

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

REPRESENTATIVES

Rick Miera, Vice Chair
Roberto "Bobby" J. Gonzales
Jimmie C. Hall
Dennis J. Roch
Mimi Stewart
Jack E. Thomas

State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://lesc.nmlegis.gov>

SENATORS

Cynthia Nava, Chair
Mary Jane M. García
Gay G. Keman
Lynda M. Lovejoy

ADVISORY

Andrew J. Barreras
Ray Begaye
Eleanor Chávez
Nathan P. Cote
Nora Espinoza
Mary Helen Garcia
Karen E. Giannini
John A. Heaton
Sheryl M. Williams Stapleton
Shirley A. Tyler



ADVISORY

Vernon D. Asbill
Stephen H. Fischmann
Howie C. Morales
John Pinto
Sander Rue
William E. Sharer

Frances Ramírez-Maestas, Director
David Harrell, PhD, Deputy Director

June 15, 2010

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman, J.D.

RE: STAFF REPORT: *STUDY READING CURRICULA IN TEACHER EDUCATION*, HJM 16 WORK GROUP PRELIMINARY REPORT

Introduction

In 2010, the Legislative Education Study Committee (LESC) endorsed, and the Legislature passed, House Joint Memorial 16 (HJM 16), *Study Reading Curricula in Teacher Education*, requesting that the New Mexico Deans and Directors of Colleges of Education to form a work group to:

- examine the curricula and assigned text materials of all required reading courses in programs that prepare teachers for state licensure; and
- determine if those courses meet the statutory requirements that they be based on current scientifically based research (See Attachment 1).

The LESG 2010 Interim Workplan includes a preliminary report from the work group in June, and a final report with recommendations in November.

This preliminary report will describe:

- the work group composition;
- the methodology and timeline of the study; and
- background.

Work Group Composition

HJM 16 requested that the work group include three deans or directors of undergraduate teacher preparation programs and alternative teacher licensure programs, and three members of the LESC.

The work group consists of the six members requested in the memorial, as follows:

- Dr. Jerry Harmon, Dean, College of Education and Technology, Eastern New Mexico University (ENMU);
- Dr. Richard Howell, Dean, College of Education, University of New Mexico (UNM);
- Ms. Erica Volkers, Director, Education Programs, Central New Mexico Community College (CNM);
- Representative Jimmie C. Hall, LESC member;
- Senator Cynthia Nava, LESC Chair; and
- Representative Mimi Stewart, LESC member.

Methodology and Timeline of the Study

HJM 16 requests that the work group establish the methodology for the study, including:

- the qualifications of reading experts to review curricula and materials;
- the process by which the reviews will be conducted;
- the scope of the work of the reading experts and the standards to be used to evaluate the curricula and materials; and
- the timetable for completion of the study.

On May 21, 2010, the HJM 16 Work Group held its organizational meeting at CNM to reach consensus on the methodology and timeline for the study, as follows:

Methodology:

- Participating programs: All elementary teacher education programs at publicly-funded institutions must participate, which include: CNM, ENMU, New Mexico Highlands University, New Mexico State University, Northern New Mexico College, San Juan College, Santa Fe Community College, UNM, and Western New Mexico University. Non-public institutions are not required to participate but are encouraged to do so.
- Two-phased review:
 - *Materials*: By the end of July 2010, reviewers will complete a review of syllabi and all assigned reading materials for the six-credit reading courses required for elementary education licensure using a web-based version of a rubric agreed upon at the meeting (see Attachment 2).
 - *Site visits*: By the end of September 2010, teams of two reviewers each will make site visits and conduct interviews at each program, using a protocol to be developed by the work group at its second meeting.

- Reviewers:
 - *Selection:* The work group will select six reviewers by consensus from among nominees at its second meeting, based on *curricula vitae* that they submit and their responses to questions drafted by the work group.
 - *Criteria:* Actual knowledge of the science of reading instruction is the most important criterion for selecting reviewers. They must be able not only to respond to the rubric and protocol, but also to provide insightful recommendations for program improvement.
 - *Training:* Reviewers will receive training via distance delivery to ensure they understand the purpose of the study and share a common understanding of how to use the rubric. The format of the training will allow for dialogue and question and answer.
 - *Payment:* Each team of two reviewers will be paid by the institutions they review, at a rate of \$250 per day plus mileage, meals, and lodging. One institution in each group will take the lead in receiving the invoices and ensuring the reviewers are paid.
- Final report: By October 1, reviewers will submit the evaluations for each program. As early as possible in October, the work group will meet to complete its final report.

Timeline:

At its May meeting, the work group established the following timeline for the study:

- Week of May 31: e-mail information sent to potential reviewers;
- June 18: deadline for receipt of reviewer information;
- June 21: second work group meeting to select reviewers and develop site visit protocol;
- June 25: deadline for institutions to ship texts and other materials to reviewers;
- July 30: deadline for material reviews;
- October 1: deadline for completion of site visits and submission of reviewers' evaluations and recommendations;
- Early October: third work group meeting to complete final report to the LESC; and
- Week of November 8: report to the LESC.

Background

In 2001, the Legislature passed LESC-endorsed legislation that amended then-current law regarding educational requirements for teacher licensure. The new provisions required that:

- a person seeking standard or alternative elementary licensure have completed six hours of reading courses; and a person seeking standard or alternative secondary licensure have completed three hours of reading courses in subject matter content; and

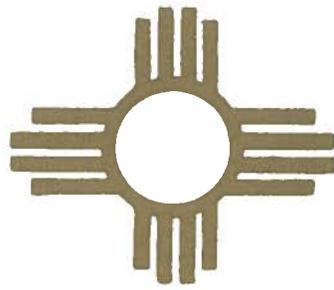
- the Public Education Department (PED) withhold approval from a college of education or teacher preparation program that fails to offer a course on teaching reading that:
 - is based upon current research;¹
 - aligns with department-adopted reading standards; and
 - includes strategies and assessment measures to ensure that beginning teachers are proficient in teaching reading.

In 2004, the LESC heard a presentation regarding implementation of this requirement by PED.

In 2009, the LESC heard testimony concerning a report by the National Council on Teacher Quality (NCTQ) entitled *Preparing Tomorrow's Teachers: Are New Mexico's Education School Graduates Ready to Teach Reading and Mathematics in Elementary Classrooms?* The report claimed, based on a review of the curricula and syllabi of reading courses in teacher preparation programs in the state, that most programs in New Mexico were not preparing candidates to teach the science of reading, and that the programs used a wide variety of reading textbooks most of which did not address the science of reading.

Although the New Mexico Deans and Directors of Colleges of Education presented a rebuttal to the report to the LESC at its December 2009 meeting, contesting the methodology of the study, they worked with the LESC and its staff to formulate HJM 16 for the 2010 legislative session, and volunteered to sponsor the HJM 16 study.

¹ In 2003, the statute was amended to refer to “*scientifically-based reading research.*”



The Legislature
of the
State of New Mexico

49th Legislature, 2nd Session

LAWS 2010

CHAPTER _____

HOUSE JOINT MEMORIAL 16

Introduced by

REPRESENTATIVE MIMI STEWART

REPRESENTATIVE JIMMIE C. HALL
REPRESENTATIVE RICK MIERA
REPRESENTATIVE SHERYL WILLIAMS STAPLETON
REPRESENTATIVE DENNIS J. ROCH
REPRESENTATIVE NORA ESPINOZA
REPRESENTATIVE KAREN E. GIANNINI
REPRESENTATIVE MARY HELEN GARCIA



FOR THE LEGISLATIVE EDUCATION
STUDY COMMITTEE

A JOINT MEMORIAL

REQUESTING THE NEW MEXICO DEANS AND DIRECTORS OF COLLEGES OF
EDUCATION TO CREATE A WORK GROUP TO STUDY READING CURRICULA IN
TEACHER EDUCATION PROGRAMS.

WHEREAS, literacy is fundamental to achieving success in
education, economic endeavors and civic life; and

WHEREAS, in 2007, New Mexico was fifth lowest among all
states in the nation in fourth-grade reading, with only
twenty-four percent of fourth-grade public school students
proficient or advanced in reading on the national assessment
of educational progress; and

WHEREAS, the performance of New Mexico fourth-grade
students in reading on that assessment was no better in 2007
than it was in 1992; and

WHEREAS, in 2007, New Mexico was third lowest among all
states in the nation in eighth-grade reading, with only
eighteen percent of eighth-grade public school students
proficient or advanced in reading on the national assessment
of educational progress; and

WHEREAS, the performance of New Mexico eighth-grade
students in reading on that assessment was poorer in 2007 than
in 1998; and

WHEREAS, research has shown that the single most
significant school-related factor in student achievement is

1 teacher quality; and

2 WHEREAS, New Mexico teacher preparation programs have
3 traditionally prepared a major share of the new teachers for
4 New Mexico classrooms; and

5 WHEREAS, in 2000, the national reading panel conducted a
6 comprehensive survey of scientifically valid educational
7 research on reading instruction for children and identified
8 five essential components, which are phonemic awareness,
9 phonics, fluency, vocabulary development and reading
10 comprehension; and

11 WHEREAS, in 2001, legislation was enacted in New Mexico
12 requiring the public education department to withhold program
13 approval from a college of education or teacher education
14 program that fails to offer a course on teaching reading that
15 is based on current scientifically based reading research;
16 that aligns with department-adopted reading standards; that
17 includes strategies and assessment measures to ensure that
18 beginning teachers are proficient in teaching reading; and
19 that was designed after seeking input from experts in the
20 education field; and

21 WHEREAS, in 2009, the national council on teacher
22 quality published an evaluation of reading preparation in
23 eight New Mexico undergraduate elementary teacher preparation
24 programs that found that most programs in New Mexico do not
25 prepare candidates to teach the science of reading and that

1 the programs use a variety of reading textbooks, most of which
2 do not address the science of reading; and

3 WHEREAS, it is of paramount importance to every resident
4 of New Mexico to have confidence that every graduate of a
5 teacher preparation program in the state has received the best
6 possible instruction in the teaching of reading and is well-
7 prepared to teach students to be proficient readers, able to
8 manage rigorous content in later grades;

9 NOW, THEREFORE, BE IT RESOLVED BY THE LEGISLATURE OF THE
10 STATE OF NEW MEXICO that the New Mexico deans and directors of
11 colleges of education be requested to form a work group to
12 examine the curricula and assigned text materials of all
13 required reading courses in programs that prepare teachers for
14 state licensure and to determine if those courses meet the
15 statutory requirement that they be based on current
16 scientifically based research; and

17 BE IT FURTHER RESOLVED that the work group include not
18 only three deans or directors of undergraduate teacher
19 preparation programs and alternative teacher licensure
20 programs and three members of the legislative education study
21 committee, but also such other representatives as those six
22 members designate; and that the work group establish the
23 methodology for the study, including the qualifications of
24 reading experts to review the curricula and materials, the
25 process by which the reviews will be conducted, the scope of

1 work of the reading experts and the standards to be used to
2 evaluate the curricula and materials, and the timetable for
3 completion of the study; and

4 BE IT FURTHER RESOLVED that the work group report the
5 results of its study, with findings and recommendations, to
6 the appropriate interim legislative committee and the governor
7 by November 1, 2010; and

8 BE IT FURTHER RESOLVED that copies of this memorial be
9 transmitted to the New Mexico deans and directors of colleges
10 of education and the executive director of the legislative
11 education study committee.



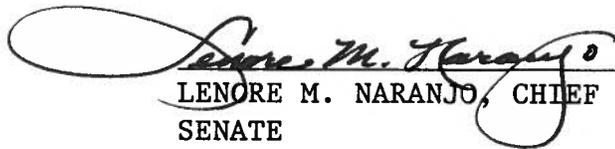
BEN LUJAN, SPEAKER
HOUSE OF REPRESENTATIVES



STEPHEN R. ARIAS, CHIEF CLERK
HOUSE OF REPRESENTATIVES



DIANE D. DENISH, PRESIDENT
SENATE



LENORE M. NARANJO, CHIEF CLERK
SENATE

SECRETARIA DE ESTADO
OFICINA DE

10 MAR -3 PM 3:18

RECEIVED

DRAFT 2.0 (UNM)

READING PROGRAM MATERIALS ANALYSIS

Name of College/Program:

Date of Evaluation:

ELEMENTS OF PROGRAM ANALYSIS	EVIDENCE	FINDINGS
<i>I. COVERAGE</i>		
1. Scientifically-based research on reading and literacy offered in the program <ul style="list-style-type: none"> • Phonemic Awareness • Phonics (Basic and Complex Letter/Sound Correspondences) • Fluency • Vocabulary Development • Comprehension 		
2. The depth and duration of the instruction in scientifically-based research to prepare teachers		
3. Additional components of reading offered in the program <ul style="list-style-type: none"> • Motivation • Bilingual/ESL Reading Instruction • Syllables/Morphemes • Phonics for the Teacher of Reading 		
<i>II. QUALITY</i>		
1. The relationship of the instruction to current national research in reading and literacy		
2. Elements of proficient readers		
3. Elements that address the design and delivery of instruction to academically diverse learners		
4. Elements that address varied assessments to inform instruction, diagnosis, and prevention of reading difficulties		
<i>III. TEXT COMPREHENSION</i>		
1. Comprehension strategies as explicit steps to understand fictional text (e.g., monitoring comprehension, graphic and semantic organizers, answering questions, generating		

