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November 14, 2005

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman

**RE: STAFF BRIEF: TEACHER QUALITY: TEACHER PREPARATION
PROGRAMS ARTICULATION COMPACT**

The 2005 Interim Workplan of the Legislative Education Study Committee (LESC) includes a report on the status of the compact to create a seamless transition for teacher education candidates from community colleges to four-year institutions of higher education (IHEs) in the state of New Mexico.

Issues:

- In June 2003, representatives from New Mexico including the LESC Chair, LESC staff, the Governor's Education Advisor, and the New Mexico Association of Community Colleges (NMACC) attended a national Community College Education Summit sponsored by the Education Commission of the States (ECS). This group concurred on a goal "to develop a culture of cooperation between K-12 education, universities, and community colleges in the state" to help supply local districts with the highly qualified teachers and educational assistants they need.

- One of the measures included in the plan to address this goal was the development of a statewide compact among New Mexico two- and four-year teacher preparation programs that would also form the basis for a contract between the institutions and their education students, guaranteeing that if they took the appropriate classes, they would be accepted in all public and private education programs in the state.
- In the 2003 and 2004 interims, representatives of the New Mexico Deans' Council (a chapter of the American Association for Colleges of Teacher Education) and the NMACC presented the LESC with a draft of a proposed compact. The draft compact addressed the following points:
 - Common competencies within introductory coursework articulated in the pre-service curriculum of the transfer module for teacher education* established by the Commission on Higher Education (CHE, now the Higher Education Department [HED]);
 - Common admission standards;
 - Common advisement processes;
 - A recommendation to expand the Teacher Loan for Service program to include students in high schools and community colleges on a teacher preparation pathway; and
 - A recommendation to support efforts of local high schools in establishing teacher education pathways or organizations to recruit qualified teachers.
- In September 2004, the LESC requested that CHE facilitate, before the 2005 legislative session, the formalization of the compact regarding the transferability of credits for teacher preparation courses.
- In December 2004, however, the Executive Director of CHE informed the LESC that April 27, 2005 was the agreed upon date among the institutions to sign the compact.
- On September 13, 2005, representatives of 13 two- and four-year public and private teacher education programs unanimously approved the language of a final draft compact (see Attachment).
 - According to the New Mexico Deans' Council, institutions present for the vote were: Clovis Community College (CCC); Eastern New Mexico University (ENMU); New Mexico Highlands University (NMHU); New Mexico State University (NMSU); Santa Fe Community College (SFCC); San Juan College (SJC); Technical Vocational Institute-Albuquerque (TVI); The College of Santa Fe (CSF); The University of New Mexico (UNM); The University of New Mexico-Gallup (UNM-Gallup); The University of New Mexico-Taos (UNM-Taos); The University of New Mexico-Valencia County (UNM-VC); and Western New Mexico University (WNMU).

* The "pre-service curriculum" consists of a required 9 credit hours of lower division teacher preparation coursework to be taken in addition to 56 credit hours of general education common core courses.

Provisions of the Final Draft Compact

The following table indicates key differences between the original draft of the compact presented to the LESC in 2003 and 2004 and the final draft:

Item	Original Draft	Final Draft
Themes	Alignment, seamless transition and accountability	Alignment and seamless transition
Data gathering	Provides for tracking success of community college students “making their way through the pipeline to licensure”	No provision for tracking
Course transfer evaluation matrix	No detailed matrix	Includes a matrix as an appendix
Field experience component	Requires at least 30 contact hours; if in conjunction with a separate introductory course in special education, at least 45 contact hours	Requires at least 45 contact hours; must include special education
Student rights and remedies	Makes the compact a contract for services from participating institutions to students, implying legally enforceable rights	Provides a hearing process: If a student files a formal complaint with the HED, a committee with equal representation from two- and four-year programs will hold a hearing and make a recommendation “to the individual and institution”
Admissions standards	Objective is to establish “joint admissions standards”	Requires cumulative GPA of 2.5, except 2.8 at ENMU; Requires at least a “C” in pre-service coursework except for at least a “B” at UNM; Application to some programs may be competitive, not automatic

- The final draft also eliminates the recommendation to expand eligibility for the Teacher Loan for Service program to high school and community college students preparing to become teachers. In 2005, this issue was partially addressed when the LESC endorsed and the Legislature passed HB 173, *Teacher Preparation Program Loans*, to amend the *Teacher Loan for Service Act* to allow a student in a two-year teacher preparation program to qualify for a loan for service.
- The final draft suggests specific ways that participating institutions can support teacher education pathways, such as serving as advisors, consulting, teaching dual credit courses, and sponsoring student activities.

Background:

- Recent state and federal legislation has stressed the importance of high quality teachers in New Mexico.
 - The New Mexico three-tiered licensure system enacted in 2003 links higher minimum salary levels to increased professional accountability, measured through a highly objective, uniform statewide standard of evaluation that focuses on teacher command of content as well as competence in instruction.
 - The federal *No Child Left Behind Act of 2001* (NCLB) requires that all teachers of core academic areas be highly qualified by the end of school year 2005-2006, although an October 21, 2005 letter from the US Secretary of Education to chief state school officers provides for a one-year waiver of the deadline to states on a case-by-case basis. Teachers newly hired since school year 2002-2003 or later have been required to meet the “highly qualified” standard.
- New Mexico is currently experiencing a shortage of highly qualified teachers. According to the Office of Education Accountability report from January 2005, approximately 87.5 percent of elementary school classes, 55.1 percent of middle school classes, and 80.2 percent of high school classes were taught by highly qualified teachers on the 40th day of school year 2004-2005.
- The National Conference of State Legislatures (NCSL) reports that like New Mexico, most states face a teacher shortage, and are challenged to increase both the number and quality of teachers. NCSL cites national research studies showing that the teacher shortage is particularly acute in the areas of math, science, languages other than English, bilingual education and special education, and in low-income, low-performing, and minority schools.
- ECS asserts that improving the transfer of education majors from community colleges to baccalaureate programs, as proposed in the compact, is important because a large number of teachers start out in community colleges, so allowing them to start their training in two-year programs will help ease the growing teacher shortage; furthermore, community colleges are a conduit for minority and nontraditional teacher candidates and so can help increase the diversity of teacher ranks to more closely match that of the student population.
- ECS makes certain policy recommendations for improving teacher education articulation, including the following:
 - Community colleges must assure that they have qualified faculty teaching well-designed courses;
 - Community colleges must assure that their education courses and students meet the same standards that four-year institutions demand of their own courses and students;
 - Institutions that accept transfer students must work in good faith with community colleges; and

- The state can provide the leadership and resources to help make articulation in teacher education successful. Such strategies can include:
 - ✓ clarifying teacher education transfer policies and plans;
 - ✓ conducting policy audits to ensure policies do not inadvertently discourage transfer;
 - ✓ forging collaborations, via efforts of state departments of education and higher education groups, between two- and four-year programs to work jointly on standards, program requirements, expectations of students' skills and knowledge, and the role of technology;
 - ✓ developing statewide articulation agreements;
 - ✓ establishing incentives/funding for programs that promote seamless transition;
 - ✓ formulating the same standards for programs and students at two- and four-year institutions; and
 - ✓ coordinating student advisement for prospective teachers between the two types of institutions concerning transfer of courses and program requirements, and supporting students both before and during the transition process.
- In 2005, to address articulation concerns for all students transferring among public IHEs, the LESC endorsed and the Legislature passed SB 161, *Common Lower Division Course Numbers*, amending the *Post-Secondary Education Articulation Act* to require the CHE (now HED) to establish a common course naming and numbering system for courses identified as substantially equivalent lower division courses; requiring IHEs to accept transfer modules promulgated by HED; and requiring IHEs to reimburse students for costs of courses in modules that are not accepted for transfer.

Presenters:

Dr. Jerry Harmon, Dean of the School of Education, ENMU and past chairman of the New Mexico Deans' Council, and Dr. Frank J. Renz, Executive Director, NMACC, will describe the provisions of the compact and how it will be implemented by teacher preparation programs at two- and four-year IHEs in New Mexico.

Questions the committee may wish to consider:

1. When will the compact be formalized and in effect?
2. Will the Higher Education Department be a party to the compact?
3. How will participating institutions ensure that students are aware of the provisions of the compact, including the complaint/hearing process?
4. How will the recommendations made in response to the student complaint and hearing process be enforced? What other remedies will students have if courses covered by this compact are not accepted for transfer?
5. How will the outcomes of the compact be evaluated?

**A Compact:
The Seamless Transition for Teacher Education Candidates
from Community Colleges to Four-Year Institutions
in the State of New Mexico**

Final Draft 9/20/05

Introduction

The New Mexico Association of Community Colleges, in collaboration with the New Mexico Deans' Council (a chapter of the American Association for Colleges of Teacher Education), present this compact. Through it, NM community colleges and four-year-institutions agree to facilitate transfer of community college credits and associate degrees applicable to baccalaureate degrees in education and to state teacher licensure. This compact is in response to the call from education stakeholders for a collaborative initiative that encourages a diverse population of qualified high school and community college students to enter the education field and makes transitions from two- to four-year institutions more efficient.

This compact builds upon the expectations of previously-established articulation agreements approved by the New Mexico Higher Education Department. The compact aligns articulated courses to state teacher education competencies, establishes joint admission standards, and ensures accuracy in advisement for education majors.

Two central themes, **alignment** and **seamless transition**, form the foundation of this compact. "Alignment" refers to teacher education coursework and programs from community colleges and the six public universities being aligned to the same teacher education competencies (as established by the NM Public Education Department). "Seamless transition" refers to common admission standards, assessments, and advisement applied across all institutions.

Compact Language

Description – The purpose of this compact is to create a seamless transition from two-year community college education programs to four-year baccalaureate teacher education programs in New Mexico.

Goal – The goal of this compact is to build from the teacher education articulation module and existing agreements that the four-year institutions have previously constituted with two-year programs. This new effort provides a generalized, statewide agreement that opens educational opportunities for prospective teachers. This compact is based upon teacher education competencies and other qualifications consistent with licensure requirements of the NM Public Education Department.

Objectives

- To ensure that all interested community colleges have the pre-service teaching curriculum from the NM Transfer Module for Teacher Education aligned with education programs of the six New Mexico public universities and participating private institutions.
- To develop joint admissions standards and advisement practices with NM community colleges and universities that address expectations, procedures, and a commitment to an educational career.

Rationale

There is a concerted and sincere effort by legislators, school personnel, state government, business leaders, and the general public to support the efforts behind the recruitment and retention of a greater number of well-qualified teachers for the students of New Mexico. The NM Public Education Department highlights its policy on teacher quality by stating that “good teaching matters.”

Community colleges are the entry point for 1 out of 4 prospective teachers and half of all underserved minority students in education. Effective collaborations between community colleges and four-year institutions work to ensure the success for these students and are an important piece of the puzzle of addressing the national teacher shortage, particularly in hard-to-staff disciplines and schools.

This compact supports a smooth student transition from one educational system to another and it desires increased access and success for all students in postsecondary education, especially those from underrepresented populations.

There is a good track record of successful transfer of students and credits between contiguous two- and four-year institutions. This new compact will extend those opportunities to all transferring community college students.

Common Core Competencies

The following teacher education competencies originate from the NM Public Education Department teacher preparation regulations. To participate in this compact, teacher education institutions (community colleges and four-year institutions) must meet these competencies within their introductory coursework that is articulated in the NM HED Transfer Module for Teacher Education: Pre-Service Curriculum.

The compact addresses three assumptions:

1. Introductory courses represent an “awareness” and/or “knowledge” level of the competency, not the more developed “application” level found in upper division coursework.
2. As a foundation, each institution addresses its professional dispositions through alignment with the NM Public Education Department’s Professional Educator Code of Ethics.
3. To evaluate transfer courses, compact participants will follow a commonly-accepted transfer evaluation matrix (Appendix A).

Teacher Education Programs and Related Competencies

Elementary	Secondary	SPED	Typical Courses (defined in transfer evaluation matrix)	Typical Assessment Examples (criterion -referenced assessments recommended)
A: Professionalism	A: Professionalism	Must be separate Intro course (A, 1-5)	Foundations with Field Experience	Observation reports, portfolio collections, reflective journaling, checklists, self-evaluations, lesson planning, career planning, research in reading, autobiographical reflections, etc.
E: Technology (A,B and C)	E: Technology (A, B and C)	D-5 (A,B, and C.): Technology	Computers in the Classroom, not Computer Literacy	e-folios, basic literacy, web site development, electronic interactions, power point presentations, lesson planning, etc.
F: Diversity G: Family and Community	F: Diversity G: Family and Community	Must be separate Intro course (A,2)	Foundations with Field Experience	Portfolio collections, research papers, interviews, observations, analysis of curricular materials, philosophy statement, lesson planning, etc.
I: Development of Student	I: Development of Student	B: Human Growth and Development	Developmental or Educational Psychology, not Gen Psychology	Philosophy statements, reflective writing, lesson planning, construction of developmentally appropriate rubrics, theory into practice connections, case studies, self-study, learning style inventories, etc.

Rules of Engagement

The following rules facilitate the successful implementation and maintenance of the compact.

1. The approved coursework demonstrating the alignment of the core competencies supersedes course title, number, and credit hour designations. **Note:** This provision allows for curriculum revisions without reworking the HED Teacher Education Module.
2. The Field Experience components may be separate credit hours or integrated into an introductory or foundations course. The field experience must contain an elementary, secondary, and special education component and be of at least 45 field contact hours. This provision recommends 15 contact hours in each level.

3. Each participating institution must address any program changes that impact the provision of the compact during its next normal NM Public Education Department review cycle.
4. In this compact, lower division hours are acceptable for the substitution of upper division professional education coursework related to the matrix. However, this compact does not authorize the use of lower division hours in accounting for upper division hours needed in a baccalaureate.
5. For analysis purposes, the assessments plans from the separate schools, colleges, and departments of education, as well as their respective branches, must reflect equivalent measures.
6. Students may bring perceived unresolved violations of this pact to the attention of the NMAACTE Deans' Group by filing a formal complaint through the NMHED. An ad hoc committee of representatives from the membership will be appointed to conduct a hearing for the complaint. This peer review process is conducted in the following manner:
 1. The committee may contain two to six members with equal representation from two- and four-year institutions.
 2. The decision of the committee will be in the form of a recommendation to the individual and institution.
 3. The chair of the NMAACTE Deans' Council or the Council's designee will organize the ad hoc committee by appointing a chair and supportive members.
 4. The chair of the ad hoc committee will organize the hearing at the convenience of the student and the institution in a timely manner.

Common Admission Standards

1. All undergraduate teacher education candidates must take and pass the New Mexico Teacher Assessment Basis Skills subsection per the requirements of the four-year institution.
2. All undergraduate teacher education candidates must hold a cumulative grade point average of 2.5 (2.8 for Eastern New Mexico University) at the point of application to teacher education.
3. All undergraduate teacher education candidates must obtain at least a "C" in all pre-service teacher education coursework related to the matrix above from the two-year institution. The University of New Mexico requires that all candidates must obtain at least a "B" in all pre-service teacher education coursework.
4. When transferring credits or an associate degree to a four-year institution, undergraduate teacher education candidates must meet the "other" admission standards held by the "receiving" teacher education program prior to or while concurrently seeking admission into the university teacher education program.

Please Note:

1. These additional admission requirements may include but are not limited to: writing samples, TB tests, a biography, an essay of “why teach”, background checks, prerequisites, or other application materials.
2. Application to some programs may be on a competitive basis. This compact does not grant automatic admission.

Common Advisement

1. Each participating institution will designate an advisor who will coordinate all activities for this agreement.
2. It is recommended that any transfer student and the respective advisement representative should contact the four-year institution at least a semester prior to the transfer or the completion of the associate degree.
3. It is recommended that the incoming/receiving advisor attend to identifying needed coursework in a timely matter as the student moves from an associate degree to the upper division requirements of the baccalaureate.
4. An annual directory of the institutional advisors will be maintained by the chair of the Dean’s group and appropriate staff at the NMHED.

Career Pathways Recommendation

1. Each participating institutions agrees to support the efforts of local high schools in establishing “pathways” or “organizations” that recruits and prepares qualified teacher candidates. These actions may include, but are not limited to, serving as advisors, consulting, teaching dual credit courses, and sponsoring student activities.