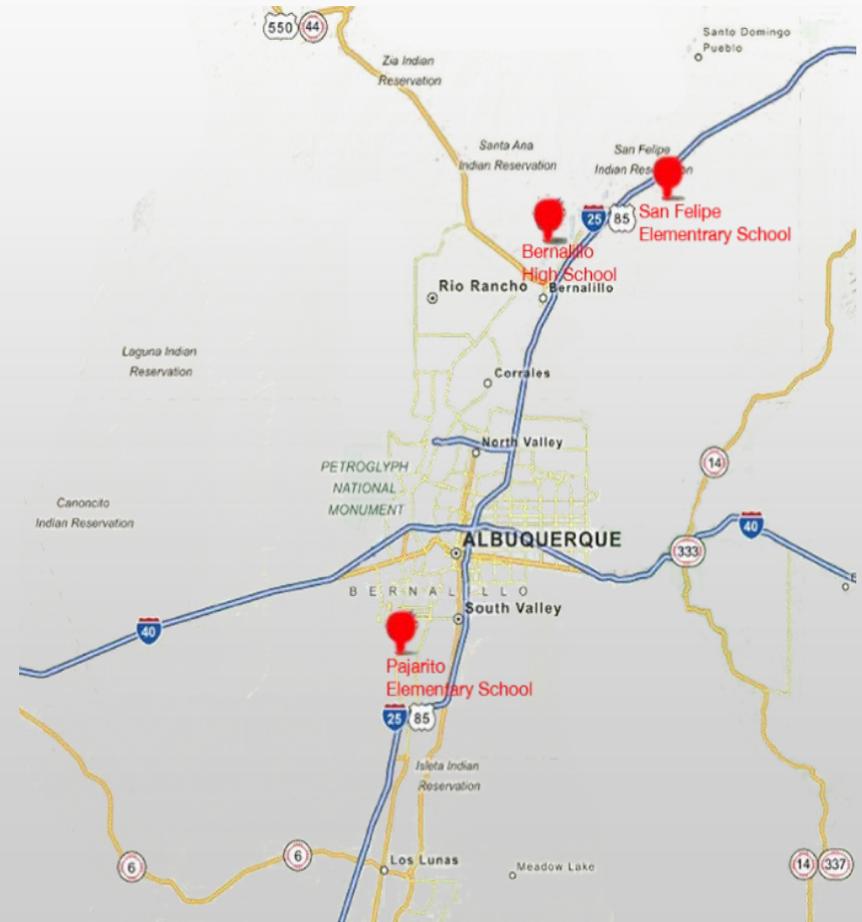
- Placing teacher education students in settings that are reflective our state's demographics and where they most likely will work when they begin their educational careers
- Assisting schools to improve K-12 instruction
- Designing integrated field experiences to support cultural competency
- Embedding full time clinical faculty into schools

# Interdisciplinary Faculty Work



# School/Community Project Sites

- San Felipe Pueblo BIE Tribal Schools
    - San Felipe Elementary School and Headstart Program
  - Albuquerque School District
    - Pajarito Elementary School
  - Bernalillo Public School
    - Bernalillo High School
- \* Bernalillo and Sandoval counties



# TAG School Sites Demographics

	2014 School Grade (NM PED)	2014 Enrollment (NM PED)	% Free and Reduced Eligible (NM PED, 2013)	2014 Reading % Prof + Adv	2014 Math % Prof + Adv	% Race/Ethnicity (NCES 2011/12)
Pajarito ES	D	548	88.5%	30.2%	23.1%	93% Hispanic 44% American Indian/50% Hispanic
Bernalillo HS	C	759	82.1%	34.2%	20.6%	
San Felipe Pueblo ES	N/A	458*	97.5%	30.5%*	13.6%*	100%* Native American
*U.S. BIE 2012/13						

# Embedding Faculty into Schools

- **Embedding clinical or tenure/tenure track faculty to supervise, mentor, advise & teach at school site**
- **Clustering cohort of students for clinical placement**

3 TAG School locations

George Sanchez K-8 Collaborative Community School (APS)

Highland High School (APS)

Rio Grande High School (APS)

Atrisco Heritage High School (APS)

Bandelier Elementary (APS)

Sierra Vista Elementary (APS)

Sandia Elementary (APS)

La Mesa Elementary (APS)

# Assessment & Accountability

**The College of Education will be accountable for the quality of our graduates.**

# Conceptual Framework for Educator Preparation

**UNDERSTANDINGS** frame the identity and practice of educational professionals. We seek to help you better understand: \_\_\_\_\_

Human Growth and Development  
Culture and Language  
Content of the Disciplines  
Pedagogy  
Technology  
Professional Issues  
Nature of Knowledge

These understandings enable you, as a professional, to value and engage in **PRACTICES** that embody the following qualities: \_\_\_\_\_

Learner-Centered  
Contextual  
Coherent  
Culturally Responsive  
Technologically Current

Developing a professional **IDENTITY** is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional: \_\_\_\_\_

Caring  
Advocacy  
Inquisitiveness  
Reflection-in-Action  
Communication  
Collaboration  
Ethical Behavior

# Emerging Assessment Framework Plan

What	When	How
Understandings	Admission Point	NES Entrance Exams GPA Faculty Interviews
	In Program	Student Learning Outcomes (SLO) ( <i>direct assessment</i> ) Key Assessments: <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Classroom Management</li> <li>• Dispositions</li> <li>• Diversity</li> <li>• Instructional Delivery</li> <li>• Lesson Planning</li> </ul> Field Experience Survey ( <i>by student candidate by semester</i> ) Cooperating Teachers' Survey University Supervisors' Survey
Practices	Program Completion	Certification Exams Completers' Survey Cooperating Teachers' Survey University Supervisors' Survey
	Early Career	Alumni Survey Employers' Survey
Identities		

## Potential Unit Initiatives

NMTeach	Uniform Process and Procedures	Uniform Rubrics
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# Additional Assessment Initiatives

## Continuous Program Monitoring

- Fitness to Teach
  - *(Admission → In Program → Program Completion)*  
*A plan of action to address areas of concern will be developed by program faculty for students not meeting expectant levels of performance.*

# Additional Assessment Initiatives

## Continuous External Review

- **Curriculum Advisory Committee**

- The purpose of the Curriculum Advisory Committee is to review and provide feedback to the College regarding the following components of our program:
  - a) curriculum
  - b) application of technology in the learning environment
  - c) field and clinical experiences
  - d) measures to monitor candidates' progress and effectiveness
  - e) program policies and
  - f) program evaluation results.

# Additional Assessment Initiatives

## Continuous Internal Review

- COE Program Coordinators
- UNM Program Coordinators

# Research

- As members of New Mexico's leading research institution, the College of Education faculty should significantly influence and improve educational practices and outcomes through their scholarly endeavors.
- The College of Education acknowledges its institutional capacity and recognizes its responsibility to be responsive to the needs of New Mexican students.

# Interdisciplinary Research & Outreach Center

- Creating collaborative research partnerships with K-12 schools to evaluate their current practices as well as to identify and empirically validate best practices that are specific to the needs of the student populations of New Mexico.
- Improving educational achievement and development along a PK-20 continuum
- Increasing the number of New Mexican students to be college and career ready

# Interdisciplinary Research & Outreach Center

- Many factors beyond the classroom and schools impact educational outcomes.
  - sociological
  - political
  - economic
  - linguistic
  - cultural
  - technological
- The existence and interaction of these variables within the context of families and communities are important considerations that must be examined in our efforts to improve educational outcomes.

# Interdisciplinary Research & Outreach Center Strategic Areas

**Educator  
Preparation**

**College &  
Career  
Readiness**

**Educational  
Practices &  
Policies**

**Families**

**Communities**

**Language**

**Health,  
Wellness &  
Nutrition**

**Culture**

# Addressing Current Teacher Shortages

**Online Special Education (Learning Disabled/Behaviorally Disordered) Alternative License Program to train students from across the State of New Mexico (*potentially*)**

**Accelerated Alternative Licensure Program (AALP) in STEM Fields**

# Closing Remarks