



Teacher Education Department

Elementary Education Program

Secondary Education Program

Multicultural Teacher and Childhood Education

ACADEMIC PROGRAM REVIEW

SELF-STUDY REPORT

October 31 – November 2, 2011

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Department of Teacher Education Self-Study Report

This report describes and analyzes the history and current status of academic programs housed within the Teacher Education Department, specifically the Elementary and Secondary Education undergraduate and graduate degree programs and the Multicultural Teacher and Childhood Education doctoral programs. Based on this comprehensive review, the report discusses current issues and future directions for each program and the Department as a whole. In particular, the report focuses on changes in programs, resources, and mission that have come about since the restructuring of the Department within the College of Education in 2005.

Department faculty members intend this report to be a straightforward assessment of program strengths, challenges, and areas for improvement. Within the report, we also address the critical needs we face in order to meet the expectations of the College and the University for teaching, scholarship, and service, as well as the expectations of educational stakeholders in New Mexico for the highest quality teacher education programs we can provide.

1. GENERAL CHARACTERISTICS OF THE TEACHER EDUCATION DEPARTMENT PROGRAMS

1.A. Overview of the Department's History, Mission, Goals, and Primary Stakeholders

Department History

In 1997, at the time of the most recent Graduate Program Review, teacher education programs were housed in two academic units, with administrative support for these programs from the Center for Teacher Education. The Elementary Education and the Mathematics, Science, Environmental, and Educational Technology (MSET) programs resided within the Educational Specialties Division. The Division of Language, Literacy and Sociocultural Studies (LLSS) served as the administrative home for the Secondary Education program. The Multicultural Teacher and Childhood Education (MCTC) doctoral degree programs were also divided between the Division of LLSS and the Division of Educational Specialties, but were active only through the oversight of the Educational Specialties Division. The Center for Teacher Education administered course delivery and field experiences within teacher licensure programs, data management, partnership programs, and policy development related to teacher education.

In order to understand the evolution of this structure to the current organization of the Teacher Education Department (TED), it is necessary to discuss five internal and external contexts that have stimulated the need for change over time:

- *restructuring within the College of Education;*
- *state and national policy environments;*
- *partnerships with school districts and other educational organizations;*
- *curricular requirements within the University; and*
- *fiscal resources.*

Restructuring within the College of Education

From 1987 to 1996, the Department of Curriculum and Instruction in Multicultural Teacher Education (CMTE) served as the home for teacher education programs and degrees in Elementary, Secondary, and Adult Teacher Education, a post-graduate Educational Specialist Certificate in Curriculum and

Instruction, and doctoral programs in Multicultural Teacher and Childhood Education. CMTE was the largest department in the College of Education (COE).

In 1995-1996, the COE administration initiated a restructuring study that was designed to reduce the number of departments within the College and reframe teacher education programs as a responsibility of all COE units. A new administrative structure emerged from the restructuring study and subsequent program design that reorganized existing programs into five academic units with the titles of “divisions” rather than “departments” and the Center for Teacher Education, which coordinated all elements of licensure programs. The newly titled divisions included Educational Specialties; Organizational Learning and Instructional Technology (ELOL); Health, Exercise and Sports Sciences (HESS); Individual, Family and Community Education (IFCE); and Language, Literacy and Sociocultural Studies (LLSS). The divisions were re-named “departments” in 1998 after university authorities determined that “division” was not an approved term for an academic unit. The Center for Teacher Education retained its title and administrative functions, since it was not an academic unit.

Over time, problems emerged from the interdepartmental division of labor for teacher education management, particularly in the areas of faculty teaching assignments and curriculum oversight. Although the Elementary Education Program was housed in the Educational Specialties Department, LLSS faculty also taught reading, language arts, and social studies methods courses for elementary licensure programs, and field experience courses as needed. Elementary Education faculty assigned to the Educational Specialties Department taught mathematics, technology, and science methods courses, as well as field experience courses when needed.

The Secondary Education Program had a similar interdisciplinary nature and division of faculty responsibilities associated with specific content areas. The Secondary Education Program was formally situated within the LLSS Department with faculty and courses focused on communicative arts, social studies, and world languages. Secondary faculty teaching science, mathematics, and technology were housed in the Educational Specialties Department and were also affiliated with the Mathematics, Science, and Technology program (MSET). The Center for Teacher Education coordinated semester schedules for all licensure courses; field experience components, including school placements and associated fiscal oversight; and teaching assignments across departments. However, ongoing program assessment revealed that this coordination had become increasingly problematic, because of the complex oversight structure and conflicting views of curriculum priorities within the different departments, where faculty also participated in other areas of work within the academic units. On the whole, traditional graduate programs in Elementary, and Secondary Education, the Educational Specialist Graduate Certificate in Curriculum and Instruction, and doctorate in Multicultural Teacher and Childhood Education were not a priority curricular focus during this time period because of lack of consistency or focus within the diverse academic units related to teacher education as a field of study and practice. The main purpose of administration of teacher education curriculum resulted in maintenance of existing programs rather than ongoing program development and refinement.

In spring 2004, after an intensive internal review of program delivery within the existing organizational structure, Dean Viola Florez established an ad hoc task force to study the question of whether or not a specialized department for teacher education was needed to establish more consistent and coherent delivery of all program components, specifically in the area of licensure programs. The task force affirmed the need for establishment of a new Teacher Education Department (TED), and the new department was organized with a core group of six volunteer faculty from the departments of Educational Specialties and LLSS in Fall 2004 (See Appendix 1). Dr. Anne Madsen who had previously served as coordinator for the Elementary Education program and chair of the Educational Specialties Department was appointed by Dean Florez to serve as the first chair of the Teacher Education Department. Besides

two faculty from Educational Specialties (Spurlin, Watson) and two faculty from LLSS (Flores-Dueñas, Mitchell) and one from ELOL (Saavedra) who chose to move into the Teacher Education Department, other faculty who chose to remain in LLSS or Educational Specialties continued to be active in the Elementary Education and Secondary Education Programs as affiliated faculty with voting rights.

In 2006, one more adjustment to faculty governance occurred when the Elementary Education faculty decided to restrict voting rights to full time faculty within the program to ensure coherence of program design and consistency with the Department's vision and mission. The Secondary Education Program made a similar adjustment in 2009 for the same reason. At the current time voting rights within all programs within the Teacher Education Department are limited to full time tenure stream faculty and lecturers. LLSS faculty members continue as needed to teach methods courses and LLSS courses used within our course of study for both Elementary and Secondary Education Programs.

A non-tenure-stream group of faculty who moved into the Teacher Education Department in 2005 included one lecturer transferring from LLSS (Lear) and five lecturers who managed Elementary and Secondary program delivery for partnerships between the Albuquerque Public Schools and the College of Education. Previously these lecturers had been assigned to the Center for Teacher Education. Two of these lecturers retired in 2006 and one other was separated in 2008, while two others (Keyes, Waldschmidt) were assigned to teach full time in the Elementary Education Program. In 2007, two new lecturers in reading instruction (Raisch and Welch) were hired within the department. In 2008, one more lecturer (Sheldahl) was added to manage the Secondary Teacher Education for Mathematics and Science (STEMS) Partnership Program (See Appendix 1).

The Department also includes lecturers in place at distant education sites. In 2005, three lecturers served as teacher education faculty at the UNM Campus at Gallup and three at the UNM Farmington Center. Since that time, because of decreasing enrollment and faculty separations, the number of faculty have decreased to one full-time lecturer (Burton) at the Gallup Campus and one (Vitali) at the Farmington Center. In Summer 2011, we began a search for two new lecturers, one at the Gallup campus and one at the Farmington Center. These positions are still open in Fall 2011. We also have a search in progress for a new administrative assistant to support work in Gallup.

In addition to the eight lecturers, we also have one visiting professor (Bryant) currently serving in Secondary Education. All these non-tenure stream faculty have full voting rights within their programs and in the Department of Teacher Education.

In Fall 2006, Dean Florez also moved the Mathematics, Science and Educational Technology Concentration program (MSET) from the Educational Specialties Department into the Teacher Education Department, because the mission and focus of this program was closely aligned with Elementary and Secondary Education Programs. Two MSET faculty (Brinkerhoff and Martinez) moved into the Department at that time as well. In Fall 2007, two additional faculty applied successfully for a transfer from other units in the College to the Department of Teacher Education, one from LLSS (Oshima) and one from the Special Education Program in Educational Specialties (Torres-Velasquez). Additionally, since 2005 the Department has been granted the opportunity by the COE to engage in aggressive hiring efforts over time that have resulted in an current group of seven assistant professors (Haniford, Kingsley, Krebs, Torrez, and Tyson). The most recent new faculty (Roberts-Harris and Svihla) joined the Department in Fall 2011. An additional faculty member hired in 2006 (Sanchez) achieved tenure and promotion in 2011, increasing the number of associate professors in the Department to nine tenured faculty. During the same time frame, however, four tenure-stream faculty separations occurred, including one tenured retiree and three assistant professors in the critical areas of mathematics and science who

separated early in their tenure stream. An additional search for a faculty member with a focus in secondary mathematics education was approved for Fall 2011.

In spite of these additions, there are remaining needs for staffing of our academic programs, with specific need to replace a retired faculty member in the area of reading and/or language arts, in order to strengthen our instruction in this critical area of curricular accountability. In addition, we have great need for additional faculty, tenure-stream and/or clinical/lecturer faculty, in general K-12 teacher education, specifically in the area of field experience oversight and instruction, to strengthen our programs in providing the highest quality supervision for classroom-based application of what students are learning in their content methods courses. These needs are explained in more detail in other sections of the report.

State and National Policy Environments

Since 1997, three major reform initiatives have been implemented at the state and national levels that have had an impact on directions within the Teacher Education Department.

In 1998, New Mexico educational stakeholder groups began focused, collaborative work towards a comprehensive K-16 educational reform effort that would improve teaching and learning across all levels of schools and the recruitment and retention of high quality teachers across the career continuum: recruitment, preparation, induction, and advanced professional development. The goal was to improve student learning for all children of New Mexico. The first change initiative to directly impact our work in teacher education was the implementation of the New Mexico “alternative licensure” regulations in 2002. The new license category allowed degree-holding career changers to teach while earning their teaching licenses, thus widening the recruitment base in New Mexico to focus more specifically on mature adults with professional experiences outside education. All four-year institutions in New Mexico were required to develop an approved alternative licensure program specifically for students seeking this licensure pathway. Soon after, community colleges also were allowed to offer alternative licensure programs. In order to comply with this new mandate, TED faculty developed a new licensure specialty area for the M.A. degrees in Elementary and Secondary Education that would allow students to complete their licensure programs within the context of completing a master’s degree.

The New Mexico School Reform Act of 2003 served as a culminating centerpiece for reform efforts surrounding teacher quality and student learning. A new three-tiered teacher licensure system was established that focuses on evidence-based evaluation at three points in a teacher’s career: Level I, —~~P~~rovisional,” limited to years 1-5 of initial licensed teaching experience; Level II, —~~P~~rofessional,” for teachers with three years of successful teaching at Level I and successful completion of the New Mexico Professional Development Dossier; and Level III, —~~M~~aster,” for teachers with three years of successful teaching at Level II, who have also achieved National Board Certification or completed a master’s degree and a New Mexico Professional Development Dossier. Teachers are required to move from Level I to II within five years or lose their licenses. Teachers at Level II have the choice of remaining at Level II or seeking advancement to Level III. The minimum salary for a Level I beginning teacher is \$30,000. A salary schedule complementing the evidence-based evaluation process is now in place that ties salary increments of \$10,000 to advancement from Level I to II and from Level II to III.

The changes in the three-tiered teacher licensure system have afforded us the opportunity to recruit veteran teachers and provide a graduate program for them that is very relevant to instructional improvement, as they advance within the licensure system. We have also had the opportunity to align our own student performance assessments across programs to be consistent with the licensure evaluation system. We anticipate that imminent changes in the federal Elementary and Secondary Education Act will bring increased accountability for teaching performance and associated impact on teacher education

programs. We will continue our efforts to be responsive to new requirements that are developed over time.

In 2000, the “No Child Left Behind (NCLB)” national policies were enacted and the current national testing system for student achievement was put into place across the country. NCLB regulations, particularly in the area of district, school and teacher evaluation as tied to student achievement, have increasingly influenced accountability measures for teacher preparation programs at the national and state levels. Accrediting agencies at the national, state, and university levels are now focused more closely on student assessments and associated program improvements. For example, the College of Education submits Education Accountability Reports annually for the Public Education Department as part of our accountability for teacher preparation programs. Likewise, the National Council for Accreditation of Teacher Education (NCATE), our accrediting agency, has strengthened and clarified its evaluation measures to reflect the increased focus on performance assessments. New state policy mandates related to reading instruction and associated requirements for teacher preparation are in the process of design and implementation. Overall, the expanding climate of accountability has begun to shape our work in improving coherence and consistency of program delivery at all levels.

School/University Partnerships

In 1997, five teacher education partnership programs were in place between the University of New Mexico and the Albuquerque Public Schools. Two were innovative licensure programs for post-baccalaureate students:

- the Career Development Program for Elementary Licensure (CDP); and
- the Santa Fe Intern Program for both Elementary and Secondary Licensure (SFIP).

In 2000, a third licensure partnership program, the Secondary Intern Program (SIP), was implemented for post-baccalaureate students seeking secondary licensure. In 2006, this program was changed to the STEMS program (Secondary Teacher Education for Mathematics and Science) to focus on recruiting teachers for the two content areas most in need at the secondary school level.

Two partnership programs were masters’ programs for first year teachers:

- the Resident Teacher Program (RTP) for the M.A. in Elementary Education; and
- the Resident Teacher Program for the M.A. in Secondary Education.

The fifth program, the Teacher Enhancement Program for the M.A. in Elementary Education or Secondary Education, served mid-career teachers seeking a master’s degree focused on their classroom practice.

All of these programs were grounded in a unique, complex funding structure called an “exchange of services” model. Within this model, intern or resident teachers in the programs were able to teach full time while they pursued their licensure or graduate studies, with no cost to the school district or the university. A designated number of experienced, highly competent teachers (called support teachers) were released each year from their school assignments to work for two to three years with one of the school/university partnership programs. Competitively selected cohorts of university students enrolled in the licensure and masters’ programs for intern or resident teachers and then served as teachers of record in school classrooms while receiving a stipend, leave days, and paid tuition in lieu of a full salary. Veteran teachers enrolled in the Teacher Enhancement Program agreed to a reduced salary which allowed for tuition and a release one day a week from their classroom to attend university classes.

One added benefit of the exchange-of-services model to the traditional teacher education licensure programs was the fact that the Resident Teacher Programs supplied enough revenue to the College to support full time clinical supervisors. Like the support teachers in the partnership programs, these clinical supervisors were also reassigned from classroom duties to work at UNM with COE faculty and supervise licensure students during their field experiences. This infrastructure for licensure field experiences, including close relationships with schools in placement and selection of cooperating teachers, was very beneficial to the COE budget, since costs of field supervision were covered with minimal fiscal impact. Many of the support teachers and clinical supervisors also engaged in graduate or advanced degree studies during their term at the university, adding to restricted graduate semester credit hour production and degree completion rates for the College as well. All in all, —partnership” teachers became the dominant group of students enrolled in teacher education graduate programs during the life of the partnerships. The robust enrollment of students in partnership programs was an important element of graduate program strength during the era when teacher education programs were split between two departments. Recruiting efforts for numbers of graduate students not enrolled in the partnership cohorts declined dramatically during this time frame, since most teachers seeking graduate degrees were counseled into graduate programs in other academic units or sought teacher education graduate degrees at other institutions.

The partnership system collapsed in 2005-2006 because of discrepancies identified by the NM Public Education Department between the exchange of services model and the salary requirements of the three-tiered teacher licensure system. As a result, the programs for the Resident Teacher Programs and the Teacher Enhancement Program ended in spring 2006. The CDP and STEMS licensure partnership programs continued until spring 2010, when the school district determined that budget circumstances precluded continuance of these programs. The district allowed students who had already been accepted into the programs for 2010-2011 to complete their licensure requirements in a no-cost extension of existing funds.

The demise of the UNM/APS partnership programs had an immediate impact on enrollment in TED graduate programs and funding of field experiences for licensure programs. However, since that time TED faculty have continued to update, revise, and refine program recruitment and delivery to restore the former robust condition of the programs. Current efforts under way include 1) new collaborations with Teach for America in licensure courses and graduate degree completion, 2) a new arrangement with AmeriCorps to provide tutoring experiences and financial stipends for our student teachers, 3) new models of field placements and supervision that are being developed jointly between our program faculty and school districts, and 4) a specialty area for our master’s program grounded in teacher development and reflective practice for experienced teachers. Funding for field experiences is now centralized within the COE, with emphasis on consistent policies, procedures, and compensation for cooperating/master teachers across all programs in the College, as well supervisor travel and related expenses. TED faculty participate in the College-wide governance structure for design and implementation of this comprehensive infrastructure. However, funding for field experiences as a whole is not a component of recurring funding for any academic units in the COE. The capacity within the Department to design and support supervision of classroom field experiences effectively has been severely affected by the lack of resources and continues to be an area of deep concern for us. Other sections of the report expand on this topic as a major area for the need for additional faculty resources.

Curricular Requirements within the University

Since 2005, much of the curricular work of TED faculty has focused on program updates and refinements, as a result of requirements of the Banner university information system and accompanying university curriculum audits conducted periodically. In our new Department we were immersed in the process of restructuring our work to fit a changing environment, but we also had to clean up residue from other

changes that had been made previously without attention to all aspects of the change process. For example, as we moved deeper into the area of curriculum, we discovered that as changes were made in program names and course prefixes over time, outdated prefixes and even inaccurate degree titles were not removed from the system. Secondly, many topics classes had been taught many times but were never moved through the curriculum workflow process to become regular courses after the COE reorganization in 1996. Other courses had not been taught in years, but were still listed in the UNM Catalog. At the same time, we were updating syllabi and developing new courses that were aligned with current school curriculum, changes in state-regulated teacher competencies, issues, and research.

In all of this curricular work, new or updated information elements of systems within the University and the College of Education have greatly strengthened our efforts. At the same time, our work in all areas is more transparent and available for review for evaluation purposes. Ongoing university curriculum audits have also helped us identify problem areas that need immediate improvement. However, challenges have emerged as well, such as the number of data bases that exist for different kinds of information and our inability to access data from one source. New negotiations with other COE departments regarding courses or programs have been necessary to sort out complex curricular oversight issues in interdisciplinary programs that developed during the former division of teacher education across units. On the whole, accountability for new reporting requirements related to student progress and degree completion, as well as program coherence and consistency, will continue to have profound impact on how we structure and assess all aspects of our work in the future.

Fiscal Resources

The issue of adequate resources for delivery of all programs housed within the Department has been challenging since the reorganization in 2004-2005. Movement of faculty and staff and accompanying fiscal resources from two academic units and the Center for Teacher Education was a complex process and included multiple funding sources. The fact that many course sections were still taught by faculty in the Departments of LLSS and Educational Specialties at the time of reorganization made unclear the amount of adequate allocations needed for part-time instructors. The situation was even more complicated when field services personnel and budget lines associated with compensation of cooperating/master teachers was moved from the Department into another office at the COE level. Finally, the termination of the resident teacher partnership programs profoundly impacted the Department's capacity for funding high quality supervision of field experiences. As a result, fiscal issues are a major area of concern for all areas of our programs. These issues are a theme that will be woven throughout the sections of this report.

1.B. Teacher Education Department Mission Statement and Goals

The overall mission and purpose of our work within the Teacher Education Department is to prepare and support teachers, teacher educators and teacher leaders who support the children and families of New Mexico.

Strategic Goal: We view teacher education as extending throughout the professional lifespan, from recruitment to preparation and induction to advanced professional development. With this perspective in mind, we prepare teacher educators willing and able to effect change along each step of the continuum. Degrees offered within our department include baccalaureate degrees in Elementary Education and Secondary Education and master's degrees in Elementary Education and Secondary Education that meet the needs of students seeking initial licensure. Practicing teachers in K-12 schools may obtain an M.A in Elementary Education or Secondary Education to further their knowledge and refine their skills as accomplished professionals. Educators with at least three years of classroom experience who want to expand their expertise to include the teaching of teachers may seek an Educational Specialist Certificate in Curriculum and Instruction, or a Ph.D. or Ed.D. in Multicultural Teacher and Childhood Education

(MCTC). Acknowledging the urgent needs of the 21st century, we also offer a concentration in Mathematics, Science and Educational Technology (MSET) for graduate students as part of their master's and advanced graduate degree programs.

Core Values

Our faculty carries out this mission with particular attention to infusing all the Core Values of the College into our programs: advocacy, building professional identities, collaboration and relationships, dignity, diversity and social justice, scholarship and research, and teaching and learning all in the rich context of New Mexico. The Department has defined the relationship between our work and these core values in the following belief statements.

We are a community of scholars interested in asking questions addressing contemporary issues of teacher education, including equity in schools and the ways to most effectively prepare teachers. We start from the belief that K-12 students and teachers are at the heart of what we do. Collaboration among faculty, students, and professionals outside of the university is important because it affords us multiple perspectives making for a richer, more complete scholarly discourse. We value authentic dialogue and believe in the importance of creating a community where everyone's voice can be heard.

We believe rigorous research in teacher education must serve multiple audiences, including teachers, K-12 students, and policy makers. Our graduates are scholars who contribute to the body of teacher education research illuminating both broad patterns as well as the experiences of individuals, teachers, students, and communities. Our programs allow students to make professional and programmatic choices that lead to rich, meaningful and transformative experiences. At all levels of our programs we integrate ongoing examination of practice with the goal of helping our students articulate, understand and improve their teaching and the learning of their students.

We believe schools in different places have different needs, and we value the unique positions and experiences our students encounter in New Mexico. We do not believe a one-size-fits-all approach to education serves the needs of all learners. Drawing on our own context in the southwestern United States, we are fierce advocates for diversity in our program and in the public schools. Our students participate in field experiences that are place-based and reflect the issues facing children and teachers in our schools. Our students address pressing issues in education and political discourse.

As faculty, **we take critical stances in our work**. Our aim is to assist our students in developing their own critical lenses. Our students develop a deep understanding of how local educational practice is influenced by larger societal forces and critically examine the systems and structures that perpetuate inequality and inequity. It is not enough to simply understand or see the issues involved, we seek also to recognize our role in these issues, and be fully aware of the choices we have for actions we can take as socially responsible citizens and teacher educators.

The Department goals are aligned with the College of Education Conceptual Framework for Professional Education, as is required by NCATE, our accrediting agency, and the New Mexico Teacher Competencies, as required by the New Mexico Public Education Department for teacher licensure programs for beginning and experienced teachers.

The College of Education at UNM believes that professional individuals develop *professional understandings, practices, and identities* that reflect the Core Values. These concepts frame the lifelong learning of professional educators and reflect the values articulated in state and national standards and competencies.

- **Understandings** frame the identity and practices of professionals. We seek to help students better understand 1) human growth and development, 2) culture and language, 3) content of the disciplines, 4) pedagogy, 5) technology, 6) professional issues, and 7) the nature of knowledge.
- These understandings enable students, as professional, to value and engage in **practices** that embody the following qualities: 1) learner-centered, 2) contextual, 3) coherent, 4) culturally responsive, and 5) technologically current.
- Developing a professional **identity** is central to lifelong growth as a professional educator. The COE will help students develop the following attributes of a professional: 1) caring, 2) advocacy, 3) inquisitiveness, 4) reflection-in-action, 5) communication, 6) collaboration, and 7) ethical behavior.

(See Appendix 2)

As part of our continuing program approval by the New Mexico Public Education Department, TED programs must also align curriculum with the New Mexico Teacher Competencies.

The New Mexico Teacher Competencies:

1. The teacher accurately demonstrates knowledge of the content area and the approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher effectively utilizes student assessment techniques and procedures.
6. The teacher manages the education setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents and community members.

These guiding documents, including the Department Mission Statement, COE Core Values, Conceptual Framework for Professional Education the New Mexico Teacher Competencies form the assessment foundation for all programs and instruction within the Department of Teacher Education.

Alignment with the University of New Mexico *Strategic Framework for 2008 and Beyond*

The College of Education Conceptual Framework and Core Values and the mission of the Department of Teacher Education as described above are aligned particularly with the following goals in the University's strategic plan:

- To educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- To discover and disseminate new knowledge and create endeavors that will enhance the overall well-being of society.
- To actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans.

Our ongoing efforts to meet the university goals listed above include the following aspects of our department’s strategic goal and mission statement:

- Infusion of characteristics of the COE Core Values and Conceptual Framework for Professional Education in all aspects of program delivery from syllabi requirements to assessment frameworks. Using these guiding documents for instructional program delivery is a foundational requirement for both national and state accreditation and meetings the first UNM goal listed above. However, a second goal for TED faculty in focused attention on these guides is to strengthen coherence and consistency of program delivery across multiple locations in the state. This focus will result in more trustworthy program assessments for our continued program improvement as well as our students’ performance in educational settings.

This focus is embedded in our work towards a “one-program” concept that is described within the program descriptions in this report. We are continually striving to ensure that instructional quality and program requirements are consistent across all course offerings at diverse locations or in online contexts.

- Our mission statement also clearly focuses on research, advocacy and service connected to teaching and learning in the schools of New Mexico, with implications for service to a wider audience of educational stakeholders at the national level as well.
- Our strategic goal to support teacher development across the career continuum is aligned with workforce development through strengthening the capacity of teachers and teacher educators to help students be successful learners and future productive citizens at all levels of their education.

We realize that these goals are ambitious, but we believe that they are aligned well with the UNM strategic goals and fit our mission as well. Our efforts in all these areas require ongoing assessment and improvement of both our work in teacher education and identification of resources to do this work effectively. We have already seen in our discussion of the history of the Department since 2005 that effective implementation of our strategic goal and unit mission will require more attention to additional fiscal resources to support teaching, scholarship and service. Specifically, we will need additional faculty and staff to meet the needs of our students and our student constituencies to continue progress towards meeting our mission.

Accountability for Program Assessment

Because of all the changes both in organizational structure and physical locations of administration of the College and teacher education units, we have focused this report on changes in programs that have occurred over time in the context of our ongoing revisions and updates of all elements of our programs since 2004-2005. These changes have helped us align our work with ongoing state education policies and expectations for NCATE, our accrediting agency. Furthermore, these changes have been a foundational source of information about needs for ongoing program improvement and increased resources.

1.C. Overview of Department Stakeholders: Faculty, Staff, Students, and Community

1.C.1. Faculty

<u>Category</u>	<u>Number</u>
Tenure-stream Faculty Professors:	1 full-time in the Department 1 joint appointment with the Educational Leadership Program (no teaching duties in TED)

Associate Professors:	8 (including one with .75 academic program coordinator duties)
Assistant Professors:	5 (including one with .25 assistant academic program coordinator duties)
Non-tenure-stream Faculty Fulltime lecturers:	8 (including one with .75 academic program coordinator duties, one with lecturer/manager duties, and one with .25 field experience coordination duties)
Visiting Professor	1
PT Instructors	9
TAs	6

(See Appendices 3-5)

Tenure-Track Faculty

In 2010, the Teacher Education Department housed 14 tenure stream faculty. Several changes occurred in this number by Summer 2011. One faculty member (Sanchez) achieved tenure and promotion to associate professor in Spring 2011 increasing the number of tenured faculty to seven. Two assistant professors (Kingsley and Torrez) are submitting their dossiers for tenure and promotion to associate professor in Fall 2011. One faculty member (Tyson) was hired in "Instructor" status in Fall 2010. She completed her doctoral degree in Summer 2011 and has been moved to Assistant Professor status in Fall 2011. In addition, two additional assistant professors were hired in the Department for Fall 2011, bringing the total number of tenure stream faculty in the Department to 17 in 2010-2011. (See Appendix 1).

One tenured faculty member (Mitchell) serves as the Department Chair, with a teaching load of one course per year; another (Oshima) is the Secondary Education academic program coordinator, with two course reassignments per semester for administrative duties. One tenure-track faculty member (Krebs) and one tenured (Torres-Velasquez) faculty member share assistant Elementary Education academic program coordinator duties, with one course reassignment each semester for their administrative duties.

Non-Tenure Track Faculty

Our full-time lecturers are very important to delivery of our programs and are housed at three campuses: main campus (Keyes, Lear, Raisch, Welch and Waldschmidt); UNM Gallup Branch (Burton); and UNM/Farmington Center (Vitali). Three full-time lecturers also have administrative duties within the programs. One (Keyes) is the Elementary Education academic program coordinator with one course reassignment each semester; the second (Sheldahl) manages the Secondary Education field experiences, including coordination of support for cooperating teachers and their group meetings, as well as field placements in collaboration with the Office of Field Services. A third lecturer/manager (Burton) at the UNM Gallup Branch has .5 teaching duties and .5 administrative duties. One visiting professor (Bryant) teaches licensure courses in Secondary Education and shared core courses for both Elementary and Secondary students.

In reviewing the number of full-time, tenure-track faculty in the Department at the current time, it is important to remember that in the UNM Catalog 1993, before the first restructuring effort was implemented, there were listed 26 faculty in the CMTE Department, nine identified with primary responsibilities in Elementary Education and seven in Secondary Education; four faculty identified with shared responsibilities across programs. During the division of Elementary and Secondary Education into two different departments, fiscal support for these programs was absorbed into the larger academic units.

Therefore, when the Department was newly organized in 2004-2005, with only six faculty members with full oversight responsibilities for existing programs, the work was underfunded and understaffed from the beginning. Since that time, the faculty has been working very hard at updating and refining program curricula, policies and procedures while maintaining the current program components for a complex structure of licensure programs and degrees at four campuses (including Taos, which has no full time faculty resources). Our efforts in these matters have caused us to adopt more of a K-12 focus, where core graduate courses are populated by students in both Elementary and Secondary Education. Before the Department was formed, students took classes designated for elementary or secondary degree programs. In the new structure, the Department allows more flexibility in course assignments, so faculty can work across programs, offering shared sections of core courses for students in both programs and in elective courses in pedagogical practices. This allows our faculty to interact with students who work in a variety of schools across the K-12 continuum in a way that encourages students' understanding of the big picture of school curriculum. In their class discussions, both faculty and students learn more about what is going on in classrooms at all levels. It also allows faculty to design and offer elective courses that are relevant to program enhancement across K-12 education.

In spite of our new approaches to leveraging faculty resources within the scope of our work, we still find ourselves each semester struggling to meet our instructional and program support needs in a way that maintains quality and consistency. Up until this point, we have maintained our program with a combination of excellent lecturers, department faculty, teaching assistants and part-time instructors. However, at least four tenured faculty could retire in the next three years, and while lecturer positions are in the budget, they are not as secure as faculty lines. Nevertheless, we realize that we cannot simply continue to request new positions only to fill vacant ones, given the current economic situation and changing dynamics in the supply and demand for teachers. We will continue to monitor and respond to changes in the internal and external contexts of our work, and design requests for new hires that are consistent with new expectations for teacher education programs, including more faculty who will be directly involved in field experience courses, interdisciplinary or joint appointments when appropriate, and recruitment of faculty from diverse populations that better reflect the demographics of students in the schools. We also need to focus more specifically on current and projected staffing needs of schools in a strategic way that involves balancing enrollment in our programs to support graduate and doctoral recruitment as well as enrollment in teacher preparation programs. We have adopted the term "right-sizing" to describe our exploration of how we can accomplish this intended outcome realistically in terms of faculty loads and responsibilities in teaching, scholarship and service, as well as identifying specific fiscal resources to support this process.

We believe that this approach to future program development will help us better meet the changing needs for workforce development and career enhancement for our constituencies as well as increasing the opportunity for a stronger emphasis on faculty scholarship and grant development connected directly to teacher effectiveness and student learning across the K-12 continuum. For example, with the influx of more licensure programs available for students to choose from, we no longer need to produce the largest number of new teachers in the state each year, since other programs are available. Less emphasis on licensure will allow us to use our faculty resources more effectively in increasing enrollment in graduate programs for teachers and teacher educators.

Part-Time Instructors

We select part-time instructors who have evidence of substantial teaching experience and are highly knowledgeable in the content they will teach. Most of our part-time instructors teach methods courses. We have established a pool of part-time instructors that we call on regularly. We also accept applications on an ongoing basis.

Teaching Assistants

Our teaching assistants are selected from our doctoral students and other doctoral students in the COE when we have the need. For the most part, they teach licensure methods courses. Since doctoral students must be in ABD status in order to teach a graduate course, very few have that opportunity.

1.C.2. Staff

Program support staff within the Teacher Education Department have included three personnel: Sarah Valles, Department Administrator; Robert Romero, Program Coordinator for Teacher Education with specific responsibilities for Secondary Education graduate programs and the Multicultural Teacher and Childhood Education program; and Mary Francis, Administrative Assistant II with specific responsibilities for Elementary Education graduate programs.

Department Administrator

As of August 25, 2011, this position is vacant. A search for a new department administrator was in process in August-September 2011. Sarah Valles served as the most recent department administrator from Summer 2008-Summer 2011. Her work in this role was typical of the duties of Teacher Education Department administrators. She served as supervisor for the two staff members in the department; facilitated website development and course scheduling each semester; maintained faculty and program records, including items such as personnel files, program syllabi, annual reports, and department and program meeting minutes. She facilitated department administrative support for all faculty, including new hires; oversaw communication and program workflow for the department among the branch and center campuses and main campus; served as liaison with the College administrative offices; managed all fiscal matters for the department, including budget management and reports, under the supervision of the Chair of the department.

In addition to the Department Administrator, two full-time staff members support the work of faculty and students in graduate programs across the Department.

Robert Romero, Program Coordinator

Robert's primary responsibility is to support faculty and students as related to all aspects of the Secondary Education and Multicultural Teacher and Childhood Education graduate programs. He facilitates communication with students in the programs and staff in other units, including the offices of the UNM Registrar and Graduate Studies, as well as the COE Advisement Center. He also maintains student records files that include related documentation for admission and progress towards degree completion. He assists program faculty, specifically the academic program coordinators, with program material development, program meeting minutes, and other academic needs. While he does not conduct formal program advisement, he acts as a frontline respondent to student and/or faculty questions and requests for information about the program policies and procedures. He also assists faculty and students with individual requests or problems, instructional support needs, and provides general office supplies or equipment to faculty as needed. As a program coordinator, he is also assigned other duties as needed for the department as a whole, and appropriate for his position grade, such as scheduling facilitation, data compilation and/or data management within the department, or comparable duties.

Mary Francis, Administrative Assistant II

Mary's primary responsibility is to support faculty and students as related to all aspects of the Elementary Education graduate programs. She facilitates communication with students in the programs and staff in other units, including the offices of the UNM Registrar and Graduate Studies, as well as the COE Advisement Center. She also maintains student records files that include related documentation for progress towards degree completion. She assists program faculty, specifically the academic program

coordinators, with program material development, program meeting minutes, and other academic needs. While she does not conduct formal program advisement, she acts as a frontline respondent to student and/or faculty questions and requests for information about the program policies and procedures. She also assists faculty and students with individual requests or problems and instructional support needs. She provides general office supplies or equipment to faculty as needed.

The work of the Department is complex and multidimensional, requiring a balance of academic degree requirements and state licensure requirements. Two staff members are clearly not enough to manage all the components of program support. The need for increased staff to support program delivery and student progress is critical at the current time, particularly in view of increased accountability for all aspects of our work. As has been described in other sections of the report, it is imperative to add at least two staff to recover the loss of administrative support that has occurred since the Department was reorganized in 2005.

1.C.3. Students

Students served by the Teacher Education Department are enrolled in the B.S.Ed. in Elementary Education, the MA in Elementary Education, the B.A.Ed. or B.S.Ed. in Secondary Education, the M.A. in Secondary Education, or the Ph.D. in Multicultural Teacher and Childhood Education program. Like much of the student population at the University of New Mexico, many of our students are native New Mexicans and often the first in their families to seek a college degree. In the Department of Teacher Education, our students also reflect the cultural diversity of the state as well. More detail is given regarding the gender and ethnicity of our student populations in other sections of this report.

1.C.4. Community

The majority of our community stakeholders include school district personnel, master/cooperating teachers, and administrators who collaborate in guiding the field experiences of our licensure programs. Other stakeholders include state policy makers and agencies within state government, as well as the home communities of our students. Our relationship with our stakeholders is reciprocal in nature. We welcome their involvement in our work with future and career educators. We make public our work in ways that invite their input. We host events such as “The Portfolio Showcase” for student teachers completing their coursework, and invite their families, school administrators and cooperating teachers to view and discuss their work. We host a similar event to help graduate students share their research in an “Inquiry Showcase” that extends invitations to student peers, families, and faculty. Finally, when outside funding is available, we conduct an “Appreciation Luncheon” for school district administrative personnel, professional organizations and teacher union representatives, and businesses in the community that have contributed resources to our work with teachers in the schools. At the same time, we know that our community stakeholders benefit from the addition of our graduates to their community workforce and the impact they have on the lives of the students they teach. They have made it clear through their inclusion of teacher education faculty and our graduates in local and state policy discussions that they value our input as well.

1.D. Academic, Creative, Research, and Public Service Endeavors

1.D.1. Academic and Creative Endeavors

The most important academic endeavor currently in progress is the ongoing effort to create a “One Program” concept across programs and distant locations. The goal is to achieve quality control and program coherence wherever programs within the Teacher Education Department are offered. In the past,

when UNM Extended University managed program delivery independently of COE personnel, faculty at Branch and Center locations were not included effectively in the program governance and curriculum development. In some instances this caused a drift in program integrity. Since 2005, curricular processes have been underway to align and update all program elements, from brochures, to course scheduling and delivery, to program completion. The work has been undertaken to help us plan more strategically for appropriate program delivery and cost-effectiveness. This has been a collaborative effort between COE and Extended University personnel. Currently, these activities are coordinated college-wide through Distant Education Services, which is supporting all programs involved in delivery of instruction at distant locations.

As part of the goal of supporting teachers across the career continuum, faculty from both the Elementary Education and Secondary Education have created shared graduate experiences for teachers K-12. In Spring 2009, elementary and secondary faculty initiated a joint M.A. degree program focused on reflective practice for experienced teachers (MARP). Its purpose, content and structure were based on the Teacher Enhancement Program (TEP), a former APS-UNM Partnership program that had existed for 19 years. Courses were taught on Thursdays; assignments focused on their experience and skills as a teacher; faculty instructors would teach as a team; and they would finish in five semesters. What they would be asked to do – narrating, documenting, analyzing and reflecting on teaching and its connection to student learning – was connected to the 3-Tiered Licensure system in New Mexico. This is the schedule of courses for our third cohort (MARP Cohort, 2011-2012).

Spring 2011

- EDUC 593 T/The Art of Masterful Teaching
- EDUC 595 Advanced Field Experience
- EDUC 593 T/Seminar in Reflective Practice (One credit course)

Summer 2011

- EDUC 593 T/Social Justice in Education
- EDUC 542 Principles of Curriculum Development
- EDUC 502 Advanced Instructional Strategies

Fall 2011

- EDUC 513 Process of Reflection and Inquiry
- EDUC 595 Advanced Field Experience
- EDUC 593 T/Seminar in Reflective Practice (One credit course)

Spring 2012

- EDUC 593 T/Teacher Effectiveness and Student Learning
- EDUC 595 Advanced Field Experience

Summer 2012

- EDUC 590 Masters Capstone Seminar

Enrollments for the courses have been steady in the last three years. We have known that there are a significant number of teachers in APS who do not have M.A. degrees. What has helped is that the state's

3-Tiered Licensure system requires a M.A. or National Board Certification before teachers can apply for a Level III license. The difference in salary between Level II and Level III is \$10,000. In a recent program evaluation, several of the teachers mentioned this as the motivation to get their M.A.

Completion rates are high. Of the 15, who were in MARP 1, all 15 completed their degrees; one did not finish with the cohort but did complete requirements later. Of the 47 who finished this past summer, 3 did not continue. MARP 3 began with 43 and 41 are registered and on schedule to complete their degrees this summer.

MARP Enrollments by Program 2009-2012

MARP 1		MARP 2		MARP 3 (in progress)		TOTAL
2009-2010		2010-2011		2011-2012		
ELEM	SEC	ELEM	SEC	ELEM	SEC	
0	15	35	12	32	9	103 By Summer 2012

In addition to traditional student evaluations of the courses in the program, faculty have begun collecting program evaluation data as students complete the entire sequence of courses. They will use this evaluation process to improve their own instruction in the program. As indicated in Appendix 6, program evaluations from the MARP 2 cohort, students indicated that the program improved their ability to reflect on their teaching practice, that assignments were purposeful and beneficial to their teaching, particularly in their understanding of how to use writing as a tool to construct deeper understanding of teaching and learning.

At the same time that these efforts have been underway, faculty have been working on a plan to review and update curriculum and programs of studies for all degrees. In 2005, a strategic plan was implemented to carry out this process of general program revitalization. This was an essential effort because no progress had occurred in curriculum development during the separation of the programs from 1996-2003. We began with undergraduate licensure programs, particularly in the area of admissions and schedule for classes. Two years later, we moved into review of the master's program. This has been an ongoing process in which we will refine program curricula as a result of student assessments. Finally, the doctoral degree review and update process began in Fall 2008 and continues into the present. This process has allowed us to be more strategic about elective offerings and topics courses as we continually examine our work in the context of all our guiding policies. The results of these efforts will be demonstrated in updated programs of studies for all graduate programs that will be submitted for COE and university curricular review in Fall 2011.

1.D.2 Research and Public Service Endeavors

Detailed information about faculty research and public service is presented in later sections of the report and in Appendix 25 containing abbreviated curricula vitae. On the whole, research agendas of faculty in the Teacher Education Department focus on connections among teaching, scholarship and service, particularly in helping future teachers and in-service teachers and teacher educators make connections between theory and practice. There are common strands of social justice, situated learning and effective

teaching practice throughout our research. Our faculty are active in public service through their work on state educational committees and policy discussions when invited, as well as professional organizations at the local, state and national levels.

1.E. Efforts to Provide Access and Success for a Diverse Population

We have addressed these efforts in four ways:

- Our admissions process includes multiple forms of evidence of a person's potential to teach, including samples of written work, an interview, and discussion of multicultural experiences. Students have the opportunity to select and discuss artifacts they select to present. An understanding of/experience in diversity is part of the requirements.
- Upon admission, students must meet with faculty or advisors each semester to monitor their progress. Part of this process includes helping them identify areas of support needed for continued growth.
- We incorporate strategies for teaching diverse populations into all areas of our program, including instructors' modeling and applying best practices in their courses, and requiring them to demonstrate these strategies in their planning and classroom teaching.
- We have program information and tutorials available online at the COE website. We also keep paper copies of admissions packets available in the Department offices. The Advisement Center in the COE Center for Student Success provides advisement for undergraduate students in our programs on weekday evenings and Saturdays. These practices allow varied options for students who work full time or have family responsibilities in learning more about our programs. The College also provides advisement services to students at the UNM branch campuses and centers.

1.F. Leadership, Governance and Organizational Structure of the Teacher Education Department

Our organizational structure consists of the Chair of the Department, Academic Program Coordinators for Elementary Education and Secondary Education, and the Advanced Degrees Committee Chair. Faculty program coordinators are elected by faculty with primary responsibilities in Elementary or Secondary Education and by the Department faculty for the Chair of the Advanced Degrees Committee. Because of the complexity and volume of work involved in coordinating the Elementary Education program, this program also has an assistant academic program coordinator, who facilitates specified areas of work. A second faculty member serves as academic coordinator for management of all aspects of the M.A. in Elementary Education with Alternative Route to Licensure. Academic Program Coordinators facilitate program meetings, coordinate course scheduling each semester and then assist faculty in completing required tasks such as required reports, troubleshooting problems with students, and other instructional matters. They also oversee TED work as a "Coordinators Team" and meet with the Department Chair to discuss COE directives or other information that will go out to, or have been received by, faculty who coordinate shared efforts like assessments or scheduling, and plan for department meetings.

Because of the size of the Elementary Education Program, the faculty has organized an undergraduate and graduate curriculum committee to focus on program design and revisions for each level separately. This has been effective in keeping a clear but balanced focus on each program. One content faculty specialist in each content area serves as the point person for organizing scheduling of course sections within the content area and identifying part-time instructors when needed, as well as reviewing syllabi and teaching qualifications of potential branch campus part-time instructors. The Secondary Education Program has developed a field experiences team that includes faculty and liaisons to monitor school placements, discuss communication with students and cooperating teachers, and identify problems and areas of

success as they surface. This team has a coordinator for scheduling meetings and agendas, and serving as contact with the Office of Field Services. In addition, faculty content specialists in the program and affiliated faculty in the Language, Literacy and Sociocultural Studies Department assist with selection of part-time instructors for methods courses when needed.

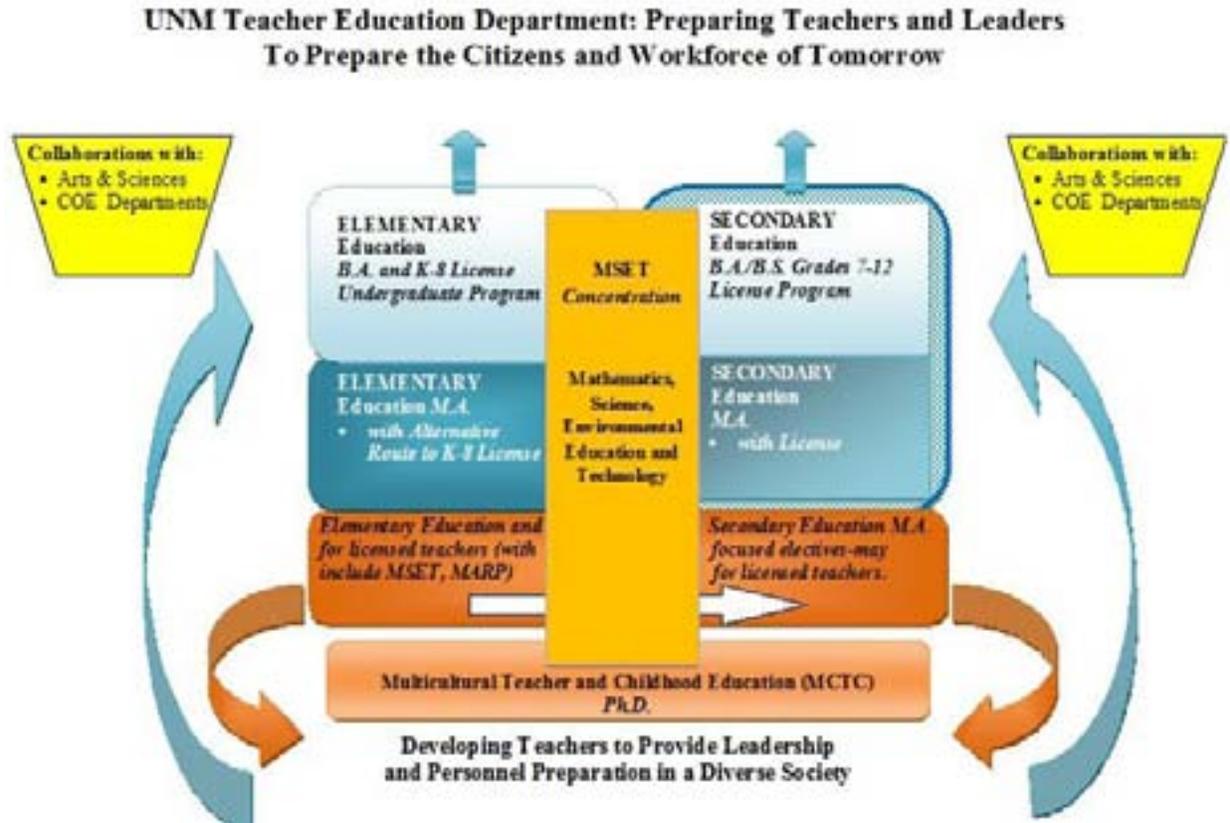
There are two areas of shared content governance across programs where faculty meet to discuss program development. The first is delivery of the MSET Concentration which includes the participation of faculty associated with mathematics, science and educational technology courses. The second is the shared, focused masters' elective area in reflective practice for both Elementary and Secondary Education degrees. Faculty who teach the courses identified for this elective area meet periodically to coordinate scheduling of courses each semester and review course content for alignment of readings and assignments.

On the whole, the faculty governance structure has served the purpose of distributing responsibilities for program oversight and management in such a complex structure. However, there are several challenges that have to be monitored and adjusted continuously. These include communication at the program and department levels, the need for meetings for differing purposes, and general oversight of distributed responsibilities across all degrees. As we continue to update and improve our programs, we will also continue to assess and refine our model of distributed leadership responsibilities as well.

2. DEGREE PROGRAMS AND CURRICULA

The Teacher Education department houses three academic programs: Elementary Education, Secondary Education, and the Multicultural Teacher and Childhood Education post-master's programs. Faculty have teaching responsibilities within their primary program of teaching responsibility and also teach core and elective courses across master's programs and the doctoral program, when needed and appropriate. The programs are designed to support teacher development across the career continuum for K-12 teachers, teacher leaders, and teacher educators. Our goal is to contribute to workforce development for educators and their students in the classrooms in ways that will strengthen the quality of education in New Mexico communities and the national professional community as well.

In order to address such a comprehensive goal, all of our degree programs have interdisciplinary aspects that involve shared courses within the Department, as well as include courses from other units in the COE and the university at large that are essential to meet state licensure requirements as necessary, and academic requirements that are met by other program units in the COE. The figure below illustrates the framework for these programs.



The undergraduate degrees in Elementary and Secondary Education are constructed to meet state regulations for content. Students take prescribed Arts & Sciences courses in the general education core, and in their selected teaching field (Elementary Education) or concentration-teaching field (Secondary Education) to strengthen their content knowledge. They also take pre-professional and professional education COE courses in educational psychology, bilingual education, and special education for

specialized preparation in teaching diverse populations. All of these courses have been in place for many years as a result of collaboration in 1987 with faculty from other units who determined which courses met requirements for the New Mexico Entry Level Teaching Competencies.

The Elementary and Secondary Education programs share core course requirements for the M.A. degrees in each program and a 15-18 hour focused elective component. For graduate students seeking licensure in both units, graduate level licensure courses may be used to complete a focused elective/specialty area in pedagogy and instruction. In that way, these students have the opportunity to complete a master's degree with a licensure component. Teachers who are already licensed may select a focused elective/specialty area that meets their interests or needs and may be interdisciplinary in nature. Those seeking more advanced study of MSET curricular issues may choose to focus their core and elective courses on the MSET concentration. Students seeking to gain knowledge and skills in reflective practice may elect to complete a prescribed sequence of courses focused on this area (MARP). Licensed teachers may also select focused electives based on a personal interest in strengthening knowledge and/or skills that require courses in other academic units. These students may then work with their advisors and faculty from other units when appropriate to design an individualized focused elective area.

The Multicultural Teacher and Childhood Education Ph.D. Program allows professionals with at least three years teaching experience to pursue a doctoral program that prepares them for a degree in teacher education. The program of studies, like all our other programs has an interdisciplinary component that allows students to take research methodology and support area courses offered by other units both within the COE and other academic units in the university.

2.A. Elementary Education Program

2.A.1. Overview of the Elementary Education Undergraduate and Graduate Programs

The Elementary Education Program offers both undergraduate and graduate degrees: the B.S.Ed. in the Elementary Education and the M.A. in Elementary Education. These degrees contain requirements for licensure for elementary educators (grades K-8) in the State of New Mexico. A graduate degree for licensed teachers is also available for continued professional development. The Elementary Education Program strives to prepare the very best entry-level teachers for all of New Mexico's children and to further develop skills of practicing teachers who wish to continue their studies through graduate work. Such preparation is enriched by the diverse, contrastive linguistic and cultural communities of the region. Degree programs are offered not only at the main campus in Albuquerque, but also in Taos, Gallup, and Farmington. Currently only the undergraduate program is available in Taos; both Gallup and Farmington offer both undergraduate and graduate degrees.

The Elementary Education Program is the largest single program in the College of Education. Most of our undergraduates and graduate students are working to complete K-8 licensure course work. At the undergraduate level on main campus we have between 210 and 225 undergraduates per semester completing their three-semester field experience in K-8 classrooms. In addition, approximately 15 undergraduates are admitted each semester in Gallup, Farmington, and Taos, who take their courses and complete their student teaching in those areas.

At the graduate level on main campus we typically have 30-50 graduate students per semester pursuing teaching licenses, who are also placed in K-8 classrooms, completing one of two semesters of student teaching field experience each semester. Approximately another ten graduate students seeking licensure are added to our rolls in Gallup and Farmington (combined) each semester. Because of a new Teacher Education initiative with Teach for America (TFA), we anticipate a continuing increase in students

enrolling in our Gallup M.A. with Alternative Route to K-8 Licensure Program. Approximately 25-30 TFA students are applying to this program in Gallup each year.

In summary, in any given semester, we have 300 or more undergraduate and graduate Elementary Education students, all of whom require student teaching placements in K-8 settings. Scant, and diminishing, supervision resources (down 25% this semester with another 10% reduction to follow in Spring 2012) have left us with a student teaching supervision model that requires the classroom teacher, with whom the student teacher is placed, to assume virtually all responsibility for assessing the performance of the student teachers. On main campus, there is no COE faculty presence in any student teaching setting, with the exception of the co-teaching pilot program pioneered by Dr. Cheryl Torrez. We are hoping that this experimental model will inspire faculty to want to return to clinical sites. However, inspiration is not enough; we currently lack the resources to allow Teacher Education faculty to participate in the assessment of our student teachers in the field.

Not all of our students require classroom supervision and support. In addition to licensure students, many fully-licensed teachers return to school to complete a Master's Degree in order to advance to Level III on New Mexico's 3-Tier Licensure ladder. In a given semester, the number of new admissions to the "M.A.-only" program (the M.A. program for those who already hold a K-8 License) can vary greatly, but admissions for spring 2011 can serve as an example. Twenty-eight M.A.-only students were admitted on main campus, plus four Farmington students and two Gallup students. Some of these M.A.-only students are enrolled in cohort-based programs (either the MSET-concentration cohort or the Master's in Reflective Practice, or MARP cohort), which generally take 18 months or more to complete; other M.A.-only candidates take much longer to complete their programs. In a typical semester, at least 50 M.A.-only students are enrolled on main campus and another 15-20 at Farmington and Gallup combined.

2.A.2. The Elementary Education Undergraduate Program

The Elementary Education Program offers an undergraduate major leading to teacher licensure in elementary schools and middle schools (grades K-8), along with specialty areas in a number of concentration-teaching fields.

Application Process

Each semester, approximately 75 students are admitted through a competitive application process and placed in one of three Elementary Education cohorts. As part of this application process, students must pass the New Mexico Teaching Assessment (NMTA) prior to being admitted into the Program. Admissions are competitive and limited by capacity to deliver a quality program. Prior to admission, students must complete the core set of General Education requirements (60 hours) and the Teaching and Learning Support Courses (9 hours) necessary for application to the program. Students are required to earn a "C" or better in all General Education Courses and all Teaching and Learning Support Courses.

The General Education Courses include the areas of:

- Communication Arts (12 hours)
- Mathematics (9 hours)
- Physical and Natural Sciences (12 hours)
- Social & Behavioral Science (6 hours)
- Fine Arts (6 hours)
- Second Language (3 hours)

The prerequisite Teaching and Learning Support Courses include the following:

EDPY 303: Human Growth and Development
LLSS 443: Children's Literature
MSET 365: Microcomputers in Schools

It is important to note that two General Education course sequences were created exclusively for future elementary school teachers (MATH 111, 112, and 215; and NTSC 261L, 262L, and 263L). These courses are designed to combine content with pedagogy. In addition to learning the content of these courses, students are asked to create lesson plans and teach lessons in these subject areas to small groups of children. The Elementary Education faculty have established close, collegial relationships with Arts and Sciences faculty who teach these General Education courses.

During their General Education coursework, students who are interested in teaching at any level are encouraged to enroll in EDUC 293: Explorations in Education. This course is offered every fall as part of the Freshman Learning Communities initiative. This course focuses on students as learners while incorporating and teaching various teaching strategies.

In addition, Elementary Education students are encouraged to complete ARTE 214 and MUSE 298 to complete their Fine Arts requirements, and CJ 220 as a part of their Communications and Journalism requirements. By completing these recommended courses along with the Math and Science sequences, Elementary Education students have the opportunity to complete 30 of their 60 required General Education credit hours in courses specifically tailored to elementary school teachers.

There is a drawback to having all these credit hour options, in addition to the nine (9) hours of prerequisites in the Teaching and Learning Support Courses. If a student changes his or her mind about seeking a degree in Elementary Education, or if the student is denied admission into the program, these courses are not acceptable in other degree-granting programs and may result in a student having to complete several additional semesters of coursework in order to graduate in another area of the University. The advantage to these courses is that they are designed to focus on both content and pedagogy prior to the students' admission into Elementary Education.

According to the UNM Catalog, students are allowed to apply to the College of Education after completing 26 credit hours, allowing students to seek advising from College of Education advisors, but students still must complete the application process described below to be admitted in to the Elementary Education Professional Course Sequence. In order to be admitted to the Elementary Education Program, students must meet the following qualifications:

- have a 2.50 GPA; OR 2.50 for the last 60 hours (all coursework at all institutions); OR 2.70 for the last 24 hours; OR 3.0 for the last 12 hours at the University of New Mexico (content courses only) plus 2.50 GPA on the previous two semesters/quarters wherever taken;
- need no more than 9 hours remaining in addition to the required from the General Education hours or the Teaching and Learning Support hours; and
- pass the New Mexico Teacher Assessment (NMTA) Basic Skills Test; a passing score is 240 out of a possible 300 points.

In selecting students from a competitive pool, rubric-based consideration is given to applicants who exhibit through their portfolio application the following criteria: prior experience with children; communicative strength, measured with written essays and an interview; letters of recommendation; and

bilingual/TESOL experience and skills. Approximately 10% of students who apply are not admitted; some of these applicants reapply for the following semester.

Each application portfolio is read and scored by one faculty member and that faculty member then recommends admitting, or not admitting, the applicant. If a faculty member recommends denial, the application is read and scored by a second faculty member. If the first two readers disagree, a third reader scores the application and casts the deciding vote. The faculty then reviews the results and votes on the final admission/denial list. At that time, those students not recommended for admission are briefly considered, one last time, to ensure that nothing has been overlooked in their consideration. All students are notified of their admission or denial at the same time. Those admitted are informed of their required attendance at the orientation; those denied are encouraged to schedule a meeting with the Coordinator to review the portfolio and interview scores and to be advised as to how to improve the application, should the applicant choose to apply for the following semester. The applicant is also provided with advisement concerning non-teaching pathways.

Elementary Education Undergraduate Program of Study

Once students are selected into the program, they are divided into three cohorts of approximately 25 students each. One of the three cohorts is reserved for those students who have chosen bilingual education or TESOL (Teaching English to Speakers of Other Languages). This arrangement allows students to take some of their courses with faculty who have expertise in working with English Language Learners (ELLs). For example, Professor Sylvia Celedón-Pattichus, a faculty member in the Department of LLSS (Language, Literacy and Sociocultural Studies), often teaches the course in mathematics methods to this cohort. Increasingly, all of our students will find themselves working with ELLs, so all faculty teaching methods courses are expected to address best practices in working with ELLs.

All students who do not complete an endorsement in bilingual or TESOL must enroll in LLSS 315 (Teaching the Linguistically Diverse Learner). For most of our graduates, this will be the only course explicitly devoted to the theoretical understanding of second language acquisition. Those students who will complete a 24-hour endorsement in TESOL or bilingual education do not take this class. Also, strategies for working with ELLs for these students are embedded in their other methods coursework.

Endorsements and Concentration-Teaching Fields

Elementary Education students must choose one 24-credit hour endorsement or concentration-teaching field. The Endorsements include Bilingual Education, TESOL, or Fine Arts. The concentration-teaching fields include: Mathematics, Science, Social Studies, or Language Arts.

The UNM Catalog language is currently under revision to clarify the requirements for each of these areas. Both the current and proposed revised versions are available in Appendices 7-9. Currently there is no mention of letter grade requirements for our professional courses. In order to prepare the most highly qualified teachers for the children in our State, we are adding the requirement in the UNM Catalog that students must earn a “B” or better in all professional coursework. The proposed catalog working is detailed in the paragraph below.

Professional Coursework Sequence in Elementary Education

The Professional Coursework Sequence in Elementary Education is three (3) semesters in length. Students combine methods coursework with field experiences in their first two semesters and then spend their semester entirely in the field. Below are descriptions of each of the methods courses and the general course requirements and assignments. The Field Experience component will be discussed in subsequent sections.

Professional Study (36 hours)

EDUC 321L	Teaching of Social Studies in Elementary School
EDUC 330L	Teaching of Reading
EDUC 331L	Teaching of Reading in the Elementary School
EDUC 333L	Teaching Oral and Written Language in the Elementary School
EDUC 353L	Teaching of Science in the Elementary School
EDUC 361L	Teaching of Mathematics in the Elementary School
EDUC 400	Student Teaching in the Elementary School (9 hours)
EDPY 310	Learning in the Classroom
LLSS 315	Educating Linguistically and Culturally Diverse Students (except those who are seeking TESOL and/or bilingual endorsements)
SPCD 489	Teaching Exceptional Students in General Education

Semester 1 Methods Course Descriptions

EDUC 330L: Teaching of Reading: The study of the reading process for emergent and intermediate readers focusing on cueing systems, assessment, family and community contexts, language, culture, and instruction in individual and small group settings. Lab includes supervised tutoring and discussion group.

EDUC 333L: Teaching Oral and Written Language in the Elementary School: The study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children.

EDUC 361L: Teaching of Mathematics in the Elementary School: The study of strategies and materials appropriate for traditional and innovative instructional programs in elementary school mathematics. Supervised work with children allows for in-depth analysis of both content and process.

LLSS 315: Educating Linguistically and Culturally Diverse Students: The study of the history, theory, practice, culture, and politics of second language pedagogy and culturally relevant teaching, including an introduction to effective teaching methods for linguistically and culturally diverse learners.

Semester 2 Methods Course Descriptions

EDUC 321L: Teaching of Social Studies: The study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Key assignments are dependent upon the instructor.

EDUC 331L: Teaching Reading in the Elementary School: The study of the establishment of a theoretical framework for exploring various approaches to reading/language development, instruction, and evaluation in the multicultural classroom.

EDUC 353L: Teaching of Science in the Elementary School: The study of methods, processes, content, and management of children's science observation, exploration, discovery, and invention; attitudes of inquiry and wonderment; science integrated with math and other areas of life.

SPCD 489: Teaching Exceptional Students in General Education: The study of teaching methods for working with exceptional students.

Semester 3 Course Descriptions

EDPY 310: Learning and the Classroom: The study of basic principles of learning, particularly cognition, motivation, and assessment, and their application to classroom situations.

This is the only course required for completion in the final semester of the Elementary Education Program, except for the field experience. Most students complete this course in a previous semester in order to focus entirely on their field experience.

The Field Experience

Students in the undergraduate Elementary Education Program participate in a three-semester field experience. In the first semester, students are in the schools one day per week while completing the methods coursework listed above. In the second semester, students are in the schools two days per week while completing the coursework listed above. In the third and final semester, students are in the schools five days per week and complete any remaining coursework. We recommend students take no more than one additional course while completing their final semester of field experience.

Placement of Students in Field Experience Settings

Each of our student teachers is placed with a Master Teacher. This teacher is designated as a “Master Teacher” because he or she is not only a mentor and guide for the student teacher, but also is that student teacher’s supervisor, completing all observations and evaluations. Our Master Teachers must be Level 2 or Level 3 teachers as designated by the State of New Mexico three-tier licensure system. We work with the Field Services Program in the College of Education to find field experience placements for all of our 225 students per semester.

Because of budget restrictions, neither faculty nor university supervisors observe or evaluate our student teachers. The Elementary Education Program Coordinators train the Master Teachers to complete their work. Further description of this training is found later in this section.

One difficulty in placing our students is that current APS policy restricts the number of student teachers we can place at schools in the highest levels of sanction under NCLB (Corrective Action [CA], Restructuring 1 [R1] and Restructuring 2 [R2]). By default, this means that the majority of our student teachers are at schools that are not designated as under sanction. Only six APS schools are not under sanction. This is a challenge. We do work to place students in diverse school settings and the majority of our student teachers are placed in Title I schools (66% of APS schools are Title I schools). A Title I school is in a high-poverty area and receives federal funding to support its programs.

Not all of our Student Teachers are placed in Albuquerque Public Schools. This Fall 2011, we have student teachers in the following districts: Rio Rancho, Los Lunas, Belen, Moriarty, Bernalillo, Santa Fe, and Carlsbad. We also have one Student Teacher at the Sandia Mountain Natural History Center, where she works with fifth graders. Finally, we agreed to let one of our Student Teachers spend a semester student teaching in Bali.

Student Teachers are also allowed to student teach in Charter Schools. This semester (Fall 2011), we have Student Teachers in the following Charter Schools: Native American Community Academy (NACA), Alice King, Coronado, North Valley, and the Public Academy for the Performing Arts (PAPA). We also have a Student Teacher placed in a Montessori School.

In their varied placements, our Student Teachers complete a minimum of 115 full days of student teaching, 725 hours, across three semesters. During their final semester, all students complete a minimum of 70 days (fourteen weeks) of full days, during which time they have full responsibility for teaching the entire day for at least three weeks.

Students enroll in EDUC 400: Student Teaching in the Elementary School during each semester. In Semester 1, students enroll in 1 credit hour; in semester 2, students enroll in 2 credit hours; and in

semester 3, students enroll in 6-12 credit hours, depending on their needs for full-time credit hour enrollment.

An additional point of note is the field experience opportunities for those students wishing to obtain teaching positions in middle schools (grades 6 or 7-8). With few exceptions, all students admitted to Elementary Education are placed in a K-5 classroom to complete their first semester of student teaching. If a student is interested in pursuing a middle school teaching position, then that student may choose to be placed in a middle school for the second semester of field experience. If, at the end of the second semester, the student determines that he or she would like to continue at the middle school level, then that student completes his or her third semester of field experience there. If middle school is not an appropriate placement for the student, then he or she is placed in a K-5 classroom for the third semester of field experience.

Requirements and Assignments Connected with the Field Experience

In all three semesters, students are required to complete a log of their hours and their Master Teachers are required to complete some form of evaluation. Each of these evaluations are directly connected to the College of Education Conceptual Framework. In addition, students must earn a grade of “B” or better in all program courses and must receive —Credit” for student teaching.

Semester 1 Field Experience Requirements

Students spend one full day each week in classrooms and complete bi-weekly, written assignments, emphasizing observation, interpretation and reflection connected to classroom events. Students write a series of classroom —ignettes,” which are observed episodes that raise questions about best practices. Based on Elliott Eisner’s work, students must demonstrate the ability to notice, describe, interpret, and evaluate these classroom events. In addition, they must carefully consider the teacher’s response in order to generate professional questions and propose alternative responses. The focus of the student teaching seminar is to begin to develop a professional language for describing life in classrooms. Most of these —ignettes” focus on classroom management and student learning.

Assessments of Semester 1 Field Experience

The summative assessment of student performance in the Semester 1 Field Experience is conducted when the Master Teachers complete a Dispositions and Habits of Mind evaluation. The areas evaluated here include: caring, advocacy, inquisitiveness, reflection-in-action, communication, collaboration, creativity, and problem-solving. In the first semester, Master Teachers record qualitative data as evidence of students’ progress toward demonstrating these dispositions and habits of mind.

Semester 2 Field Experience Requirements

Students spend two full days each week in classrooms, for a minimum of 30 full days, which is approximately 180 hours. In the EDUC 400 seminar, which is offered in a hybrid format, students complete bi-weekly written assignments, with special emphasis on classroom management. Students read the required Harry K. Wong and Rosemary T. Wong text, *The First Days of School*, as a general guide for classroom management strategies. For their seminar, students write a general classroom management plan to prepare them for managing their own classroom.

Assessments for Semester 2 Field Experience

The formative assessment for student teachers includes the reflective writing assignment described above focused on classroom management.

The summative assessment of student performance in the Semester 2 Field Experience requires that Master Teachers complete two formal observations of classroom teaching. This three-page Classroom

Observation and Conversation form is a rubric that is based on the COE Conceptual Framework and the New Mexico Teacher Competencies. Master Teachers also complete a more detailed Evidence of Practices: Dispositions and Habits of Mind evaluation, including rubrics for each of the areas listed above, and students receive a 3 for “exceeds expectations,” a 2 for “meets expectations,” and a 1 for “does not meet expectations.” If a student scores below a 16 (which is a minimum of 2 on each area), then he or she works with the course instructor to create goals for improvement before moving on to Semester 3. The Coordinator works with the Student Teacher and Master Teacher to determine if the Student Teacher should repeat the entire Semester 2 experience, or set clear goals for successful completion in Semester 3. Students must also earn a grade of “B” or better in all professional program coursework and must earn a grade of “C+” for student teaching.

Semester 3 Field Experience Requirements

Students spend all five days per week in classrooms and complete three basic assignments: the Lesson Plan, the Video Taping and Analysis, and the Portfolio. Students must complete a fully scripted lesson plan that they teach in their placement classroom, which includes New Mexico Content Standards, objectives, materials and resources, classroom procedures, and assessment. Students must also video tape their classroom teaching twice during the semester and write a written reflection on their improvement and goals for continued improvement. Finally, students must complete a Professional Portfolio, showing evidence and written reflection in of all areas of the College of Education Conceptual Framework (coherence, learner responsiveness, content knowledge, cultural responsiveness, technological responsiveness, and classroom management and professionalism, which were added by Elementary Education faculty) and one or more of the Dispositions and Habits of Mind. Faculty score these portfolios as indicators of the student teacher’s completion of Program requirements for graduation and Elementary Education licensure.

Assessments for Semester 3 Field Experience

The formative assessments include the videotaping and reflection assignment and the lesson planning assignment described above. In addition, throughout the full-time student teaching semester, students are required to complete a number of additional assignments that are assessed on a pass/fail basis. Finally, the Student Teacher also completes the Evidence of Practices: Student Teaching Evaluation form as a self-evaluation of their performance during the Field Experience.

The summative assessment of student performance in the Semester 3 Field Experience, requires Master Teachers to complete six formal observations of classroom teaching using the Classroom Observation and Conversation form described above. Master Teachers also complete the Evidence of Practices: Student Teaching Evaluation including rubrics for each of the areas of the Conceptual Framework. Similarly, students receive a 3, 2, or 1 in each of these areas. Students must score a minimum of 14, including a minimum score of 2 on each of the qualities is required for Program completion. If a student scores below a 14 (which is a minimum of 2 on each area), then that student works with the Program Coordinators and the Master Teacher to determine if more field experience time is required in order to successfully complete the program, or if the students should pursue some other avenue to earn a bachelor’s degree without licensure to teach Elementary Education. It is from this document that most of our numerical and statistical data about student outcomes is derived. The final form of summative assessment is the Professional Portfolio, described above.

Mid-Term Conference: Expression of Concern

If necessary, the Mid-Term Conference: Expression of Concern form is completed for any student teacher who is not meeting expectations. Master Teacher and Student Teacher discuss this concern(s) and create a plan for improvement. This constitutes notice to the student that passing the student teaching course is contingent on evidence of improvement.

Final Evaluation of the Field Experience and Program Completion

During the past 35 years, there have never been fewer resources available for the support and supervision of Student Teachers. For this reason, the Master Teacher is now the key person in determining whether the Student Teacher's mastery of beginning teacher competencies is acceptable for the student to be given credit for the final semester of student teaching. A faculty member assesses the portfolio, and a faculty member teaches the seminar (EDUC 400) and will award the credit for passing the class. However we rely entirely on the Master Teachers for the assessment of the students' teaching practices. The university's sole presence in the schools and classrooms where we place our elementary student teachers is the occasional visits paid by a small group of —Liaisons.” Currently, we have approximately 250 elementary education student teachers in the field. We have four —Liaisons” who are paid as Graduate Assistants. Each of them supports from 50-75 student teachers. They do not do any observation or evaluation; nor have they had the professional development opportunities to prepare them to do so. They are simply —points of contact” between the schools and the university, doing minimal trouble-shooting, and alerting the Program Coordinators to issues which require their attention. The supervision and support of our Student Teachers is certainly the weakest component of our program.

Preparation of Master Teachers for Supervisory Roles

In the face of diminishing resources for supervision, we turned to the Master Teachers for support. The Elementary Education Master Teachers, who mentor Student Teachers at both the undergraduate and graduate levels, are solely responsible for completing all official observation and evaluation documentation. In order to prepare these Master Teachers for their roles as supervisors in their classrooms, the Coordinators of both the Undergraduate and M.A. with Alternative Route to K-8 Licensure Programs meet with both Master Teachers and Student Teachers together a minimum of one time a semester for 3-hour training sessions, typically held on Saturdays. The undergraduate seminars are held according to the student teaching semester and the graduate seminars are also held separately. In these Master Teacher seminars, the Program Coordinators present information regarding methods course requirements for each semester, as well as information regarding all the forms that are to be completed by either the Student Teachers or Master Teachers.

In addition to this —nuts-and-bolts” information, the Program Coordinators present research-based information about characteristics of successful Student Teachers and successful Master Teachers. The participants complete self-assessments regarding these characteristics and set their own personal goals for success. The Coordinators also facilitate important discussion time for Master Teacher and Student Teacher pairs to collaborate on goals for the two of them to work together successfully throughout the semester in order to facilitate student learning in their classrooms.

The Master Teachers have done an outstanding job of taking the lead in the support and supervision of student teachers. We believe that there are distinct advantages to having the Student Teachers view practitioners (Master Teachers) as experts. An older model of student teaching too often cast the classroom teacher as —cooperating” chiefly by stepping aside in order for the university to dictate what student teachers ought to do. We have a chance to create a mutually respectful, co-teaching model which links university faculty with our best practitioners, but we will require far greater resources to accomplish this task.

Data Collection and Analysis on the Master Teacher/Student Teacher Field Experience

Since Fall 2009, the Elementary Education faculty have assessed the Field Experience by gathering data from both Student Teachers and Master Teachers. Overall, both groups have had positive experiences in their roles as evidenced by survey results. Over 75% of Master Teachers agreed that they received an —appropriate level of support from UNM” in their roles as Master Teachers; 77% also agreed that the

Elementary Education Program Coordinators provided support to them; 95% agreed that they understood their roles and responsibilities as Master Teachers; and 83% agreed that the Student Teachers' assignments were appropriate for their classrooms. Finally over 93% of Master Teachers said that having an Elementary Education Preservice Teacher in the classroom was a benefit to them professionally, and over 90% said that having an Elementary Education Preservice Teacher was a benefit to their students, with 98% agreeing in Spring 2010 (Elementary Education Master Teacher End-of-Semester Surveys: Fall 2009, Spring 2010).

Elementary Education Preservice Teachers were also positive about their field experiences. Since Fall 2009, 89% agreed that their "teacher was readily available for help;" 90% agreed that their teachers "modeled effective teaching practices with students;" and 73% agreed or strongly agreed that the school environment was "nurturing and supportive" (Elementary Education Preservice Teacher End-of-Semester Surveys: Fall 2009, Spring 2010).

From these early surveys in 2009 Elementary Education faculty members designed a research study to determine the characteristics of successful Student Teachers and successful Master Teachers. As a result of these findings, faculty designed self-assessments for both Student Teachers and Master Teachers to begin to measure their progress toward these qualities of success, and to set goals for the coming semesters. The qualities of Master Teachers include a) providing a supportive emotional environment, b) providing leadership in the classroom, c) providing a physical environment conducive to learning, d) providing an educational environment focused on teaching and learning, and e) being a part of an inclusive school environment.

Both Student Teachers and Master Teachers identified five qualities of successful Student Teachers: a) motivation/initiative, b) professionalism, c) teacher dispositions, d) personal characteristics, and e) knowledge. It is through these findings that the Elementary Education Program Faculty have altered our Master Teacher and Student Teacher preparation and training to include specific seminars to address qualities of successful Student Teachers and Master Teachers, goal setting in these areas, and self-assessments using specific qualities under each characteristic as indicators of success (Krebs & Torrez, in press).

Elementary Education Program Field Experience Specialty Programs

In Fall of 2010, students admitted to the Elementary Education Program were given the option of participating in a Co-Teaching Model for their field experience at Bandelier Elementary. In Spring of 2011, students admitted to Elementary Education were given the option of participating in the TeacherCorps Program for their field experience. Below are brief descriptions of each of these new field experience options.

Bandelier Elementary School Co-Teaching Experience

Dr. Cheryl Torrez is the architect of this pilot program, and she has followed the students' growth by teaching a weekly EDUC 400 seminar at Bandelier. In addition, Dr. Torrez provided professional development for Bandelier teachers, focusing on the role of mentor teachers in supporting novice teachers. Dr. Torrez is gathering data, including student assessment data, to gauge the impact of this program.

The Elementary Education Program faculty are very excited about the Bandelier initiative, and it is hoped that what is learned at Bandelier may provide the foundation for restructuring the entire undergraduate field experience. This research effort is timely and essential. Under NCLB, the pressure on schools to raise standardized test scores in order to meet Annual Yearly Progress (AYP) goals creates a climate in which many schools are averse to taking student teachers. One of the reasons is that all student teachers,

under the traditional model of student teaching, have been expected to gradually assume full teaching duties during their final semester of full-time student teaching, culminating in three weeks of “solo” student teaching. Therefore, more school principals are reluctant to accept any student teachers. When good schools and masterful teachers are averse to accepting a role in teacher education, the clinical practicum is threatened. Fortunately, the co-teaching model, which has been, and is being, used in other parts of the country, has provided clear benefits to schools, including raising test scores. If Dr. Torrez’s pilot project at Bandelier can demonstrate that placing cohorts of student teachers at single schools, keeping them there for three semesters, and engaging them in “co-teaching” with their Master Teachers from the outset, results in clear benefits to student learning, then we are hoping that the public schools will again come to see that having student teachers is an asset, not a liability.

Pending approval of the Memorandum of Understanding by the College of Education and Albuquerque Public Schools, it is the intention of the Elementary Education faculty to formalize this program by Fall of 2012, and possibly expand this program to other schools.

Although Bandelier is our only co-teaching pilot, we do place multiple student teachers at other schools. This semester (Fall 2011), 28 of the 100 schools have taken 3-8 student teachers into their buildings to complete their field experience. Twenty other schools accepted two student teachers. This means that about half of the schools took a single student teacher. Although we understand this, we do not believe that this is an optimal situation. We believe that there are great benefits to having more than one student teacher at a school, chief among them the opportunity for student teachers to process their experience together. We anticipate reviewing the results of Dr. Torrez’s research into the impact of the co-teaching model at Bandelier, as this will provide some necessary data to guide future decision-making. The cohort will complete their three semester professional sequence in May 2012.

TeacherCorps

In Fall 2011, Department of Teacher Education entered into a collaboration with the UNM Community Learning and Public Service (CLPS) Program to create experiences for our Student Teachers with greater connections to our various Albuquerque communities. Through this partnership 10 of our Student Teachers (8 elementary and 2 secondary) also serve as AmeriCorps students, earning education award dollars for their service, and also earning work study dollars for their work in after school programs in the communities in which their schools serve. This allows our Student Teachers to earn a living while becoming better teachers and gaining experience in our communities. These Student Teachers and their Master Teachers receive professional development training in the planning and implementation of service-learning in order to create opportunities for service-learning not only in their own classrooms, but also to create cultures of service-learning in their schools. The themes of these service-learning projects will be continued in the after-school programs connected with each of these schools, enhancing the bond between schools and communities. The faculty in Teacher Education and CLPS program coordinators will present information about this program at a national education conference in Spring 2012.

Undergraduate Program Data Collection and Analysis In December of 2010, 53 Master Teachers submitted their final evaluations for their student teachers. Here is a summary of the numerical data, together with a brief interpretation of the data. In addition to the scores, Master Teachers provided anecdotal examples of evidence of each specific practice.

Master Teacher Evaluation Data

Master Teachers evaluated their Student Teachers using the Evidence of Practices: Evaluation of Student Teaching form referred to above. The highest possible score for each of the seven professional practices is 3.0. The chart below reviews the results of this assessment (n=53 Student Teachers).

Evidence of Practices Category	Score/3.0
Coherence	2.83
Learner Responsiveness	2.87
Classroom Management	2.83
Content Knowledge	2.80
Cultural Responsiveness	2.87
Technological Responsiveness	2.86
Professionalism	2.94

Of all 53 student teachers, 32 (64.4%) earned a perfect score of 21 points (three points for each of the seven practices). Only seven of the 53 students (13.2%) received less than 19 points.

Since the average scores are all relatively high, it is perhaps a stretch to make any claims concerning the differences. Nevertheless, it is reassuring to note that “professionalism” has the highest average score, since the next step for our students is to begin their professional careers.

Student Learning Outcome (SLO) Goal

Our central Student Learning Outcome (SLO) goal, assessed annually and submitted to the College Assessment Research Committee (CARC), has been the improvement of lesson/unit planning. On this final evaluation, instructional planning is a subcategory under “Coherence” (average= 2.83).

Student Teacher Self-Evaluation Data

At the end of their third semester, Student Teachers complete the same Evidences of Practices: Student Teaching Evaluation form that is completed by their Master Teachers. Self-assessment scores assigned by student teachers were also very high and essentially identical to those assigned by master teachers. Average scores were as follows (n=18). The difference in numbers reflects the fact that we collect and file the master teacher evaluations, but most Student Teachers elect to save their self-evaluations.

Evidence of Practices Category	Score/3.0
Coherence	2.72
Learner Responsiveness	2.83
Classroom Management	2.83
Content Knowledge	2.83
Cultural Responsiveness	2.67
Technological Responsiveness	2.81
Professionalism	2.86

Nine of the 18 student teachers (50%) gave themselves perfect scores (21/21). Five of the 18 (28%) gave themselves less than 19 points. Overall, Student Teacher self-evaluation scores are a bit lower than scores assigned by Master Teachers. Both score “Professionalism” as the strongest professional practice. Master Teachers rate “Content Knowledge” as the least strong practice, whereas Student Teachers rate themselves as weakest in “Cultural Responsiveness.”

It bears repeating that both sets of scores are very high. Master Teacher scores reflect a high degree of belief that our Student Teachers had met the expected outcomes/competencies for beginning teachers; Student Teachers also believed that they had met or exceeded program expectations.

Data Analysis for the Elementary Education Program

In summary, from their entry into the program, Student Teachers are introduced to the frameworks and instruments that will be used to assess their progress toward expected program outcomes. Student Teachers complete these evaluation forms about their performance and their self-evaluations are used during all evaluative conferences with their master teachers. In this way, Student Teachers build a deep understanding of the College of Education Conceptual Framework and the New Mexico Teacher Competencies for beginning teachers. In addition, they build habits of mind that internalize the evaluation process. Self-reflection is then understood to be the key tool in improving one's practice. Unlike unstructured notions of self-reflection, the COE's framework brings coherence and purpose to effortful, evidence-based reflection.

—“Triangulation” of perspectives on student performance comes from the distributed responsibility for assessing student identity (dispositions and habits of mind), understandings and practices. Master Teachers bear a great responsibility for assessing student practices, but students are required to weigh in with their own, evidence-based assessment of their own performance. University instructors are in the best position to assess student understandings (from understandings of student growth and development to depth of content knowledge), but Master Teachers are best situated to see whether Student Teachers can apply theory to practice and to gauge whether the Student Teacher does, or does not, have the necessary knowledge base to accurately guide student thinking. What results from triangulation are opportunities to try to clarify what we mean by —~~but~~ professional practice.” By presenting the expected outcomes to all three parties at the outset, instructors, Master Teachers, and Student Teachers are all working toward the same ends.

Dual Licensure Program

Decades before the current Department of Teacher Education was created, a Dual Licensure Program was created as a collaboration between faculty in Special Education and faculty in Elementary Education (or Early Childhood Education). The details of the creation of this program are not known to us, and we have requested a copy of the foundational agreement, which we believe was approved by the State Department of Education. This program is now offered through the Department of Educational Specialties as an undergraduate degree resulting in a B.S.Ed. with majors in both Special Education and Elementary Education. It is the only degree offered in Special Education for undergraduates; undergraduates cannot earn a B.S.Ed. in Special Education alone.

The Dual Licensure program (DLP) has been an excellent choice for undergraduates seeking careers in education, but it raises a few questions and concerns for Elementary Education faculty. Over the years, the role of Elementary Education (EE) faculty in this dual-major program has become unclear. Until recently, there had been no dialogue between DLP and Elementary Education faculty about the program, although some Elementary Education faculty teach methods courses for DLP students. However, no EE faculty review the applications of students to the DLP, despite the fact that students will major in EE. We are grappling with several questions regarding this collaboration. Should admission standards be the same for DLP applicants as they are for EE students? What about other structural, conceptual and evaluative dimensions of the DLP? Should EE play any role in the design and implementation of the DLP? If so, what role? Should EE faculty be involved in the assessment of student teaching, given that DLP students spend a full semester in regular education classrooms? There are 20-40 DLP students completing the program each semester, and their transcripts will show that they majored in Elementary Education: What should EE faculty know about these students?

We have always had a positive, professional relationship with Special Education faculty, and we have entered into discussion with the Special Education faculty regarding these questions. These questions have become more pressing in light of scrutiny directed at “or” graduates. When a transcript shows a major in Elementary Education, a reasonable assumption would be that the student has been admitted into that program by EE program faculty; that is not the case. In fact, there is no guarantee that any EE faculty knows anything about a DLP student’s understandings, classroom practices, or emerging, professional dispositions. We are working to establish a collegial dialogue with Special Education faculty to consider these questions. We believe that the DLP is, and has been, an excellent program, responsive to the needs of New Mexico’s children. Our questions concern the proper connections between the DLP and EE.

2.A.3. Field Supervision: Crisis and Commitment (Elementary Education)

The Crisis: Riches to Rags

For approximately 35 years (1970-2005), UNM’s College of Education’s teacher preparation enterprise benefitted greatly from a number of partnership programs linking UNM’s COE and partner school districts, the most significant partner being the Albuquerque Public Schools (APS). Through an arrangement known as an “exchange of services agreement,” public school teachers were released from their classroom teaching duties for a period of 1-2 years, to work with UNM’s teacher preparation programs. They remained on APS contracts but worked with UNM program faculty. These teachers had a number of designations: Clinical Supervisors, Clinical Support Teachers, Peer Support Teachers, Clinical Faculty, Field Supervisors, etc. The central role of Clinical Supervisors in the Elementary Education licensure programs was to support Student Teachers and Interns (first-year teachers pursuing licensure) in K-12 classrooms.

To appreciate the profound change we have experienced in Elementary Education over the past five to seven years, one must consider this: In 1985, the typical Clinical Supervisor (CS) was responsible for supporting 12 Student Teachers. This CS received a full APS salary for this work. The CS assisted UNM faculty in teaching methods courses and followed the Student Teachers into the field to support and challenge their beginning efforts to teach. Often, all 12 Student Teachers were placed at the same school, so the CS spent weeks at a time at the assigned school with the sole responsibility of mentoring the novice teachers. The CS held pre-teaching conferences with the Student Teachers (STs), observed and “scripted” the lessons taught, held post-observation conferences to provide immediate feedback on ST performance, and guided the lesson and unit planning process. In a 30-hour week at a school, each of the 12 student teachers was sure to have at least two hours of one-to-one time with the CS; additional time for discussion and reflection was spent with the whole group of STs. The CS was responsible for a number of formal evaluations of each ST, especially during the three-week period of “solo” student teaching, and a final, summative evaluation which largely determined whether the ST would “pass” student teaching.

The teachers in whose classrooms the STs were placed were known as “cooperating teachers,” which was an accurate description of their role. They took a back seat to the supervision and evaluation provided by the CS. Cooperating teachers generally completed one formal observation, but the responsibility for appraising the ST’s performance belonged to the CS.

In 1985, our student teachers spent far less time in classrooms than they do today. In a two-semester program combining methods courses and field practica, students spent six weeks of mornings in the schools during their first semester (90 hours) and eight weeks of full days during their second semester (240 hours). This is less than half the time our student teachers spend in classrooms today (725 hours over three semesters).

However, we have doubled the time in classrooms while losing most of the quality supervision we were able to through the partnership program's releasing masterful, veteran teachers to work with UNM faculty. There were semesters during which there were 40 Clinical Supervisors working in teacher education programs in the COE. In Elementary Education, it was not uncommon for us to have eight CSs working with undergraduates, five CSs working with graduate interns, four to eight CSs working with post-BA licensure programs, and another three CSs working with a Master's Degree program for experienced teachers. The other CSs were assigned to Secondary Education, Special Education and Early Childhood Education.

Under the old program, a great deal of one-to-one time was spent by a CS with a student teacher. During approximately 330 hours spent in classrooms over two semesters, the CS was likely to spend approximately 25 hours with each ST. In addition, because the CS worked with the STs through the two semesters, helping to teach methods courses, reading and responding to reflective teaching journals, assisting in the planning of lessons and units, etc., it is reasonable to say that each ST got another 25 hours of one-to-one time with the CS. It is likely that these 50 hours of individualized attention to one's teaching performance, including multiple occasions of immediate feedback, were pivotal in advancing the practice of these novice teachers.

In addition to the 50 hours of personal (differentiated) instruction, the Cooperating Teacher offered another perspective. Conversations about the ST's performance often involved a three-way conference; this triangulation afforded an ever-clearer view of the ST and a more evidence-based set of suggestions for improvement. On occasion, regular UNM faculty visited classrooms, but the CS role allowed COE faculty to withdraw further from the schools. Faculty rarely did formal observations; the faculty's chief responsibility was to intervene when a student teacher was in danger of failing. But faculty did assume a key role in the education of the Clinical Supervisors. CSs met every week for a seminar exploring the role of supervision. In this way, each CS explored best practices with respect to supporting and challenging novice teachers. Faculty also provided occasional professional development workshops for Cooperating Teachers.

In sum, the model in place in 1985 relied on the university, through the Clinical Supervisors, providing almost all of the formal observation, feedback, coaching and assessment of student teachers. The Cooperating Teachers spent the most time with the student teachers, but their evaluation was primarily formative; they did not see themselves as primary evaluators.

Unfortunately, by 2005, the partnership agreement had unraveled and the Clinical Faculty -- the APS teachers on loan to the COE each year -- were gone. Yet, we had more student teachers than ever before (approximately 75 new admits each semester as opposed to 50 each semester in 1985). Without Clinical Supervisors, who was going to supervise the student teachers?

As described elsewhere in this document, Elementary Education has moved to a model in which the Cooperating Teacher/Master Teacher (the teacher in whose classroom the student teacher is placed) is responsible for all formative and summative evaluation of the student teacher's work in the classroom. This is the current crisis: university faculty (with one exception) play no role in the assessment of student teacher practices. The sole exception is the pilot program, at Bandelier Elementary School, in which a faculty member (Dr. Cheryl Torrez) comes to know well the classroom practice of a small cohort of student teachers. The only university presence in the classrooms in which our student teachers have been placed is the almost invisible presence of COE "Liaisons." Currently, we have four Graduate Assistants (GAs), all of whom are doctoral students, serving approximately 240 student teachers (undergraduate and graduate). Three of these GAs are .25 FTE (ten hours per week); one, who is the "lead" Elementary Education Liaison, is a .50 FTE (20 hours each week). In other words, three of the four are responsible for

50 student teachers in the field; the fifth is responsible for about 90 student teachers. The primary responsibility of these Elementary Education Liaisons is to serve as a point of contact between the school and UNM. Liaisons visit schools, meet Principals, visit Cooperating Teachers/Master Teachers, and meet student teachers, but that is about all. They do not do any formal observations, nor have they been prepared to do so. They let program coordinators know of any impending crises. The program coordinators then organize and facilitate interventions with the students.

From 50 hours of substantive, personal coaching from CSs (1985), our students now receive no formative or summative feedback on their classroom teaching performance from anyone connected to UNM. The Master Teachers (MTs) handle 100% of the supervision, feedback and evaluation. Although we have a few criteria for the selection of our MTs (Level II or III Licensure and approval from the school Principal), the MTs do not have to have had any preparation for mentoring student teachers prior to becoming MTs. We have worked diligently to teach our MTs some strategies for mentoring by inviting MTs to attend occasional (approximately three times each semester) professional development workshops devoted to teaching best mentoring practices. However, a fair amount of the time at those meetings ends up being spent on how to complete the various observation and evaluation forms. It would be an exaggeration to claim that we have provided all that is necessary to prepare the best mentors for our students. For their work with our STs, MTs are paid \$100 for Semester 1 (students in classrooms one full day each week), \$200 for Semester 2 (two full days each week) and \$400 for Semester 3 (five full days each week). This is meager compensation, indeed, for the countless hours the MTs spend supporting the student teachers and completing our required paperwork.

Gone completely is the triangulation that was present in 1985, when a student teacher, a university Clinical Supervisor and a Cooperating Teacher sat down, usually several times each semester, to discuss the STs progress.

The Commitment: What We Need to Make It Better

Faculty of the Elementary Education program must be accountable to the standards established by NCATE. There is no general agreement as to how much individualized feedback a student teacher ought to receive concerning his/her teaching performance. Even NCATE has nothing to say about specific guidelines.

The fundamental challenge is for our Teacher Education Department to reestablish the high quality of field supervision to which we grew accustomed when we had the partnership programs. This is possible only if the field supervision model provides opportunities for masterful teachers to mentor and assess student teachers. Part of that mentoring can, and should, be done by the Cooperating Teacher/Master Teacher in whose classroom the student teacher is placed. We have done an excellent job of improving the recruitment and selection of Master Teachers, and we have been able to provide a modest amount of professional development to enhance their supervisory skills. But the Elementary Education program has lost its role in the supervision and assessment of student teachers in the field.

To reassert this role, we have two options that we can explore. The first is to move to a more comprehensive model of preparing a skilled cadre of Graduate Assistants who are well-versed in the art of mentoring and assessing novice teachers. The challenges of this approach, and the resource needs, have been described above. With the constant flux of GA's, coupled with the small number of qualified Teacher Education GA's available, it is highly unlikely that turning UNM's field supervision over to a group of under-prepared GA's will lead to high quality supervision.

The second choice is for us to develop a way for faculty to take an active role in field supervision. In order to free faculty to spend time in public school classrooms, supervision would have to become a

viable part or whole of a faculty teaching load. In another section of this report, we propose a new type of —clinical” position for field services across licensure programs (Elementary and Secondary) in the Department. Using this strategy, the Department would secure new clinical faculty positions to teach the student teaching classes in which the faculty would carry out primary supervisory duties for students at their school sites. In this way, the instructional cost for the faculty would be included in the faculty lines of our budget. School-site travel expenses and the compensation for Master Teacher/Cooperating Teachers would remain under the purview of the Office of Field Services. In all, some combination of new faculty positions and added GA positions may be our best hope for an improved future. To do this, we would need a minimum of five new clinical faculty in the Elementary Education program and five GA’s for both the undergraduate and graduate licensure students.

2.A.4. The Elementary Education Graduate Program

Graduate students in Elementary Education can earn an M.A. in Elementary Education in one of two programs: the M.A. - only option if they already hold a teaching license, or the M.A. with Alternative Route to K-8 Licensure if they hold a bachelor’s degree and wish to obtain a teaching license along with the Master’s Degree. In the M.A. - only option, teachers may elect to participate in the Mathematics, Science, and Educational Technology (MSET) Concentration or in the M.A. in Reflective Practice (MARP) cohort option.

Students in this program may choose to complete Plan I (Thesis) or Plan II (Non-Thesis). Under Plan I, students complete 26+ credit hours, along with 6 credit hours of thesis, and successful completion of the final oral examination. In Plan II, students complete 32+ credit hours, including EDUC 590: Seminar, and successful completion of the final examination.

M.A. in Elementary Education (for Licensed Teachers)

This program option is designed for an applicant who already has a teaching license and may have teaching experience. This individual is interested in furthering his or her professional growth by completing a Master’s degree that incorporates advanced study of learners and learning. The goal of the M.A. in Elementary Education is that students will improve their teaching and their thinking about the teaching process, resulting in greater depth of meaning for their students.

Application Process

Prospective students in the M.A. in Elementary Education must apply for admission and be formally admitted by the program faculty. To be considered for admission to the M.A. in Elementary Education Program, applicants must, in addition to meeting the UNM Office of Graduate Studies (OGS) requirements, have an overall GPA of 3.0 in the last 2 undergraduate years in the major field of study; and hold a valid teaching license. Faculty formally review all applications using a rigorous rubric-based process based on the applicant’s teaching experience, desire and motivation for a master’s degree, GPA, and letters of recommendation.

M.A. in Elementary Education Program of Study

Students choose courses in each of the five Core Strands in the M.A. Ed. Degree in the areas of: Social Justice, Diversity, and Transformational Practice; Instructional Strategies; Curriculum; Research; and a final Master’s Seminar, for a total of 15 credit hours.

Students also choose 6 elective courses, which are focused in the student’s area of expertise and/or interest. These focused electives include courses in the following areas: Social Studies, Science, Mathematics, Technology, Teacher Leadership, Instructional Leadership, Reflective Practice, Environmental Education, Reading, Mentoring, Special Education, Language Arts, Bilingual Education,

Teaching English to Speakers of Other Languages (TESOL), Art Education and Early Childhood Education. Students may also work with individual faculty members to complete independent study courses such as Directed Readings, Problems, or Internship.

Currently the Online UNM 2011 Catalog generally describes courses to be completed, with no reference to our faculty-approved core strands. The current catalog language describes the M.A. in Elementary Education with the following language. The current catalog language along with the proposed language can be found in Appendix 10.

M.A. in Elementary Education with Alternative Route to K-8 Licensure

Students who have a baccalaureate degree from an accredited university and wish to obtain a K-8 teaching license may take the necessary course and field work in this program. After completing the program and upon completion of required NMTA tests, the student may then apply to the New Mexico Public Education Department license bureau for Level I, K-8 teaching license.

Application Process

Prospective students in the M.A. in Elementary Education with Alternative Route to K-8 Licensure must apply for admission and be formally admitted by the program faculty. To be considered for admission, applicants must, in addition to meeting the requirements of the UNM Office of Graduate Studies, pass the New Mexico Teacher Assessment Basic Skills Examination; and have earned an overall GPA of 3.0 in the last 60 hours of university coursework. Faculty formally review all applications using a rigorous rubric process based on the applicant's teaching experience, desire and motivation to teach and earn a master's degree, GPA, and letters of recommendation.

M.A. in Elementary Education with Alternative Route to K-8 Licensure Program of Study

Students in this program complete five required methods courses, two semesters of field experience and the five Core courses required for all M.A. degrees in Elementary Education (at least one in each of the areas of Social Justice, Diversity, and Transformational Practice; Instructional Strategies; Curriculum; Research; and M.A. Seminar). All M.A. students must also complete the M.A. exam in their last semester of graduate study. Licensure coursework includes graduate level methods courses in Reading, Math, Science, Social Studies, and two semesters of Advanced Field Experience Seminar that accompany the student teaching experience. An additional reading course is required by the State of New Mexico for licensure and that course is only offered at the undergraduate level.

Students complete the licensure courses as electives. The licensure courses approved for this degree by the New Mexico Public Education Department are the following:

- EDUC 330: Reading in the Elementary School (only taught as an undergraduate course)
- EDUC 531: The Reading Program in the Elementary School
- EDUC 453: Teaching Science in the Elementary School
- EDUC 461: Teaching Mathematics in the Elementary School
- EDUC 421: Teaching Social Studies in the Elementary School
- EDUC 595: Advanced Field Experience (two semesters, at least 3 credit hours per semester)

Students complete two semesters of student teaching in the field. In the first semester, students are in classrooms a minimum of two days per week. In the second semester, students are in the classroom five days per week. If a student is able to get hired by a district prior to student teaching, he or she can obtain an Intern License from the State of New Mexico and get paid a regular salary, teach full time for three years, and complete methods courses and field experience while employed by the district. Because there are no university or faculty supervisors, as of the 2011-2012 school year. Master Teachers complete all

observations and evaluations of the students' field experience. Mentors are assigned to all first year teachers by the district, including teachers hired as interns who are simultaneously completing their student teaching requirements. For Intern, district Mentors complete all of the observations required for the student teaching and field requirements.

Students who have been admitted to the M.A. in Elementary Education Program with Alternative Route to K-8 Licensure and have completed the licensure course requirements (21 hours) are eligible to apply for the alternative teaching license from the State of New Mexico. They may apply for this license prior to completing all the requirements for the M.A. degree.

The Elementary Education faculty is working to update the UNM Catalog to more accurately reflect changes within the Program. The current language in the UNM Online 2011 See Appendices 10-11 for both catalog versions.

Placement of M.A. with Alternative Route to K-8 Licensure Students in Field Experience Settings

Field Experience is an important aspect of becoming a teacher. The mission of the College of Education is the study and practice of education through teaching, research, and service. As we address critical education issues, we test new ideas and approaches to teaching and learning; and educate professionals who can facilitate human growth and development in schools, homes, communities and workplaces to prepare children for full participation in a diverse, complex and challenging society. We are preparing the teachers who prepare New Mexico's children for the workforce of tomorrow. At the present time, education and community leaders across New Mexico are gravely concerned about the education of our diverse public school student population, which will be tomorrow's workforce. Not only are there economic consequences to the low achievement and low graduation rates we are experiencing in our state, there are, more importantly, serious human and social consequences, especially when you consider that culturally distinct students currently comprise nearly 70% of the public school student population. This program is actively recruiting graduate students of color. A need for teachers is felt throughout New Mexico.

Dr. Torres-Velasquez has coordinated this program over the last 3½ years, with students who are eager to provide feedback on what they need to succeed as teachers. Student feedback has strongly supported the need for numerous changes including the need for opportunities to include the following in their practice teaching:

- learn more about best practice in working with culturally diverse students;
- tie field experience more closely with coursework so that students may learn to apply the theories and skills they are getting in both the methods and theoretical master's courses with guided feedback from their instructors and the opportunity to immediately debrief and reflect on their learning;
- allow student teachers to work in cohorts at school sites (six students per school), so that peers may learn together how communities are built both within the school and between school and neighborhood communities;
- learn early about social justice and how to apply and practice a socially just curriculum in real schools;
- Recognize and analyze the different ways a student teacher's beliefs and assumptions about diverse individuals and communities impact educational outcomes and opportunities;
- show students how to connect the type of curriculum they are learning in methods classes to the type of curriculum mandated by districts, state and national requirements;
- learn to organize and manage the classroom in a way that is both caring and effective;

- recognize the complexities of how pedagogical practices inform and shape classroom management;
- study the decision-making and teaching that is modeled by their Master Teachers; and
- develop their own teacher identity.

New Mexico state law requires a field experience for programs that prepare Grade K-12 teachers. Field Experience is a reflective and critical opportunity to learn from a practicing professional. The MA with Alternative Route to K-8 License Program requires two semesters of practice teaching for maximum professional growth. Essential to the preparation of new teachers are opportunities to practice: instructional design, plan and implement culturally relevant instruction, classroom management, and evaluation of teacher effectiveness. Critical and reflective practice is needed in order to learn to adjust and enhance instruction to meet the diverse needs of the children in our schools. Beginning teachers cite classroom management as a difficult challenge. Therefore it is essential that our student teachers have the opportunity to learn to establish an integrated and coherent management approach.

In her service to the community, Dr. Torres-Velasquez is working with the superintendent and with top administrative management of the Albuquerque Public Schools in their mission to eliminate the Achievement Gap. As part of this work, she is collaboratively leading changes in how communities and families are engaged in the schools, and how the curriculum reflects the needs of the district's student enrollment. The changes being made in our program are reflective of district needs and fully supported by local districts. One school site has been selected for piloting beginning changes to our present model. The principal, Theresa Archuleta, was named the Outstanding Principal in New Mexico for 2010-2011. School staff and TED reading faculty are currently working together to plan the first semester of implementation for this new model beginning spring 2011 at Valle Vista Elementary School in the Albuquerque south valley.

Students in Elementary Education participate in a two-semester field experience. In the first semester, students are typically in the schools two days per week (180 contact hours). In the second and final semester, students are in the schools five days per week (70-74 teaching days).

Each of our student teachers is placed with a Master Teacher. This teacher is designated as a "Master Teacher" because he or she is not only a mentor and guide for the student teacher, but also is that student teacher's supervisor, completing all observations and evaluations. Our Master Teachers must be Level 2 or Level 3 teachers as designated by the State of New Mexico three-tier licensure system. Because of budget restrictions, neither faculty nor university supervisors observe or evaluate our student teachers. The Elementary Education Program Coordinators train the Master Teachers to complete their work. Further description of this training is found later in this section.

We work with the Field Services Program in the College of Education to find field experience placements for all of our 34 students per semester. Not all of our student teachers are placed in Albuquerque Public Schools. Student Teachers are also allowed to student teach in Charter Schools.

Each semester students are evaluated on their dispositions and habits of mind and on the competencies based on the College of Education Conceptual Framework using the same forms as identified using the same forms as identified in the Undergraduate Elementary Education Program. Master Teachers are trained to complete this documentation at a Master Teacher seminar provided at the beginning of each semester. We rely entirely on the Master Teachers for the assessment of the students' teaching practices. The university's sole presence in the schools and classrooms where we place our elementary student teachers is the occasional visits paid by a small group of "liaisons." Because of budget restraints, liaisons only visit M.A. students in schools once a semester, and only where undergraduate students are

also placed. Even with a new model where school and TED are working more closely together, we desperately need more supervision for all our student teachers, if practice teaching is going to matter in their preparation.

M.A. in Elementary Education With Mathematics, Science and Educational Technology (MSET) Concentration

MSET is a concentration for elementary teachers interested in the fields of mathematics, science and educational technology. Students who meet the admission requirements for the Elementary Education M.A. degree and have a minimum of three years teaching experience are eligible for admission in this program.

In addition to the Core courses for the M.A., MSET students take an MSET required course along with elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry or Physics. With the approval of the faculty advisors, students select a support content area in Mathematics, Science, or Educational Technology and complete 12 credit hours of graduate level courses.

M.A. with Specialty Focus in Reflective Practice (MARP)

Students who meet the admission requirements for the Elementary Education M.A. degree and have a minimum of three years teaching experience are eligible for admission in this program. Students are admitted to either the M.A. in Elementary Education or the M.A. in Secondary Education and complete their coursework in a cohort format, following a specific set of courses to meet the requirements for M.A. degrees in either program. The focus of the coursework is the teacher's classroom and practice. Students observe, conduct research, and purposely reflect on their teaching in order to become more effective in the classroom.

In addition to the Core areas included in the M.A. requirements, students participate in other courses such as the Art of Masterful Teaching, Advanced Field Experience, Seminar in Reflective Practice, Technology for Teachers, and Teacher Effectiveness and Student Learning as their elective courses, focusing on reflective practice in the classroom.

Master's Examination Process for Elementary Education

After completing 9-18 credit hours, a student must consult with his or her advisor on the preferred examination or thesis options. The final examination is conducted during the final semester of the student's Program of Study. If a student fails to successfully complete the exam and cannot make the required revisions to pass the exam by the required deadline, that student has one attempt during one calendar year to retake the M.A. Examination.

Students in the M.A. program in Elementary Education choose from 3 examination options. All options include a reference list of peer-reviewed resources following the current APA Style Manual. Option I is an Inquiry Paper, including a literature review, description of action research or a non-empirical thought paper, and reflection and implications for practice. Option II is a Project and Presentation. Students complete a written literature review, then present a technology-supported presentation on a technology project or an action research project. Option III is a Written Examination consisting of a take-home examination question and two on-demand examination questions, answered on campus in a classroom setting.

Faculty advisors work with students throughout the option selection and question determination processes. The faculty advisor, along with two additional faculty members, serve on a student's Master's Examination Committee to evaluate the completed examination and determine the examination results.

M.A. in Elementary Education with Early Childhood Education Concentration

Currently there is a program option in the UNM Online 2011 Catalog providing information regarding an option for students pursuing an M.A. in Elementary Education to complete a concentration in Early Childhood Education. Students are not currently being admitted to this concentration.

2.A.5. The Students in the Elementary Education Program

Despite an ongoing assault on public education, fueled by the rhetoric of failure, inherent and intentional, in the “No Child Left Behind” Act (NCLB), students in search of a purposeful life continue to choose teaching as a career path. They choose this path out of a desire to serve children and their families. In initial interviews with applicants to the program, many report an early “all” to teaching, describing a lifetime of imaginative and real enactments of teaching, from playing school to taking high school courses that included daily stints of teaching and tutoring younger children. For other candidates, the decision to teach is a late adjustment to shifting plans and changing identities; the would-be nurse decides that she is discouraged by sickness; the business major recalculates the costs and benefits of working against the pull of her heart. Still others are in love with learning itself, and cannot wait to share what they have come to know.

Our students come from all over New Mexico and from places and countries beyond. This semester alone reveals a mosaic of persons whose extraordinary lives have converged around the common dream: to be a teacher.

A soldier, battling PTSD; a mother of five toddlers whose husband was killed in Afghanistan; a young woman who spent seven years in a Saudi Arabian refugee camp after her family fled the turmoil in Iraq; mothers who began parenting before they completed high school; English Language Learners whose first years in U.S. schools were spent silent and invisible; young people who parented younger siblings when their parents’ lives fell apart. Such stories are dramatic yet common, each suggesting the possible connection between overcoming a significant obstacle and discovering the desire to help others to succeed against the odds.

Our teacher candidates, whatever their prior experiences, believe in possibilities. It is the responsibility of our Program to build from this foundation of care and responsibility in order to prepare the next generation of New Mexico’s teachers. Our success or failure has profound implications for the well-being of the people of our state.

We have access to very little, if any, quantitative data about our graduates. We do know that they pass the two NMTA tests required for licensure at very high rates. For example, from 2004-2008, an average of 98% of all Elementary Education students taking the Professional Knowledge section of the NMTA passed this portion of the test. For the Academic Content Area assessment for the last five years, 99% of all students passed this portion of the test (See Appendix 12 for more detailed information).

We know from anecdotal evidence that our bilingual teachers are hired very early in the hiring process, some even prior to graduation, because of the high need in this area. We know from talking to principals that they are very excited about our graduates and how well-prepared they are to step into their own classrooms. These principals appreciate their creativity, energy, knowledge and application of technology, and caring for children.

Getting access to our graduates following graduation is an area of high need for our Program, so that we can follow up on their progress as they advance within their careers. At the present time, obtaining this

kind of information is difficult at the Department level. More focused support within the COE for this type of data would be very helpful in monitoring our graduates' work over time.

2.B. The Secondary Education Program

The Secondary Education Program offers an undergraduate (B.A. Ed. and B.S. Ed.) and graduate degree for students preparing to teach in middle schools, junior high schools or senior high schools (grades 7-12). Applicants must select a teaching field (or endorsement) in one of the following state approved content areas: History, Geography, Economics & Government; Language Arts; Mathematics; Modern, Classical and Native Languages; and Science. Additional secondary licensure endorsement preparation programs, (Bilingual Education, Health Education, Theatre/Dance Arts, Physical Education, TESOL, etc.) may be found in other departments and colleges within the university. Students completing the University of New Mexico graduation and licensure requirements are eligible to apply for a Level I License from the Public Education Department.

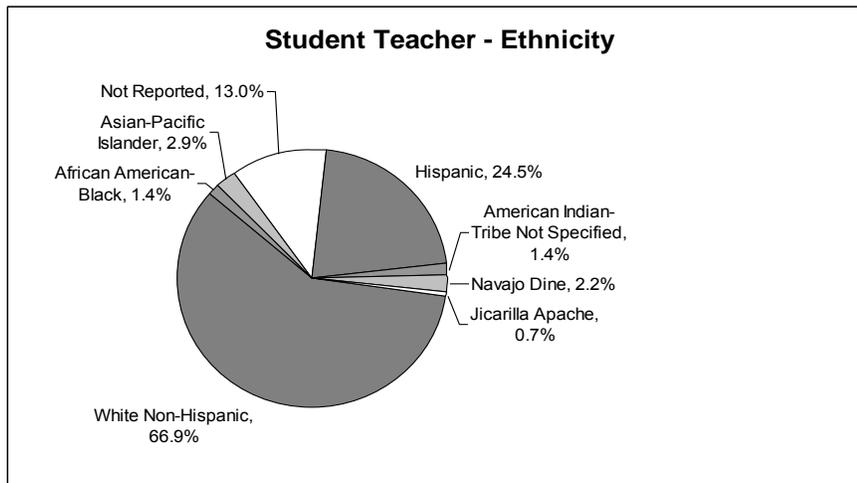
The M.A. in Secondary Education is designed to meet the needs of students who are experienced teachers and desire to deepen their knowledge of teaching and learning, or post-baccalaureate students who desire to pursue a teaching license within the context of a graduate program. For licensed or experienced teachers interested in advanced study of educational theories, practices and issues, students take a core of graduate courses and then may pursue one of three specialty elective areas within this degree: 1) a basic M.A. program of studies consisting of required core courses and a personalized set of electives selected by the student in consultation with a faculty advisor; 2) a specialized M.A. program of studies with required core classes and a concentration in Math, Science and Educational Technology (MSET); and 3) a specialized M.A. program of studies with required core courses and a specialty elective focus on Reflective Practice (MARF).

2.B.1. The B.A.Ed./B.S.Ed. and M.A. with Licensure Programs

General Information

Secondary education exists primarily because students want to become teachers in an academic discipline. The Secondary Education degree programs with licensure are our largest group of students admitted each year. We admit approximately 70-90 students a year. Recent demographic data on our student population in the licensure programs for the past three years show that female students (60.4%) outnumber male students (39.6%). The following chart shows the same students by ethnicity.

Ethnic Composition of Secondary Students, 2009-2012



Source: Information pulled from UNM Hyperion Reports 2009-2012

Students applying for admission to our licensure programs are usually in the last year of their undergraduate program or have already earned a B.A. or B.S. degree usually from the College of Arts and Sciences.

The Bachelor's degrees in secondary education includes courses in general education, a concentration-teaching field and professional education. General education and teaching field requirements must be no more than six hours from completion in order to apply for admission to the program. Licensure requirements for undergraduates include courses in Educational Psychology (6 credit hours) and Educational Technology (3 credit hours) as well as 27 credit hours of methodology and 12 hours of field experience courses (36 credit hours total).

Of the 33 credit hours required for the M.A. with Licensure degree, 15 credit hours are in professional education (licensure) courses. The core of our professional education courses, particularly the two field experiences (EDUC 362 and EDUC 462/595 are only offered in a two semester sequence (e.g., EDUC 362 in the Fall and EDUC 462/595 in the Spring). Most of our required courses are the same for both undergraduates and graduates as the content and outcomes for entry level teachers are the same for all.

Requirements vary somewhat for admission into the undergraduate or graduate licensure programs, but both include passing scores on the NMTA Basic Skills test, no more than six hours from completing Concentration Teaching Field requirements, and a packet of student information and evidence of writing skills (See Appendix 13).

Core Professional Licensure Courses

Undergraduate Licensure Courses (27 hrs)*	Graduate Licensure Courses (12-15 hrs)
EDUC 362/Fall only	EDUC 362/Fall only
EDUC 450/Fall only	EDUC 450/Fall only
EDUC 438	EDUC 438**
Specialty Methods/Fall only	Specialty Methods/Fall only
SP ED 493	SP ED 593/507
EDUC 462/Spring only	EDUC 595/Spring only***
EDUC 464/Spring only	

*Undergraduate requirements also include EDPY 303, EDPY 310 and MSET 365 (9 hrs).

**Can be taken for graduate credit

Graduate students have the option of pursuing an alternative or standard license. An alternative license (18 hours) requires the courses listed above. For a standard license, students must do an additional 6 hours of course work. Rather than 3 hours of EDUC 595 Advanced Field Experience in the Spring, they enroll for six and take EDPY 503 Human Growth and Development. Most of our students complete the standard license as they expect to stay in New Mexico and the MA is one requirement for advancement to a Level III license under the New Mexico 3-Tiered Licensure System.

In New Mexico, students must complete one or more teaching fields (endorsements) to apply for a secondary level teaching license (grades 7-12). The Concentration-Teaching Fields within our B.A.Ed., B.S.Ed. and M.A. licensure programs meet the state teaching field (endorsement) requirements for initial licensure and federal NCLB requirements for highly qualified teachers. Each teaching field has different requirements for undergraduates and graduates. Language Arts, Science and Social Studies incorporate multiple specialties and require the largest number of credit hours. For both undergraduates and graduates, 12 hours must be at the 300 level and above. All students must be within 6 hours of completion of all pre-professional courses (e.g., general education, concentration-teaching field requirements, etc.) and have a 2.5 GPA in their primary teaching field when they apply for admission to the licensure program.

After the Department was reorganized in 2005, this was a change the Secondary Education faculty made in admissions procedures in previous years when students could apply when they had completed 26 hours of course work. We were unable to evaluate GPAs especially in the teaching specialty with so few courses on their transcripts. Requiring near completion of all their general education and content coursework gave us a more specific view of the student's content knowledge. The Table below illustrates concentration-teaching field requirements for both the undergraduate and graduate licensure programs. Since students in the M.A. with Licensure program must hold a baccalaureate degree with a major in a content area, most of the requirements are met by that degree. Additional courses are required when there are specific content competencies that must be met for the content field. Specific course descriptions for the professional education courses are in Appendix 14.

Concentration-Teaching Field Course Requirements by Degree

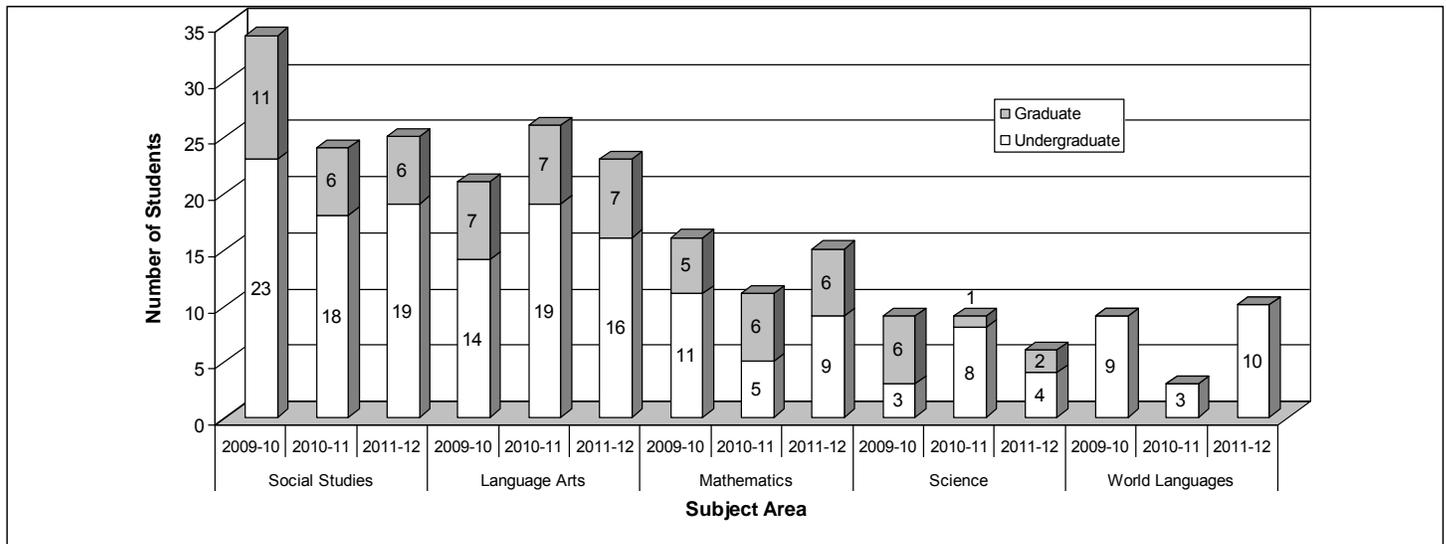
B.A.Ed./B.S Ed.	M.A. with Licensure
Language Arts/B.A.Ed./54 hours	Language Arts/36 hours
Mathematics/B.S.Ed./34 hours	Mathematics/36 hours
Sciences*/B.S.Ed./52-58 hours	Sciences*/36 hours
Social Studies/B.A.Ed./54 hours	Social Studies/36 hours
Modern ... Languages/B.A.Ed./30 hours**	Modern ... Languages/30 hours**

*There are 3 science teaching field concentrations: Earth Science, Life Science, Physical Science with an emphasis in Chemistry

**Modern, Classical and Native Language includes teaching fields in Spanish, French and German.

The numbers of students in each teaching field vary but the majority are always in Language Arts and Social Studies followed by Math, Science and Modern, Classical and Native Languages. This pattern has raised questions for the program. Student numbers affect faculty advisement loads, class size, placements and funding to support cooperating teachers and student teachers in the field. We rapidly deplete the pool of cooperating teachers willing to accept placements of our students particularly in Social Studies and Language Arts classrooms. While the most of our students are now placed before the Fall semester starts, there is always a small group who are not. They become anxious as they see other students going to their school sites. Faculty also feel the pressure as they search their teacher contacts for possible placements. This situation also raises the issue of whether our admission criteria should reflect realities of what schools need. The demand for Social Studies and Language Arts teachers is extremely low or as some believe (e.g., district administrators), non-existent. In spite of this view from the schools, our student enrollment doesn't reflect the same perspective, as illustrated in the enrollment patterns depicted in the figure below. Over these last three years, student licensure enrollments were as follows: 2009-2010 (89 students); 2010-2011 (73 students); 2011-2012 (79 students). Clearly, the majority of students seeking licensure are coming from language arts and social studies backgrounds.

Student Enrollment by Teaching Field and Program



Source: Secondary Education program database

As a program, the issue is whether we should continue to admit all who qualify for admission which is what we have done in the past: What is the capacity of our program? How can that be determined? Should we use admission “quotas?” Our study this year will help us develop a strategic plan for future recruitment and admissions processes. At the same we confront a surplus of students in Language Arts and Social Studies, we also have a shortage in other teaching fields. Though there is a high need for math and science teachers, their numbers continue to be low. We did experience success in addressing this situation when APS entered into a partnership with the COE to develop a licensure program for graduate students interested in teaching math or science (Secondary Teacher Education for Math and Science/STEMS). Students earned licensure and their M.A. degree while they were paid to teach. Due to district budgetary constraints, it ended after Fall 2010. The termination of this program had an immediate impact on enrollment in mathematics and science areas in the following year.

In spite of the setbacks and our understanding of the need for improvement in our recruitment and admissions processes, there continues to be ongoing support for math and science education in the COE. We received a new position last year and hired a new faculty member in science education. We will be conducting a search this year for a math education specialist.

We are also concerned about a steady drop in graduate enrollment in our M.A. with Licensure program. We have had two graduate licensure programs that were partnerships with APS. The first was the Resident Teacher Program and the second was the Secondary Intern Program which then morphed into the STEMS program in 2006. These graduate students were paid a stipend and received tuition for UNM courses which made it possible for them to continue their education or make a career change. These partnerships were a reliable source of graduate students and their loss is still evident in both the M.A. in Secondary Education with Licensure and M.A. in Secondary Education for Licensed Teachers program. Today, the competition for graduate students has increased. There are many other institutions offering licensure programs in the Albuquerque area, especially at the graduate level. The most popular choice may be a post BA program at one of our local or regional community colleges which has considerably lower tuition rates than UNM. Other licensure alternatives for graduate students are provided by the state through its Online Portfolio for Alternative Licensure (OPAL) and Senate Bill 361 Level I Teacher Licensure Alternatives which makes it possible to attain a teaching license through the Public Education Department rather than a university program.

Curriculum and Assessments

Overview

Since our NCATE accreditation review in Fall 2007, the faculty has undertaken a review of curriculum and assessments in our degree programs, particularly the licensure program. From Fall 2008 to Spring 2009, we conducted an audit of content and assignments in the required licensure courses. We developed new graduate initiatives: 1) a graduate certificate for licensure and 2) a cohort based MA Only degree for experienced teachers with a focus on reflective practice (MARF). From 2009-2010, program meetings focused on admission and assessment issues. For assistance with our discussions, we used a facilitator from Employee and Organizational Development, a Division of Human Resources here at UNM. We took information from our curriculum audit and revised the field requirements for EDUC 362 Teaching Experience I. From 2010-present, we have collected assessment data from faculty and students in the form of syllabi, assignments, student self-evaluations and surveys. To address issues of relevance and coherence in our courses, we have gradually moved to a common syllabus for core licensure courses required of all our students (e.g., seminars, field experiences and the content reading and writing course). This approach is partly necessitated by an accountability system that imposes a “oneness” on data collected on students and programs, including off campus programs at Gallup and Farmington. Developing a plan for comprehensive and substantive assessments is very much an evolving process.

Guiding Documents for Licensure Programs

Course content, sequence and student outcomes embody the COE Mission Statement, Core Values, Conceptual Framework for Professional Education, the Secondary Education Guiding Principles, state approved UNM programs for teaching fields and state and national standards and competencies. Understandings, Practices and Identifies (UPIs) in the COE Conceptual Framework are useful categories in explaining the breadth and complexity of teacher preparation in terms of curriculum and assessment. Within the UPIs are specific outcomes that are used in selecting course content, developing assignments and evaluating student performance in the field and in their courses. All these documents are in our handbooks for students and cooperating teachers.

Navigating through the numerous standards at the national, state and college level posed a challenge as we looked for connections to our program. Rather than seeing these as uniquely different, we created the matrix presented in Appendix 15, which shows how using the COE Conceptual Framework would also meet state and national standards and competencies for licensed teachers from various organizations both public and private. Course syllabi follow a department template where course objectives, content and assessments are aligned with these larger goals and outcomes for our program. Sample syllabi are provided along with other supplementary materials. They are also incorporated in our evaluations of students in their two field experiences (See Appendix 16).

The Secondary Education Guiding Principles identifies and defines 5 strands or goals for our teacher preparation curriculum and is included in the handbooks for cooperating teachers and student teachers.

- Collaboration. The ability to work with other professionals and to apply cooperative models for classroom instruction.
- Combining Subject Matter with Pedagogy. Both strong preparation in one's chosen teaching field(s) and strong preparation in instruction are necessary for quality teaching.
- Diversity. Teaching and learning flourish in the presence of diversity of race, ethnicity, gender, social class, urban/rural settings, and special needs.
- Inquiry. The posing of significant questions about teaching and learning and the process of search for answers,
- Modeling. Because good teaching practices and habits of mind are learned through first-hand experience, secondary education faculty model teaching strategies that hold promise for use in secondary schools.
- Teacher Development. Teacher education is a long-term process of professional development that stretches across a teacher's career.

Program Identity

Recent changes in curriculum and assessment are most visible in our field experience courses, particularly EDUC 362 Teaching Experience I. In Spring 2007, faculty teaching EDUC 362 and EDUC 493 Issues in Secondary Education made a decision to create multidisciplinary cohorts where students from different teaching fields would take courses together. Having students enroll in discipline specific sections of the core professional licensure courses is fairly common in secondary education programs and it was the original structure for our program at UNM.

The significance of this change can be understood from this historical perspective. Faculty in secondary education were originally hired as specialists in a teaching field. A strong disciplinary focus was reflected in the organization of courses and the governance structure of the program. Faculty assumed primary responsibility for their students and generally taught the core professional courses they needed for licensure. Teaching fields were somewhat autonomous entities. Knowledge of the content was primary

and is reflected in the 54 hour undergraduate requirements for Language Arts, Science and Social Studies. Secondary Education was a department until it was merged with Elementary Education in 1987.

Under a new reorganization plan for the college, secondary education was housed in the Division of Innovative Programs. When departments replaced divisions, secondary education was split into two halves. Language Arts and Social Studies became part of the Department of Language, Literacy and Sociocultural Studies. Math and Science were in the Department of Educational Specialties. These movements to different units actually maintained the disciplinary focus of secondary education but it also meant a loss of program identity and access to resources (e.g., faculty positions, etc.) as a program. Incorporation into these departments was not by choice of the secondary faculty or the department to which they were assigned. During this time, secondary education operated as an ad hoc committee. It became a program again with the establishment of the Department of Teacher Education. Faculty responsibilities were and are still distributed by teaching field though the first two positions for secondary education were not by discipline but based on a broader commitment and expertise in teacher education. Methods courses and EDUC 438 Teaching Reading and Writing in the Content Field are still organized by teaching field. Three of the specialized methods courses (e.g., Language Arts, Social Studies and Modern Languages) are in the Department of Language, Literacy and Sociocultural Studies and taught by their faculty. Our program meetings are somewhat unique in that colleagues from Department of Language, Literacy and Sociocultural Studies and the Special Education program have worked with us on admission, curriculum and assessment. The secondary education program has been fortunate in being able to sustain collaboration with faculty from different departments. Since the reorganization of the Department in 2005, we participated rather loosely as equals but we recently agreed to limit voting to faculty in the department. That decision has helped us move forward with changes that will be implemented only by Secondary Education faculty within the Teacher Education Department.

Planning for Coherence

With the switch to multidisciplinary cohorts came another break with tradition. A common syllabus was developed for all sections of these field connected courses:

- EDUC 362 Teaching Experience I;
- EDUC 493 Issues in Secondary Education;
- EDUC 462 Student Teaching; and
- EDUC 464 Student Teaching Seminar.

Faculty for these courses meet frequently to share ideas, address common problems and plan for the future. These field experience courses and the required seminars provided an opportunity to develop and pilot innovative content and practices for our program. (See Pre-Student Teaching Student Teaching and Cooperating Teacher Handbooks). Using a common syllabus and collaborative planning was expanded to the EDUC 438 course except for the section taught in the Department of Language, Literacy and Sociocultural Studies and sections taught off campus.

Curriculum Mapping

Results from an audit of professional education courses from Fall 2008-Spring 2009 had an immediate impact on the content for EDUC 362. It also represented the first use of data to make curricular decisions in our licensure program. What we learned wasn't new but our response would alter past expectations for students and their cooperating teachers. In EDUC 362, students were required to teach a 10 day unit which typically came at the end of the semester at a time when they were learning how to design these units in their methods course. As a result, we have eliminated the 10 day unit in EDUC 362 and create a mix of co-teaching and solo teaching activities that would promote a more collaborative relationship between the Cooperating Teacher and Student Teacher (See Appendix 17).

Field Experience Issues

The field experience component of the licensure program is critical to the preparation of the teacher but it is also a challenge for all involved. Student Teachers are novices with their own expectations for success. Cooperating Teachers often disagree rather than agree with program requirements. University faculty want Student Teachers to use what they have learned in their classes. Broadly stated, these are issues of communication but some represent long standing differences which affect how our licensure program is perceived and how well it can function for all those involved.

Cooperating Teachers have a major responsibility in the education of our Student Teachers. They observe them everyday and provide basic documentation we use in recommending students for licensure. They are volunteers with a Level II license who have been approved by their principal. But teaching someone how to teach requires special expertise and considerable time even when the student teacher is doing well. To improve communication within and about the program, Cooperating Teachers are paid to attend meetings each semester. One purpose was to discuss the evaluation of student performance in an effort to calibrate ratings they were giving using our rubric. Other topics (e.g., cognitive coaching, Lesson Plan Study, align feedback with rubric, etc.) were determined from feedback from the Cooperating Teachers and Student Teachers and the field team faculty and staff. Recruitment of Cooperating Teachers has been difficult over the years. The stipend we offer is modest at best. Due to ongoing budget constraints, however, it is less than what they received in the previous year and the probability is that further reductions will occur. For example, rather than four paid Cooperating Teacher meetings, we now have two, one each semester.

Overall, most of our Student Teachers successfully complete the program. We interpreted this to mean that the Cooperating Teachers were providing accurate reports about student work and their progress toward licensure. This led us to rethink the role of the university supervisor. It was redundant to have two people do essentially the same work so we revised the position of supervisor to that of a University Liaison (See Appendix 18). Liaisons are experienced and effective classroom teachers. They serve as a facilitator, helping the cooperating teacher understand the various expectations of the university; helping them address problems with their Student Teachers; helping them observe and evaluate their Student Teachers; and discussing their concerns about the program. Recently, they have focused their work with Cooperating Teachers on assessment of their Student Teacher. We believe that a commitment to Cooperating Teachers is necessary if we are to improve the quality of the field experience for students since it is the Cooperating Teacher who returns each year.

Faculty who are seminar or field instructors are the primary responders to students with questions or problems in their field experience since they are enrolled in their classes. When there are concerns from the Cooperating Teacher, they are relayed from the liaison to the appropriate seminar and field instructor. (Note: Usually the seminar instructor is the same faculty member who is listed as the field instructor for students in both courses). There is limited contact by faculty with Student Teachers in the field. Currently, faculty support in the field is done on a limited volunteer basis and generally initiated when there are problems. Our challenge under this current structure is to think about strengthening the faculty connection, including methods instructors, to the field experience of our students.

Resources are a major problem for our field experience program. Loss of the APS partnerships meant we no longer had full time supervisors who could work with Cooperating Teachers and Student Teachers everyday of the week and often on weekends. What is important to note however, is that this model of field supervision replaced university faculty with APS classroom teachers. It solved one problem (full time supervision) but created another (no faculty observations of Student Teachers in the field). We now have part time liaisons who provide support for anywhere from 15-18 cooperating teachers in terms of completing paperwork, meeting deadlines, helping with mentoring, and being the first contact for problems in the field. However, even at part time rates and reimbursement for mileage, these liaisons are

underpaid and like the Cooperating Teachers, took a salary cut this year. Furthermore, perks that we have been able to offer in the past to Cooperating Teachers such as parking when they need to come to campus, food at meetings, gym passes, and library cards are now nonexistent. Field experiences are an essential component of a teacher preparation program but they cannot be conducted effectively without adequate funding or when fiscal decisions are made by others, not by program faculty. At this point, we are at risk when it comes to meeting state and national standards for quality field experiences in our licensure program.

We have explored other models for field experience as possible solutions to improve the quality of our program delivery and to address the funding cuts yet to come. Hope lies with two on-site field programs being piloted at Bandelier Elementary School for the Elementary Education program and at Amy Biehl Charter School for Secondary Education. Creation of such school sites with clusters of student teachers may make a faculty presence more realistic, especially if the work involves course loads at those schools or course reassignments to do such work. Recruiting a lead teacher at these sites would provide on-site support to the teachers at these schools and eliminate the need for liaison positions. Cooperating teachers could gain more support from the university in terms of expectations and professional development around mentoring student teachers. Possible areas of professional development that come to mind are in the areas of working with adult learners, co-teaching models and strategies, cognitive coaching, lesson study, and critical friends groups.

Amy Biehl Charter School Pilot

This began from an interest by a faculty member who saw an opportunity to create a different model for identifying placements for Student Teachers and working with Cooperating Teachers. She began by holding separate and more frequent meetings with the Cooperating Teachers. This led to development of a professional learning community for Cooperating Teachers and Student Teachers. What was key to this initiative was the willingness of a Cooperating Teacher to assume the role of a lead teacher who would answer day to day questions and offer support to the Cooperating Teachers in their mentorship of their Student Teacher. The Student Teachers also meet with the lead teacher for lunch on a regular basis to talk to one another and to have someone other than their Cooperating Teacher available at the school to respond to their questions and concerns. Last year, the faculty member assumed the role of the liaison for the program. This year the faculty member is also serving as the seminar and field instructor for Student Teachers at the school and the class is held there. She meets with the Cooperating Teachers and the lead teacher several times a semester; the exact number varies to their schedules. Mike May, the Director of Amy Biehl, supports this project. Starting last year he paid for subs to cover the Cooperating Teachers' rooms when we meet so that they can have the time to engage in this work. She also attended Critical Friend's Group training at Amy Biehl this summer as a way to become more familiar to the rest of the faculty at the school and to ensure that her course content would be modeled on that Critical Friend's work at Amy Biehl so that the Student Teachers are seeing and hearing the same things at their school and from me.

Collaboration with APS

Our field experiences continue to be a touchstone for innovative program development. When the APS-UNM Partnerships ended, we lost a relationship that had existed for more than 30 years. We now have an opportunity to build a new one. APS has two curriculum centered initiatives underway in the district that are of interest to secondary education. One is the AVID program (Advancement via Individual Determination) which targets students (grades 7-10) who are the "forgotten" middle achiever. (APS website) The second, Small Learning Communities (SLC), creates multidisciplinary teams of high school teachers developing units of instruction around a common topic.

It was AVID, however, which provided an immediate curricular connection to our licensure program.

AVID students use peers to help them figure —outwhat they don‘t understand.” Tutors serve as paid facilitators for these small group discussions and are largely college students in the Albuquerque area. In Fall 2010, APS organized special tutor training sessions for our students who got a unique teaching experience that was structured and student centered. Our student teachers were able to use their tutoring in AVID for their stewardship assignment in the Spring.

Over the summer, we held discussions with the AVID coordinator and the chief academic officer of the APS and agreed to place student teachers at four AVID schools, two middle schools and two high schools. Cooperating teachers would be recruited by APS. This would expand this initiative beyond arranging training for our students as tutors to the development of school sites for placements of our student teachers and the creation of a pool of district recruited cooperating teachers. This has the potential of changing old perceptions of student teaching and establishing a unique collaboration between a teacher education program and a school district.

We would not be able to find placements for student teachers without APS. However, the No Child Left Behind policies have restricted the number of student teachers at schools that did not show Annual Yearly Progress (AYP). The degree of our dependence on the district is evident from our placements last year as described below. What’s also a concern is the number of schools that have not met AYP over the years:

- In the 2010-2011 school year, we placed 75 student teachers in 35 different schools, including 16 public high schools, 12 public middle schools, 2 private schools, 4 charter schools, and 1 school at the state juvenile detention center. Eighteen of these schools were Title I, and 30 of these schools did not meet AYP.
 - Sixty-six (88%) of our student teachers taught in schools that did not meet AYP.
 - Thirty-four (45%) of our student teachers worked with cooperating teachers in Title I schools.
- Source: COE Office of Field Services and PED website.

Early on we were able to see the difference in having administrative support from the district. Once principals were contacted by the AVID coordinator, we had placements where there were none before. These initial first steps have started with the placement of a few students at AVID sites that involved contacting principals and prospective cooperating teachers. By special invitation from APS, a few of our faculty will be attending AVID teacher training sessions in reading, writing and science this semester. As we expand involvement with these curriculum projects, we are hopeful that this will strengthen our cooperating teacher pool not just in numbers but in our ability to have student teachers and cooperating teachers work together toward a common purpose.

Program Evaluation

Collecting program evaluation data has been a challenge. We continue to raise questions to consider in ongoing program refinement and improvement. Is the focus on the whole program or just licensure? For the M.A. students, this is a problem since many will not finish their degree when they complete licensure requirements. How different or repetitious is a program evaluation from the required IDEA course evaluations required at UNM? For Spring 2011, we decided to pilot a survey form for student teachers and cooperating teachers. The number of respondents was low but results suggested topics of interest to pursue. There were a lot of Agree and Strongly Agree ratings for positive qualities of the cooperating teachers from the student teachers. Receiving appropriate developmental experiences in assuming the responsibilities of teaching received the highest score. The two highest percentages from cooperating teachers were for the support they received from their liaisons.

Portfolio Assessment

While seminar faculty, liaisons and cooperating teachers worked to improve the assessment of student

teachers in the field, there was a similar effort underway to find evidence of their knowledge and skills as a teacher through their own documentation. The professional teaching portfolio assignment in student teaching provided specific scores on three tasks that demonstrate what our students know about teaching and student learning: 1) *Looking at Student Work* focused on what they learned about their student(s) through the assignments they did. 2) The *Instructional Strategies* presentation and paper encouraged students to use peers to improve their practice. 3) Developing a *Self-Evaluation and Growth Plan* emphasized the importance of continuous learning as a professional educator. This was a substantial step in collecting data that can describe what our students know and can do (See Appendix 19).

Current Assessment Practices

In the past two years faculty have been fully engaged in developing new approaches and sources for assessment on our students. These have included facilitated discussions and the collection of data about the content of our courses. We focused on the planning exercise in the methods courses and student teaching seminar trying to find common themes and outcomes that could be used in a rubric across the various disciplines and grade levels. We have one course where that is being done and it is in the multidisciplinary student teaching seminar in the Spring. This was added as a Student Learning Outcome in our 2009-2010 report. Scores students received for the Instructional Strategies, were extremely positive, 50 out of 90 students received a perfect score of 50. At the other end, 3 students were below 40; the lowest score was 32. While a rubric is used for the evaluation of student work, there's still more to understand about what it represents.

B.A.Ed./B.S.Ed./M.A. with Licensure: Student Learning Objectives

Student Learning Objectives	Assessments
Lesson plans demonstrate awareness of learner's needs.	Special Education course grade
Understands that sharing their work with others is necessary for their continued professional growth as a teacher	Portfolio: Instructional Strategies paper

M.A. in Secondary Education

Student Learning Objectives	Assessments
Able to analyze, assess, and revise practice in light of student learning, research and collegial feedback	CMTE 590 Capstone Sem course grade

Identifying assessments that provide evidence of student outcomes involves more than one course or one assignment. The curriculum audit began the process of cross referencing where we could assess student learning across the program. For example, in planning, faculty data would come from the unit plan assignment in the methods course, planning assignments in the content reading course, and the ELL (English Language Learner) assignment in the EDUC 450 Seminar in the Fall semester. Cooperating Teachers would provide corroboration through their observations and evaluations in both semesters. Student Teachers would demonstrate their knowledge and understanding of planning through three assignments in their student teaching portfolio that require them to analyze student work, deconstruct an instructional strategy, and explain how they could improve their practice. This is an improvement over what we have had but we expect that it will need further development if we are to use the three scores for program evaluation. We have also explored triangulation in validating the content knowledge of our students. Faculty data would come from the courses used to meet requirements for the teaching fields. Usually these courses are taught in the College of Arts and Sciences which gives us a different source for

evaluation of our students. This also affirms the large role that other Colleges have in the education of a teacher. Of the 128 credit hours required for graduation, undergraduate students can count 36 credit hours from their professional licensure program. Graduate students will have had all their undergraduate work outside of the COE. Corroborating data would come from Cooperating Teachers who observe and evaluate students on four descriptors of content knowledge. Lastly, students must pass a state test on their teaching specialty to qualify for a license.

The education of a teacher is a lifelong process and exists on a continuum not a timeline. Much of what our students learn needs to be adapted and revisited if not revised. We can create an assignment that provides evidence of their ability to be reflective in courses but not their disposition to do so when they are on their own. We are determined to strengthen our assessments so that it becomes data that can be used to improve our program.

Off Campus Secondary Education Programs at Gallup and Farmington

There are unique challenges for secondary licensure students at these off campus sites, especially at the undergraduate level. Access to upper division courses in the different disciplines is extremely difficult. Course offerings are limited, student numbers are low and online delivery is not always an option. Additionally, there have been resource and coordination issues with the main campus. We are having to learn how to support a distance program in a time of diminishing funding. Using department and program meetings to build a relationship has been a logistical failure. Technical hookups have not worked or not worked well. While there is funding for travel, the meetings are not convenient since two of the three (e.g., elementary program, secondary program and the department meeting) are held on different days. So we've decided that we need to go there rather than expect that they can come here. Their programs have long developed in isolation and with a lot of improvisation. For example, secondary professional education courses are offered once every three semesters or when there are enough students (sometimes combining both elementary and secondary students) to make a class. Graduate courses for MA only students are the easiest to offer since elementary and secondary students can take the same core and electives. They have been able to provide a more personal experience as students complete their programs. Our most current challenge is to align what they have done for years with the main campus in terms of program requirements and assessments while addressing their special needs.

2.B.2. M.A. in Secondary Education

The M.A. in Secondary Education without licensure is small but it represents a potential area of growth for our program. Students have three pathways for a graduate degree in our program: 1) enroll in required core courses (18 credit hours) and electives (15 credit hours); enroll in required core courses with a concentration in Math, Science and Educational Technology (MSET); and 3) enroll in required courses with a focus on reflective practice (MARF). For admission and course requirements, see Appendix 14.

The MSET (Mathematics, Science and Educational Technology) concentration allows students who are interested in these teaching fields to select a combination of courses with the MSET prefix along with courses from the College of Arts & Sciences. MSET was originally a program in the Department of Educational Specialties that offered courses specific to mathematics, science, environmental education, and educational technology. Faculty were hired into the program to act as specialists in these areas of expertise and to teach classes in elementary and secondary methods for teachers. The reorganization of the College of Education from divisions to departments and the development of the Department of Teacher Education led to changes in the MSET program. Some faculty left the college and some faculty moved to the new Department of Teacher Education. The MSET program remained in the Department of Educational Specialties with a much reduced faculty. In 2006, MSET courses and most of the MSET faculty were moved into the Department of Teacher Education. MSET faculty have primary affiliation

with either elementary or secondary education as these are the only two programs in the Department of Teacher Education. Faculty who work with MSET offer electives with the MSET prefix to students which can be used as a substitute for core courses required in the elementary or secondary education M.A. programs.

For the past three years, we have increased our M.A. only enrollment by offering a no elective 5 semester program for experienced elementary and secondary teachers (e.g. M.A. in Secondary Education with a focus on Reflective Practice or MARP). This program began in Spring 2009 and we have admitted 36 secondary students since then. Of that number, 24 have completed their programs and 12 are on schedule to finish in Summer 2012. That is an unusual completion rate and uniquely due to the cohort structure of the program. We have continued to use a common syllabus approach to this program and have used double sections to support team teaching in our department. Along with MSET, this is a program where we can collaborate as a department regardless of program affiliation. We also have been able to build teaching capacity by rotating faculty in the various lead courses (e.g., The Art of Masterful Teaching, The Process of Reflection and Inquiry, and Teacher Effectiveness and Student Learning). Working with experienced teachers in MARP has allowed us to develop a format for the M.A. exam that we believe could be used for all our M.A. students. MARP graduates have given the program high reviews and assist us with recruitment each year.

2.B.3. Concluding Remarks

Our focus for the past two years has been on admission, curriculum and assessment. The faculty have been fully engaged in moving forward collectively on changes to improve the program at both the undergraduate and graduate level. We developed a new rubric for admission and piloted an interview protocol with a small group of applicants. The need for selective admissions is still under review; policies, forms and procedures are still evolving. We also value individual initiatives from our faculty that energize and innovate our thinking about our students and our program. The Amy Biehl Charter School project began with an interest from one faculty member. In Gallup, we are forming a partnership with Teach For America around the M.A. with Licensure program. At the request of another faculty member, we voted for closer collaboration with the Department of English over degree and licensure requirements. Our field experience courses have begun to provide us the means for informed or data driven decision-making about curriculum, instruction and student outcomes. Our greatest concern continues to be the delivery of a quality teacher education program particularly given the funding issues we face for faculty and field experience resources. Program meetings have been substantive as we focus on how to collect and evaluate evidence on what faculty do and what our students know and can do.

2.C. MCTC Ph.D. Degree Program

2.C.1. Overview of Program

When the Department of Teacher Education was created by then Dean Viola Flórez, undergraduate and Master's degrees in Elementary and Secondary Education were assigned to Teacher Education under the Elementary Education Program and the Secondary Education Program. Advanced degrees that had previously existed in the Multicultural Childhood and Teacher Education (MCTC) Program and in the department of Curriculum and Instruction in Multicultural Education (CIMTE) included the Ph.D, Ed.D, and Educational Specialist certificate. They were not formally assigned to the new Teacher Education Department at the time of restructuring. There had been an informal moratorium on admissions to these programs, until Dean Flórez requested that a small committee with membership from across the Teacher

Education Department (TED) convene to revive the inactive, but long ago approved, Ph.D. program. Dean Flórez requested that Dr. Quincy Spurlin chair this committee.

Members from the TED faculty volunteered to be nominated or were nominated by peers, and so the full Teacher Education faculty voted to select members for this committee. Dr. Quincy Spurlin chaired this committee from fall 2007 to spring 2009. Dr. Diane Torres-Velasquez chaired the committee from 2009-2010 and then again from spring 2011 to present. The committee was named the Advanced Degrees Committee because it was established to guide, redesign and support development of department-wide advanced degrees. It was intended to be a committee that brought the advanced degrees back to life, as the department determined how MCTC would operate as its own program. Teacher Education has three programs: Elementary Education, Secondary Education, and Multicultural Childhood and Teacher Education. The first two programs operate under the guidance of program coordinators, and in the case of Elementary Education a coordinator and two co-coordinators. The MCTC program continues to operate with the support of a committee, and with a committee chair, all advising the department and department chair. The Advanced Degrees Committee chair serves on the Program Coordinators' Team, along with the Elementary and Secondary Education Program Coordinators and Co-Coordinators.

The Advanced Degrees Committee decided that in order to design a cohesive program, there needed to be an agreed upon vision. In the fall of 2008, the committee crafted a vision statement that was approved by the TED faculty. With existing materials as a starting point, the committee determined what policies and procedures would be needed for students already in the doctoral program to move forward to graduation, and for students who wanted to apply to our program, to be able to apply by existing deadlines. In order to recruit students, an updated application packet was designed. All application and program procedures were reviewed for consistency with existing doctoral procedural forms and for consistency with the prior and existing courses and program requirements.

Educational Objectives

Our —Points in Program” follow the traditional points in most doctoral programs (admissions, coursework, comprehensive exam, and dissertation). While the doctoral program is relatively new to our department, it was one that had been active before the development of the Teacher Education Department and was resurrected from a department that no longer exists. Since most of our faculty members were new and non-tenured, even in 2009, we proceeded slowly in the design of further assessment until we had determined and articulated the competencies associated with this program, the procedures and goals for mid-point review, and the options for the Comprehensive Exam.

Faculty input was necessary in developing competencies. In fall of 2009, the Advanced Degrees Committee decided to conduct personal interviews with each faculty member to identify the competencies expected for our students at completion of their program. Results were reviewed for themes. The full TED faculty reviewed and approved the competencies in May of 2010. Competencies for diversity, a strong theme in the interviews, were designed and approved spring of 2011. These Doctoral Competencies should provide cohesion to all aspects of our program, as well as significant areas for assessment. From the interview data and themes, competencies were developed. The areas of competence included the following:

- Diversity
- Research
- Collaboration
- Leadership and Professionalism
- Teaching

- Writing
- Technology

Because scholarly writing is critical to the success of any doctoral student, academic writing was targeted as the first area to focus our assessment. As we restore this program, we are cognizant of the types of academic writing students may or may not have practiced. In teacher education, we need to see writing developed as a skill, not only to report or persuade, but also to express voice and deep thought in relation to schools and teaching. Thus, we selected writing as our sole area of competence to assess for our COE Program Assessment of spring 2009. Also, writing is an objective that lends itself to assessment throughout the doctoral program from application to post-graduation. We anticipate adding areas of assessment and points of assessment in the near future.

MCTC Program Goal

To improve students' academic writing skills – To strengthen our students' abilities to analyze, formulate, and communicate ideas while developing a personal voice.

Student Learning Objective:

After completing 12 – 15 hours of MCTC doctoral coursework at UNM, students will be able to:

1. Situate their thoughts and identity in relation to those of others – developing personal voice;
2. Construct effective argument;
3. Use appropriate grammar, punctuation, spelling and mechanics in writing; and
4. Use APA style format.

Direct evidence is provided in the student application packet with the now required GRE Writing Scores and in the results of an assessment using a writing rubric and writing sample which students submit in their doctoral core class. Scoring is completed by the professor of that class.

Methods and results of assessment of the effectiveness of the program in meeting its educational objectives; changes that have occurred and that are planned based on the results of those assessments.

Because of the work completed by the Advanced Degrees Committee during the 2007-2008 academic year, and because the TED hired five new faculty members in 2007, the partial moratorium for new applicants to the doctoral program was lifted in the spring of 2008. Once the initial application procedures were renewed and the first three years of classes had been scheduled, the Advanced Degrees Committee decided the next steps would be to articulate student competencies, design the midpoint review and propose ideas for how to administer the comprehensive exam. The committee conducted personal interviews with each faculty member to identify the competencies expected for our students at completion of their program. Results were reviewed for themes, which are listed in the section above. From the interview data and themes, competencies were developed. The full TED faculty reviewed and approved the competencies in May of 2010. Competencies for diversity, a strong theme in the interviews, were designed and approved spring of 2011. These Doctoral Competencies should provide cohesion to all aspects of our program. They are being used in consideration of applicants, the design of classes, field work, and all aspects of assessment. Some of the concerns, issues and questions for further study that arose as a result of full faculty discussion included the following:

- How do we tailor the program to meet the specialized needs of our students?
- We need to provide colloquia through the year that are both social and professional.
- We need to provide a rigorous Ph.D. program - more than a Master of Arts program.
- Students need to be connected to the real world and real world data.

- Diversity should be at the forefront of our program recognizing culture and inequities and recognizing how we influence local community, state, and national education initiatives.
- Our strength is diversity, and we need to keep high expectations.
- New and returning faculty need support in advising doctoral students.
- All faculty need to be on the same page in advising students.

While these issues have not all been resolved, an important part of the work of developing this program is to provide opportunities for our faculty to examine our strengths and needs, and to provide ideas for discussing the development of our advanced degrees. For this reason, Dr. Rebecca Sánchez prepared a survey that was sent via email to our TED faculty. She and Dr. Kersti Tyson are currently analyzing the data that were collected from faculty members who responded to the survey. Those results will be used to guide clarification of next steps.

Once the initial application procedures were renewed and the first three years of classes had been scheduled, the Advanced Degrees Committee decided the next steps would be to articulate student competencies, design the midpoint review and propose ideas for how to administer the comprehensive exam. It was also clear that the committee needed to develop an advisement packet for faculty and a handbook for the Ph.D., for cohesion across the program. The committee discussed ways to connect the vision and the competencies to the course work and the field work of the Ph.D.

All faculty members contributed to the work of program and policy development. During 2009-2011, TED faculty approved the following:

- MCTC Doctoral Competencies;
- Examples for ways students can meet Doctoral Competencies;
- Updated process for application review;
- Syllabi and instructor for classes that had not been taught;
- New classes; and
- Mid-Point Review (initial discussions and agreements on process and procedures).

In response to the issues listed above, the Advanced Degree Committee developed the following to guide students and faculty in their progression through the Ph.D. program:

- Feedback Form (for faculty and students to provide feedback to ADC);
- Updated application materials;
- curriculum approval – existing courses that were already part of the MCTC doctoral program were approved at the university level and numbers were assigned through the curriculum workflow process;
- Two interviews/surveys to all faculty on Advanced degrees;
- Initial Advisement Folders (for faculty and doctoral students); and
- Doctoral Orientation sessions (one in May, one in August for new students and all faculty members – event was sponsored by TEGSA with a meal and advisement materials).

Students 2008-2009

As evidenced in the OIR data of 2007, the Multicultural Childhood and Teacher Education (MCTC) Program had already inherited a group of doctoral students when the Advanced Degrees Committee was charged with getting the program running. The students in the program had already begun their doctoral studies and chose to enter MCTC because of their specialized field of study. We chose to meet with the students of the Pedagogy Seminar in fall of 2007. They voiced their concerns in an interview conducted

by two faculty members of the Advanced Degrees Committee (ADC) in the fall of 2007. The main points included the following:

1. Students felt they needed more explicit material in writing to guide their progress through the program including requirements, deadlines, and protocol.
2. Students wanted a curriculum more aligned with the realities of the reforms they were experiencing in their districts.
3. Students felt lost when they entered the program, not understanding the university, college and department resources.
4. Students craved a social/professional connection to their peers in the TED doctoral program.

Students in the Master's programs had also voiced the same concerns for an introduction to the program and better connection to their peers. In response, the department chartered its first graduate student association, Teacher Education Graduate Student Association (TEGSA), with Dr. Torres-Velasquez as the faculty sponsor. This organization developed and provided a new student orientation in February of 2008. It was such a success that in fall of 2008, the College of Education provided its first college-wide graduate student Welcome Event, an event that has been provided every year since 2008.

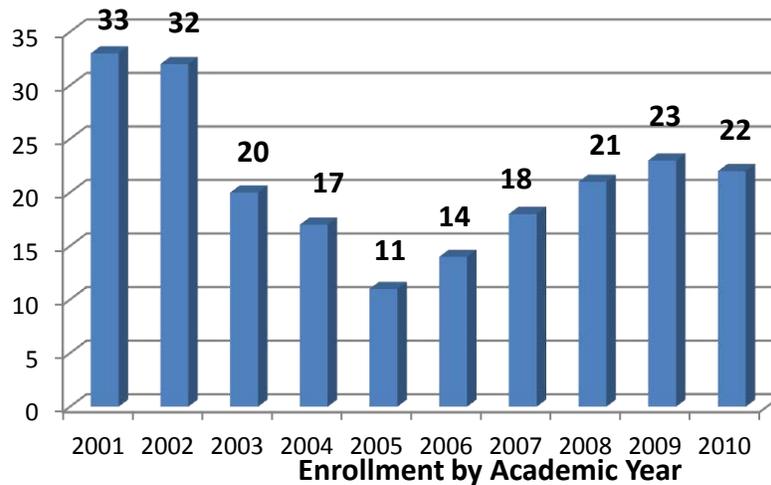
Internships, experiential learning, and/or community outreach

MCTC offers two leadership classes, EDUC 560: Teacher Leadership and EDUC 562: Internship, for our doctoral students. In the class on teacher leadership, students explored and assessed their own leadership skills, learned about the theories behind teacher leadership, and strategies used by successful teacher leaders, then interviewed two teacher leaders to understand what skills they used in their positions as either informal leaders or designated leaders in their respective schools. Students also learned about observation and supervision of classroom teachers, conducted a practice observation of a teacher, and wrote up their findings. In EDUC 562: Internship, students completed a 40-hour internship with a mentor of their choice. They completed journal entries and wrote a final paper documenting their personal growth and reflection on the experience. Students worked with university professors, community college professors, school principals, and administrative office personnel to understand the responsibilities of these positions and better assess their interests in these fields.

2.C.2. Program Data

The following tables and narrative use data from UNM's Office of Institutional Research. This section includes data on enrollment and completion by ethnicity, gender and year. Doctoral students were already admitted and progressing through MCTC doctoral programs before the TED had faculty. The program faculty were in Educational Specialties and Language Literacy and Sociocultural Studies (LLSS). Doctoral students were enrolled in classes both before and after the creation of the TED. Students ranged in number from a high of 32 in 2001 to a low of 11 in 2005. Admissions slowed as the TED faculty reinstated the Ph.D in the new department with new faculty. Enrollment is increasing as the program is being developed.

MCTC Fall Enrollment 2001-2010



OIR data-Academic Program Review-Teacher Education-08.09.11
 Fall Enrollment by Major and Level (2000 to 2010) Declared Major: M-CULT Teacher & Childhood Ed
 Data Source Enrollment Management dataset based on 21-day CHE/HED Enrollment file

Enrollment by Gender and Ethnicity of Students Admitted to MCTC 2001-2010

Except for one semester, MCTC had more female Native American doctoral students enrolled and admitted than female Hispanic doctoral students, and more Hispanic students than African American students, but no ethnicity group (male or female) had as high admissions as White/non-Hispanic doctoral female students. Of male students who were admitted, more White/non-Hispanic students were admitted than Hispanic students. No African American or Native American male students were enrolled and admitted across the ten years. One Asian/Pacific Islander student was admitted in 2009. Female students enrolled who were admitted ranged from 23 in 2002 to eight in 2005. In 2006, the number of Male Hispanic students enrolled who were admitted equaled the number of Male White students. White students enrolled who were admitted outnumber Hispanic students enrolled and admitted in all other years. Male students enrolled and admitted ranged in number from 12 in 2001 to three in 2003, 2004, and 2005. Female students enrolled and admitted often doubled or close to tripled the number of male students enrolled who were admitted.

**Enrollment by Gender and Ethnicity of Hispanic and White Students Admitted to MCTC
Fall 2000-Fall 2010 (Academic years ending in 2001 and 2010)**

Year	Female		Male		TOTAL	
	Hispanic	White	Hispanic	White	Hispanic	White
2001	3	14	3	6	6	20
2002	4	14	3	4	7	18
2003	2	11	0	2	2	13
2004	1	10	0	2	1	12
2005	1	5	1	2	2	7
2006	1	7	2	2	3	9
2007	0	9	2	3	2	12
2008	1	8	2	6	3	14
2009	2	9	2	6	4	15
2010	3	10	2	3	5	13

OIR data-Academic Program Review-Teacher Education-08.09.11
 Table 2. Enrollment by Sex and Ethnicity of Students Admitted to Program ¹
 Teacher Education /M-CULT Teacher & Childhood Ed Fall 2000 to Fall 2010
 Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

Total Degree Recipients

In 2000-2001, nine students completed their Ph.D. The next highest completion years were 2002-2003 with seven graduates, 2004-2005 with 4 graduates and 2003-2004 with 2 graduates. Zero students graduated in 2006-2007 and 2008-2009. One student graduated in 2001-2002, 2005-2006, 2007-2008, and 2009-2010. Across ten years, 26 or 27 students completed their Ph.D. (OIR data varies by one across two tables) From 2000-2001 to 2009-2010, across ten years, the following numbers of students completed their Ph.D. degrees:

Graduates by Ethnicity

Graduates	Gender	Ethnicity
S*	Female	African American
3	Female	American Indian
S*		Asian/Pacific Island
4	Female	Hispanic
S*	Male	Hispanic
11	Female	White
6	Male	White
27		TOTAL

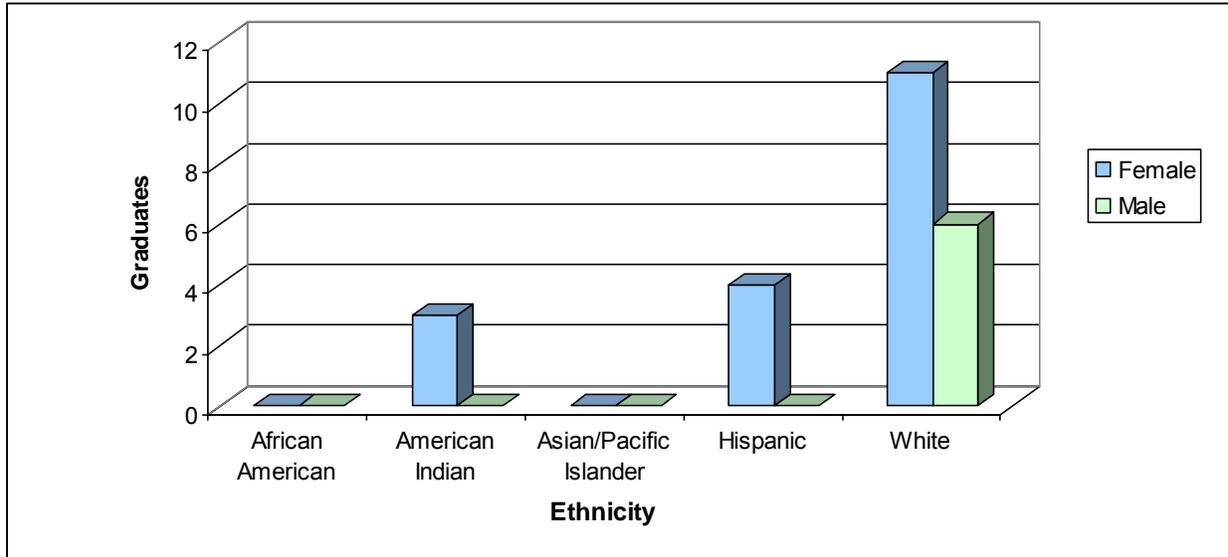
Any cells less than 3 were suppressed in this report.

OIR data-Academic Program Review-Teacher Education-08.09.11

Table 5. Degree Recipients by Ethnicity and Sex 2000-2001 to 2009-2010 Academic Years
Teacher Education /M-CULT Teacher & Childhood Ed

Data Source: Deggrant database maintained by the Office of Institutional Research

When represented in a bar graph, it becomes more noticeable that both male and female students need to be recruited and supported across all ethnic groups. Providing graduate assistantships could entice qualified candidates to apply, and could provide much needed support for them to complete their degrees.



Observations and Recommendations for Recruitment

In reviewing the data on admissions, enrollment and completion, it appears that students tend to return and persist to completion, however, it also appears they take more years to complete. While the lowest numbers of applicants are Asian/Pacific Island students, and it is important to recruit students of all ethnic backgrounds, it appears that recruiting male students of all ethnic backgrounds would be important. Given that the Hispanic public school population is 56.7% in New Mexico, and is the majority population, it would be important to recruit both male and female Hispanic students for the doctoral

program. Were the number of doctoral students to mirror the public school population, Hispanic doctoral students would be double the number of White doctoral students. Of course, with zero African American, zero Asian/Pacific Island, and zero Native American male doctoral students enrolled across 2000-2010, students from those groups would also be high priorities for recruitment.

Collaborations and Extracurricular Activities

In May of 2011 and August of 2011, the Advanced Degrees Committee provided social and academic orientation to our doctoral students. New and returning students participated and had very high praise for the events. Some students at the doctoral level are involved in the Teacher Education Graduate Student Association (TEGSA). The association is planning to support a drama created by faculty from the UNM law school on critical race theory entitled ‘Braided Narratives’.

Student Performance Measures

As was described in the previous section, our Advanced Degrees Committee worked closely with the full Teacher Education faculty to develop a set of competencies. Through individual interviews with faculty, our committee members collected data, identified themes and developed competencies specific to our program, with the following general areas of competency:

- Diversity
- Research
- Collaboration
- Leadership and Professionalism
- Teaching
- Writing
- Technology

The following competencies were voted on and approved in May, 2010. These competencies guide the content of our courses in the MCTC doctoral program and the expectations for our students. Students are responsible for developing a plan on how they will meet these competencies, in consultation with their Major Advisor.

Multicultural Teacher and Childhood Education (MCTC) Doctoral Competencies

Research

- Have a conceptual understanding of research and its potential impact on teacher education.
- Engage in research and be able to make research public by professional presentation and publication.
- Demonstrate knowledge of both quantitative and qualitative research methodologies.
- Demonstrate the ability to navigate the research process from developing the research idea, to IRB proposal, implementation, analysis, and publication of results.

Collaboration

- Have the understandings and abilities to engage in work collaboratively across a continuum of settings and perspectives
- Be professionally well-read and informed to recognize potential collaborative opportunities in the areas of teaching, research and service.

Leadership and Professionalism

- Demonstrate professional and ethical behavior in research, teaching and service with an understanding of the implications and potential for unintended consequences of your work.

- Have an understanding of the historical, political and social environments (local to global) under which policy is created, and its impact on education and classroom practice.
- Be a wise and informed critic of research, committed to improving schools and recognizing the unique individuals and communities involved.

Teaching

- Demonstrate effective and culturally relevant teaching (from planning to implementation and assessment) across educational contexts and learning communities
- Demonstrate a passion for teaching and content and a love and caring for students.
- Understand and be skilled in the content/topic, and in applying theory and methods of adult learning.
- Know the expectations of contemporary teachers and the external forces that surround those expectations.

Writing

- Be keen listeners and observers, with a curiosity and openness to new ideas and change.
- Demonstrate detailed knowledge of content/topic through academic discourse using professionally acceptable norms.
- Develop clear arguments, including the ability to examine varying angles of the argument and critical review of existing research.
- Write effectively using APA format.
- Be knowledgeable and skilled at completing requirements of various writing formats (format examples: dissertation, grant proposal, manuscript for peer reviewed journals).

The Diversity Competencies were voted on and approved in April, 2011.

Diversity

As a Department of Teacher Education, we conceptualize diversity broadly to include (but not be limited to): ethnicity, gender, sexual orientation, identity, language, physical and mental capability, culture, socio-economic status, Indigenous groups, religion, age, other.

1. Ability to define diversity and demonstrate research, teaching and service approaches within the context of New Mexico, teacher education, and the larger field of education.
2. Demonstrate an awareness of the contemporary and historical legislative, demographic, educational, legal, and cultural trends related to diverse individuals and consider the impact those trends have had on schooling.
3. Demonstrate an awareness of the structural and institutional dynamics that encourage or discourage the access of diverse individuals and groups to educational opportunities and impact learning outcomes (from both a historical and contemporary perspective).
4. Demonstrate ability to recognize and analyze the different ways one's beliefs and assumptions about diverse individuals and communities impact educational outcomes and opportunities
5. Demonstrate ability to recognize the importance of professional sensitivity, theoretical knowledge, and understanding about diverse individuals and communities.
6. Ability to participate in scholarly inquiry (research, writing, reading, creative production, discussion, service) related to issues of diversity; particularly as they impact teaching, learning, and teacher education.
7. Demonstrate ability to apply culturally-relevant curriculum and pedagogy to diverse audiences.
8. Recognize the importance of conducting diversity-centered research related to teaching, learning and teacher education.

9. Demonstrate theoretical and practical experience (teaching, service, research) in and with diverse communities.

Program Assessment

Writing

Academic writing is critical for students pursuing doctoral degrees and careers as educational professionals. Because this program is still in the beginning stages of restoration, we selected writing as our sole area of competence to assess for our COE Program Assessment in spring 2009. Writing was identified also because it is an objective that lends itself to assessment throughout the doctoral program from application to post-graduation. In fall of 2009, we started requiring GRE scores as part of Ph.D applications. At that time, we started collecting data on applicant's GRE scores as a starting point for our assessment of student writing skills and not as a decision or criteria point in accepting doctoral applicants. This means that some of our current doctoral students were not required to take the GRE. A writing assessment rubric was designed in spring of 2009, and piloted spring of 2010. Graphs on student scores are provided below. We will assess student writing samples again in fall of 2011. In spring of 2012, we will further examine options for assessment of student success and align course syllabi with competencies, and formal assessment.

Program Goal

To improve students' academic writing skills – To strengthen our students' abilities to analyze, formulate, and communicate ideas while developing a personal voice.

Student Learning Objective:

After completing 12 – 15 hours of MCTC doctoral coursework at UNM, students will be able to:

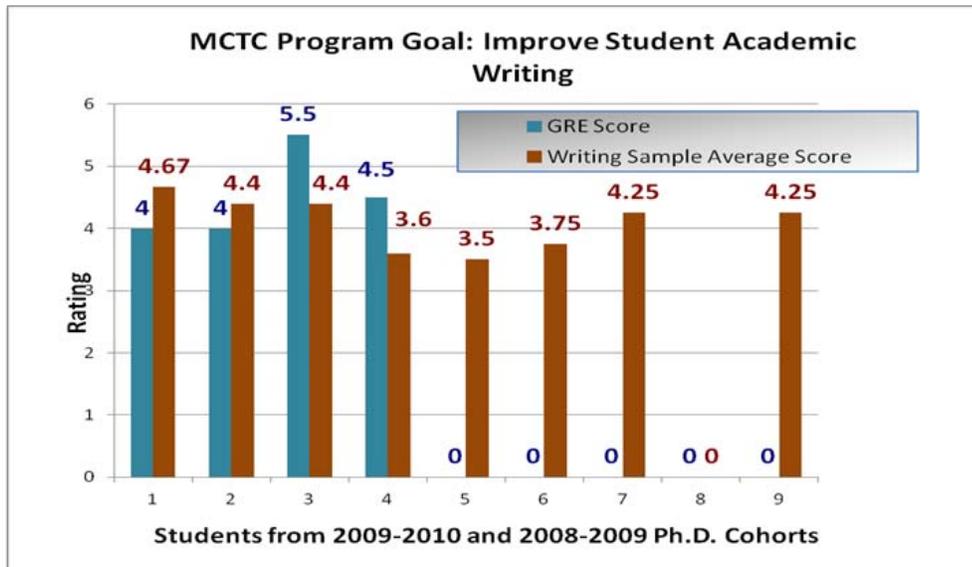
1. situate their thoughts and identity in relation to those of others – developing personal voice;
2. construct effective argument;
3. use appropriate grammar, punctuation, spelling and mechanics in writing; and
4. use APA style format.

GRE Writing Scores

The graph below shows the GRE Writing Scores for students who entered the Ph.D program from fall 2008 to spring 2010. Only students represented below with bars 1-4 applied after faculty voted to require the GRE writing score for application, thus they have data provided by their test scores. GRE scores ranged from 4 to 5.5.

The graph below indicates data for two cohorts of students (2008-2009 and 2009-2010). The bar on the left of each student set shows required GRE scores students supplied for their application packets. The bar on the right shows results of a rubric-scored writing sample submitted by students in their Technology and Society doctoral core class, scored by the professor of that class. Rubric scores ranged from 3.50 to 4.67. Please note that in the graph, students represented by bars 5-9 were admitted before GRE scores were required. These graphs show that while most of our students enter the program with adequate skills in writing, there is a range of ability among our doctoral students. In the Writing Sample, scores were averaged from eight scores representing eight writing skills for each student. Doctoral students ranged in scores on these skills scores from 2 to 5. This gives faculty information on student writing strengths and needs, and can be used to inform advisement and teaching of students in these cohorts. Zero indicates scores were not available. It is truly unfortunate that our College of Education has lost its Writing Studio. All of these students had access to the writing studio for this assignment. *Without the resources provided in the manner that the Writing Studio had established, this loss will require many more hours of faculty work in mentoring students in their writing, above and beyond the time they are already spending in*

mentoring writing skills. This comes at a time where faculty members are already overloaded and struggling to meet the needs of program coordination and required core course offerings, with many Part-Time hires teaching core classes in order to keep the required classes on the schedule.



3. INSTITUTIONAL CONTRIBUTIONS OF THE TEACHER EDUCATION DEPARTMENT

Contributions to the institution include faculty service to the Department, the College, the university and the community; honors, recognition and awards; scholarship; and contributions of our programs to the university at large.

Service to the University and the College

Viola Florez: Interim Provost; Dean of the College of Education

- Anne Madsen: Associate Dean of the College of Education (curriculum and student services)
- Lyn Oshima: Associate Dean of the College of Education (student services)

Public Service

Diane Torres-Velasquez: Liaison for Hispanic Education to the New Mexico Secretary of Education in Fall 2011. She took a leave from the University during her term of service in this position.

- Viola Florez, Joint Faculty Appointment in the Teacher Education Department and Educational Leadership: Cabinet Secretary for Higher Education in New Mexico from 2008-2010. She took leave from the University during her term of service in this position.

Excellence in Teaching, Scholarship and Service

- Joseph Martinez: Regents' Professor
- Janet Lear: Outstanding Lecturer of the Year, 2011
- Rosalita Mitchell: College of Education Chester C. Travelstead Endowed Faculty Fellowship for Teacher Education Award, 2008.
- Rosalita Mitchell: UNM University Libraries Faculty Recognition Award for Scholarship and Teaching in the College of Education, 2007.
- Anne Madsen: University Libraries Faculty Recognition Award for Scholarship and Teaching in the College of Education, 1997.
- Janet Lear and Irene Welch: Southwest Dyslexia Association Literacy Award for 2011, in recognition of their inclusion of the Science of Reading in literacy courses taught to Elementary Education Student Teachers.
- Tom Keyes: Division of Student Affairs Service —Buie" Award, 2010

Scholarship

Selected examples of faculty research and funded projects over the past five years. Abbreviated vitas of each faculty member is included in Appendix 25.

Selected Books

Martinez, J.G.R., & N.C. Martinez. (2007). *Teaching mathematics in elementary school and middle school: Developing mathematical thinking*. Ohio: Merrill/Prentice-Hall.

Martinez, J.G.R., & N.C. Martinez. (2007). *Activities for teaching mathematics in elementary school and middle school: Developing mathematical thinking*. Ohio: Merrill/Prentice-Hall.

Selected Co-authored Book Chapter

Dupree, J., & **Brinkerhoff, J.** (2007). Emerald middle school case study. In Kitchen, R.S., DePree, J., Celedón-Pattichis, S., Brinkerhoff, J. *Mathematics education at highly effective schools that serve the poor: Strategies for change*. Mahwah, NJ: Lawrence Erlbaum.

Selected Journal Publications

Haniford, L. (2007). Coming to a foundational understanding of multicultural education for social justice. *The New Educator*, 3(2).

Kingsley, K. V. (2010). Technology-mediated critical literacy in K-12 contexts: Implications for 21st century teacher education. *Journal of Literacy and Technology*, 11(3). Available: www.literacyandtechnology.org/volume11_3jlt_v11_3kingsley.pdf

Krebs, M. (October 2008) Service-Learning: What motivates K-12 teachers to initiate service-learning?" *Curriculum and Teaching Dialogue*.

Sanchez, R. & Spurlin, Q. (September 2009). Listening to the locals, listening to the land. *Encounter: Education for Meaning and Social Justice*, 23(3), 27-30.

Torrez, C. & Waring, S.M. (2009). Elementary school students, artifacts, and primary sources: Learning to engage in historical inquiry. *Social Studies Research & Practice*, 4(2), 79-86.

Selected Funded Projects

Brinkerhoff, J.D., Principal Investigator, with **Torrez, C.** *Teaching with Primary Sources Workshop for Teachers: A Library of Congress Teaching with Primary Sources Awareness Grant*. Library of Congress, \$10,000, 2009-2010.

Krebs, M. & Bova, B., Co-Principal Investigators. *Establishing Urban Universities as Anchor Institutions in Developing Cross-Sector P-20 Access and Success Partnerships*. Strive: Urban Universities, \$10,000, 2009-2010.

Mitchell, R.D., Principal Investigator, *New Mexico 3-Tiered Licensure Project*, New Mexico Public Education Department, \$450,000, 2008-2009.

Mitchell, R.D., Principal Investigator, *New Mexico Transition to Teaching Project*, New Mexico Public Education Department, \$257,000, 2008-2009.

Oshima, L.K., Principal Investigator, *The Japanese American National Museum Project: Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas and Utah*, Japanese American National Museum Project, \$23,650, 2007-2008.

Sanchez, R., Principal Investigator. *Building Capacity for Geography Education in New Mexico*. The National Geographic Society, \$27,000, 2010-2011.

Sanchez, R., Principal Investigator. *Contested Homelands: The Knowledge, History, and Culture of Historic Santa Fe: A National Endowment for Humanities Summer Institute*. The National Endowment for the Humanities (NEH), \$160,754, 2009-2010.

Dr. Leila Flores-Dueñas, a faculty member with primary responsibilities in Elementary Education, is also active in the arts. Below are selected examples of her works that serve both educative and creative expression purposes, as described in her own words.

Flores-Dueñas, L. & Vigil, C. (2011). —Soldadera! A Musical Journey in Borderland History” Texas A&M University, Kingsville.

**This is a musical that we developed and wrote as a consequence of a 2003 musical performance we were asked to do for the Smithsonian Institution Exhibit of Corridos (Mexican Ballads) at the National Hispanic Cultural Center in Albuquerque, NM. It began as a project that had an educational component intended to help teachers understand the value of using song lyrics as a text for comprehension and historical understanding of Southwest Border culture. We continue to perform this musical play across the USA.*

Flores, R., Flores-Dueñas, L., Vigil, C. (2009). Flor y Canto I: New Mexico History Project. UNM Continuing Education.

**As researchers of song and history, we were asked to collaborate with Ramon Flores of La Compañia de Teatro de Albuquerque on this project to help the larger community understand this region’s history through historical songs.*

Flores-Dueñas, L. (2007) Director & producer. Calling for Social Justice: The Story of Ambassador Mari-Luci Jaramillo (short film documentary). Viewed at Coalition of Hispanic Women’s Organizations —Distinguished Hispana Achievement Award” Santa Ana Pueblo, NM.

Selected Professional Development for Teachers

Many faculty provide professional development of in-service teachers for schools, school districts and professional organizations. Below is a selected sample of faculty involvement in professional development.

Marjori Krebs has worked for the past five years to provide professional development opportunities for in-service teachers and student teachers around the state in the area of service-learning. She has led three-day workshops in Albuquerque, Farmington, and Gadsden. Over 300 teachers and future teachers have participated in these workshops and many participants are currently implementing service-learning in their classrooms as a result.

Contributions of the Teacher Education Department Programs to the University

The Teacher Education Department does not contribute support in the manner of many academic units in the university, such as offering service courses for undergraduate core requirements or common courses for selected graduate programs. The most important contribution the Department makes to the institution is the number of courses in our program of studies that reside in departments across the university. On the whole, our degrees are interdisciplinary in nature and focus largely on the content which students will teach in classrooms. This program characteristic results in large numbers of semester credit hour production for other academic units.

In our undergraduate degree programs, students take the majority of their courses in the College of Arts and Sciences. For Elementary Education, these include the General Education Core of 60 hours, and up to 24 hours in at least one academic teaching field. Students also take courses in other COE units, including Educational Psychology, LLSS and Special Education. Teachers seeking a bilingual or TESOL endorsement may elect to take 24 hours in one of those areas as their teaching field.

Secondary Education undergraduate degree requirements include 57 hours in Arts & Sciences, six hours in Educational Psychology, and three hours in Special Education. Students must also complete a concentration-teaching field of 24-58 hours in an academic content area such as mathematics, communicative arts, social studies, or science. Students may also seek an endorsement in TESOL or bilingual education. The professional education sequence of courses requires a content field methods

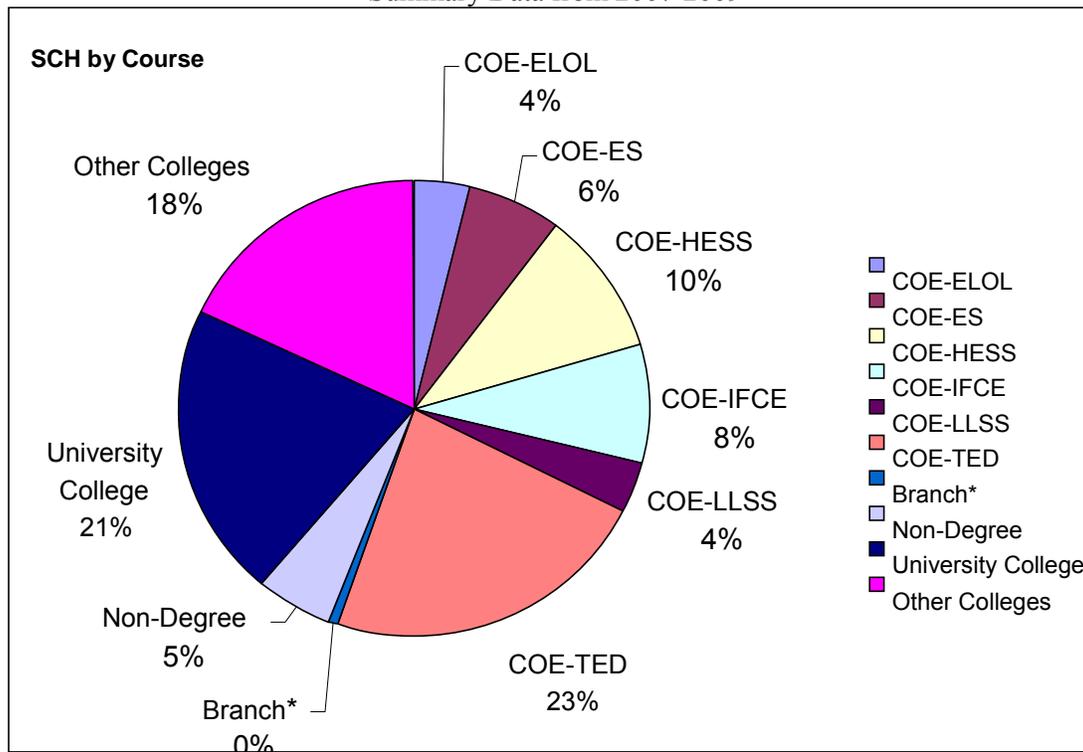
course. Three methods courses reside in LLSS, serving students whose concentration-teaching field area is in communicative arts, world languages, or social studies.

In our master’s programs, students may take up to nine hours outside the Department as part of a specialty elective area, allowing them to deepen knowledge in their teaching field or adding other areas of expertise. The doctoral program of studies includes research courses and support courses from other units of the university as well. The result is that our students contribute robust numbers for semester credit hour production for the university as a whole. For example, undergraduate students must take courses outside our academic unit and other academic units in the College that account for approximately 80% of the credit hour total necessary for an undergraduate degree in Elementary or Secondary Education, depending on teaching field content requirements for licensure.

The overall impact of TED student enrollment on semester credit hour production in the College of Education is also very substantial when examined over time. For example, from Fall 2007-Fall 2009, TED students accounted for 22% of total SCH produced in the Educational Specialties department, 36% of SCH produced in the LLSS department, and 23% of the total SCH in the College (See Appendix 20).

The figure below graphically illustrates the impact of Teacher Education programs on COE semester credit hour production as a whole from 2007-2009. Overall, the chart shown in Figure 1 indicates that the Teacher Education department has provided almost ¼ of the total SCH of the College, more than any other academic unit, including other colleges and University College.

Impact of TED SCH on COE SCH Production
Summary Data from 2007-2009



Further, it is important to note that the SCH in Teacher Education comes predominately from students actually enrolled in TED degree programs from 2007-2009 (80%) (See Appendix 20).

Our programs do not offer service courses to students from other colleges or programs within the COE or university, as is the mission of other departments within the College. The only course offered for other students occurs in designated sections of EDUC 438 (Reading across the Content Areas), which we offer for students enrolled in other secondary teacher licensure preparation programs in the College, specifically Art Education, Health Education and/or Physical Education. Enrollment in our undergraduate courses is restricted for the most part to students who are enrolled in the Elementary or Secondary Education programs. Students from outside these programs may only be accepted in other licensure courses on a space-available basis, with prior approval from the program and instructor.

On the whole, analysis of SCH contributions from students in our programs to university programs in the Colleges of A&S and Fine Arts, as well as in the COE reveal the interdependent dynamics that exist between our degree programs and programs of other academic units within the university. These dynamics have significant implications for our emerging plans to right-size our program delivery for a more even balance of resources at the undergraduate and graduate levels and increase personnel resources for our Department. These changes have a strong probability of potential negative impact on SCH in other programs. We will have to be diligent about informing faculty in programs which may be affected and being fully transparent in all aspects of our revised delivery design and implementation of the changes.

4. STUDENT PROFILE AND SUPPORT DATA

Admissions

Students in the Teacher Education Department are enrolled in the B.S.Ed. in Elementary Education, the M.A. in Elementary Education, the B.A.Ed. or B.S.Ed. in Secondary Education, the M.A.E. in Secondary Education, or the Ph.D. in Multicultural Teacher and Childhood Education program. Like much of the student population at the University of New Mexico, many of our students are native New Mexicans and often the first in their families to seek a college degree.

Graduate Admissions

In the M.A. in Elementary Education Program, a total of 599 students were admitted from 2006-2011, with an average of 104 students admitted each year; the largest admissions year was 2010-2011 with 121 students admitted. The enrollment numbers at the graduate level are strong, especially with the beginning of the MARP Program, where more teachers are returning to the university to earn their M.A. degrees and improve their practice.

In the M.A. Program, in Secondary Education a total of 415 students were admitted from 2006-2011, with an average of 83 students admitted each year; the largest admissions year was 2009-2010 with 104 students admitted.

In the doctoral MCTC Program, a total of 25 students have been admitted from 2006-2011, with an average of 6 doctoral students admitted each year; the largest admissions year was 2008-2009 with ten students admitted.

Undergraduate Admissions

According to data provided by COE Research and Information Management, the Elementary Education program had an average of 464 students enrolled each fall semester from 2000-2010. The largest enrollment was in 2007 with 515 students.

During this same time period, the Secondary Education program had an average 100 enrolled each fall semester. The largest enrollment occurred in 2009 and 2010 with 144 students.

Admissions Data and Cultural Diversity

In the Department of Teacher Education, our students also reflect the cultural diversity of the state as well. According to data supplied by OIR for 2001-2010, 48% of our B.S.Ed. in Elementary Education degree recipients were from diverse populations, including 39% Hispanic and 8% Native American. In the State of New Mexico, Native American, Hispanic, and African American students combined comprise about 70% of our public school student population. Recruitment of diverse teacher candidates is a high priority for our Department. Our Elementary Education students of diversity combined equal 48% of our total Elementary Education student population; this number is equal to the number of non-Hispanic White teacher candidates. Among degree completers in Elementary Education at the master's level, 39% are from diverse populations, including 28% Hispanic, 10% American Indian, and 1% African American. Fifty-six percent of these students are classified as White, non-Hispanic. This population is more representative of teacher demographics in New Mexico schools where White, non-Hispanic teachers are in the majority.

Secondary students receive the B.A.Ed. degree in Secondary Education while completing a concentration-teaching field. The ethnicity demographics from 2001-2010 for the students seeking a concentration-teaching field in social studies, communicative arts, or world languages show 60% White, non-Hispanic; 31% Hispanic; 3% American Indian; 2% African American; and less than 1% Asian Pacific Islander. For students seeking a concentration-teaching field in science or mathematics, 67% are White, non-Hispanic

and 33% are from diverse populations (30% Hispanic, 2% American Indian, and 1% Asian/Pacific Islander). No African American students completed a B.S.Ed. in Secondary Education during the time frame examined.

Because no data was available from the OIR for Secondary Education master's degree recipients from 2006-2010, we have examined university data through Hyperion to identify Secondary Education data from active students with the M.A. in Secondary Education for the draft report. We believe that this data is a fairly accurate representation of the demographic make-up of our graduate students. We will have completed a more formal scan of demographic data for degree completers by the time of the final draft of this report for external review. Data from Secondary Education M.A. completers is similar to data from undergraduate students: 65% White, non-Hispanic, and combined diverse populations of 31%, including 22% Hispanic, 4% American Indian, 3% Asian/Pacific Islander, and 2% African American.

OIR data indicate that the doctoral students in Multicultural Teacher and Childhood Education follow similar patterns of ethnicity indicated in other programs above, with a majority of White, non-Hispanic degree completers. A more detailed analysis of MCTC data is provided in the section of this report that describes elements of this program.

Overall analysis of this data indicates that while the Elementary Education B.S.Ed. programs have robust enrollment of diverse student populations that are aligned with the population of the state, more aggressive recruitment efforts to bring diverse populations into teaching exist in our programs, particularly at the graduate level for Elementary Education, at both the undergraduate and master's levels in Secondary Education, and at the doctoral level as well.

Retention and Graduation/Completion

The COE Office of Research and Information Management reported a total of 929 Elementary Education master's graduates from 2000-2010. The highest level of graduates was in 2005-2006 with 146 graduates. The number declined to a low of 48 in 2008-2009 because of the termination of the Teacher Enhancement Program and other partnership programs within area schools. As enrollment has climbed in recent years due to the addition of the MSET Cohort in Valencia County and the MARP Program, we anticipate continual increases in the number of master's level graduates from Teacher Education.

In the Secondary Education program, there were 472 master's graduates during 2000-2010. The highest level of graduates was in 2001-2002 with 63 graduates. The lowest was in 2006-2007 with 30 graduates.

At the Undergraduate Level, the data from OIR indicate that there have been a total of 1976 Elementary Education graduates in the last 10 years, from 2000-2010; with an average of 198 students graduating per year.

Data provided by the COE Office of Research and Information Management show that there were 316 baccalaureate graduates from the Secondary Education program from 2000-2010.

Recruitment Efforts and Admissions Criteria

Ongoing recruitment efforts include availability of information on our Teacher Education Department website through brochures available in advising centers on campus and at the field centers. At the undergraduate level, both the Elementary and Secondary Programs operate with limits on enrollment because of limited resources, so recruitment is not a major issue. At the graduate level we actively recruit students through information sessions held routinely throughout the year for the MSET, the M.A. with Alternative Licensure, and the MARP Programs. However, at both levels, we must improve our recruitment efforts for teachers in the math, science, dual licensure, and bilingual areas in order to be as

responsive as possible to the needs of schools in the State. It is also important that we recruit more Non-White, Hispanic and Native American students in all of our programs, to better reflect the diversity of the State's public school population.

Retention Efforts

At all levels, faculty members meet with students regularly for advisement. We have electronic list serves that we use to communicate with our students frequently. On the website, videos and tutorials are available to help provide students with information on successful program completion. At the undergraduate level, advisors are available through the COE Center for Student for Success. In the Elementary Program, students take their courses in cohorts, and the faculty members who work with those cohorts are able to work with students who are having trouble to help them set goals for successful completion of the program or counsel them in another career. All licensure programs work with the Cooperating Teachers in the schools in which student teachers are completing their field experiences to ensure success for students in the field and program completion.

Advising Procedures Related to Completion

Undergraduate students receive advising from experts in the COE Center for Student Success prior to admission and during their program coursework. These students also meet with faculty to discuss concentration-teaching field options and advice on job applications and areas of need in the area. At the graduate level, students are advised directly by a faculty member who is assigned to that student upon admission. Each student is required to meet with his or her advisor at least once per semester to discuss course enrollment. At the Elementary level students also meet with their advisors for their Mid-Point Review to review writing skills and plan for degree completion. Finally, in both programs, the student's faculty advisor meets with the student to complete Program of Study documentation and Application for Examination documentation in preparation for graduation. The faculty advisor also is the chair of the student's examination committee, along with two other faculty members.

Financial Support Awarded to Students

Numerous College of Education scholarships are available to students in all programs from undergraduate to doctoral levels in Teacher Education. This is in addition to university-wide financial aid. Teacher Education students have been awarded scholarships throughout their teacher preparation coursework, including during their field experiences. Although the criteria for each endowed scholarship differs, all of the scholarships support diverse and minority students.

Enrollment Trends and the Unit's Response

At the M.A. level, enrollment in both the Elementary and Secondary programs declined following the end of the partnership programs, such as the Teacher Enhancement Program. Both levels have been working to increase graduate enrollments. Through the initiation of the MSET Cohorts and the MARP Cohorts, enrollments at the graduate level in both programs have increased with students who already have their teaching licenses. Many applicants for the graduate alternative licensure programs have chosen to apply at this time due to the looming economic crisis, even though finding a teaching job is now much more competitive. For example, in 2004, there were 274 students admitted in Teacher Education graduate programs; in 2008 there were only 124 students admitted. However in 2010, 221 students were admitted to the graduate programs in Teacher Education. Our recruitment efforts have been successful in increasing our graduate numbers in recent admissions cycles.

At the Undergraduate level, both Elementary and Secondary Education have capacities set for their programs, except in the areas of secondary math and science. These caps are in place because we do not have enough resources to continue to expand our programs, and the job market does not currently reflect a need for increased graduates in select areas of secondary education or elementary education.

Effectiveness of Support Services for Students Provided within the Unit

We have designed and piloted an advising assessment to determine if our support of students is appropriate. We are continuing to improve this survey and put it in as one of our end-of-semester data collection documents. Currently we monitor student questions in an informal way through conversations and emails. We can improve in this area and we need a more consistent way to seek out and receive student feedback on services provided by the Department of Teacher Education.

5. FACULTY MATTERS

Demographics: In the areas of gender and ethnicity, the faculty in the Teacher Education Department, including tenure/tenure track faculty in 2010-2011 are 17% male and 83% female; 43% of the entire faculty are Hispanic and 50% are white or other (See Appendix 21). These demographics reflect an ethnicity ratio that mirrors a similar ethnicity pattern of that of the general population of New Mexico and the increasingly diverse population of the country. In the gender data, however, our ratio of male to female is typical of many schools in which our students are placed. These are strategic issues that we will continue to study as we plan for future hires.

Faculty Advisement Responsibilities: They are assigned master's level advisees within their primary program unit at each admission period. At the Gallup Campus and the Farmington Center, lecturers serve as primary contact with students and advise them under the supervision of a tenure-stream faculty member at main campus. The table below identifies the number of advisees assigned to each faculty member in his/her primary program in 2010-2011.

TED Faculty Graduate Advisement Assignments*

Elementary Education	
Faculty Member	Number of Graduate Advisees
Jonathan Brinkerhoff	23
Sonya Burton	64
Flores-Duenas	19
Tom Keyes	28
Karla Kingsley	22
Marjori Krebs	26
Anne Madsen	24
Rebecca Sanchez	25
Quincy Spurlin	24
Diane Torres-Velasquez	38
Cheryl Torrez	10
Kersti Tyson	20
Frances Vitali	28
Secondary Education/Content Area	
Sonya Burton	3
Laura Haniford (Social Studies)	13
Joseph Martinez (Mathematics)	16
Rosalita Mitchell (World Languages)	8
Lyn Oshima (Social Studies)	43
Michele Raisch (Communicative Arts)	25
Theresa Sheldahl (Science)	1
Kathryn Watkins (Science)	43
Don Zancanella (LLSS)	4

*TED Advisement Assignment Data pulled from TED Elementary and Secondary Education Reports 2010-2011

Faculty across the Department select doctoral students whose interests match their areas of teaching and scholarship. Faculty also participate in service activities within the program, department, university, and

the larger professional community. As the advisement lists demonstrate, faculty average 27 graduate advisees and have moderate to large numbers of advisees, based on their content area for licensure if relevant and/or area of curricular interests. Abbreviated curricula vitae are included in Appendix 25.

Faculty Workload: Tenure-stream faculty in the Teacher Education Department teach a 3/2 or 2/3 load each year. Analysis of workload data presented in the Spring 2011 COE Faculty Workload Report to the UNM Provost revealed the following results for TED faculty. As a whole, faculty are actively engaged in all aspects of their work.

Total credit hours in classroom teaching = 78
Maximum credit hours in classroom teaching = 12
Average credit hours in classroom teaching per FTE faculty = 5.6

Total adjusted teaching load = 124.4
Maximum adjusted teaching load = 18.2
Average adjusted teaching load per FTE faculty = 8.9

Average research and scholarship workload per FTE faculty = 2.8

Average advisement and special assignments workload per FTE faculty = 11.6

Average service workload per FTE faculty = 2.2
Total administrative workload = 18
Average administrative workload per FTE faculty = 1.3

Total course releases/buyouts = 6
Average course releases/buyouts per FTE faculty = 0.4

Average total workload per FTE faculty = 26.8
Median total workload = 25.25

Full-time lecturers typically have a 4/4 load. Lecturers may hold program administrative positions as well. For example, Tom Keyes serves as program coordinator for the Elementary Education program and is allowed up to two course reassignments each semester for extra duties associated with this position. Sonya Burton, the lecturer assigned to the Gallup campus, has the title of lecturer/program manager, and thus has a 2/2 teaching load with two course reassignments per semester for program support, such as recruiting, student advisement, and program oversight.

Abbreviated curricula vitae for lecturers are included in Appendix 25. Faculty Teaching Assignments: All TED faculty members have a primary area of teaching responsibilities in Elementary or Secondary Education. Each faculty member teaches methods or other required courses for the undergraduate or graduate licensure programs in their primary program. As needed and desired, they also have the opportunity to teach master's degree core courses that are specific to their primary program and areas of expertise, or core courses shared by both the Elementary Education and Secondary Education programs of study. In addition, faculty may develop topics courses with approval from program faculty for the focused electives component of the Elementary Education and Secondary Education master's degrees. Finally, a TED faculty member may choose to teach a doctoral core or elective course as needed, or create a new topics course with approval of Department faculty (See Appendix 22).

On the whole, faculty spend much of their time advising and teaching large groups of students. In the Elementary Education program licensure courses are capped at 25-28 students per section. The Secondary Education has similar caps for licensure courses related to social studies or communicative arts content areas. The numbers are considerably smaller in mathematics and science. Secondary faculty associated with these content areas are working on an aggressive recruiting plan for Fall 2011 to increase the number of students in this area. Graduate courses for both programs are often capped at 25 as well.

Hiring Processes and Strategic Planning: The College of Education has comprehensive policies regarding for faculty hires, support for faculty development, and faculty retention. TED strategic planning processes are aligned with the COE policies.

Departments and programs submit hiring proposals each cycle that include data from all areas of current faculty work within the units, as well as rationales based on immediate and strategic planning needs. The Chairs and the Dean and Associate Deans review these proposals and make selections as a group. It is a very inclusive, data-driven process, which examines needs for faculty from the perspectives of the unit and the COE as a whole.

Historically, strategic planning for hiring faculty in the Department has been grounded in two purposes: 1) to meet the critical areas of need in New Mexico for reading, mathematics and science instruction, and 2) to ensure that we have adequate faculty resources to support instruction for students in all our degree programs. The second purpose has caused us to focus largely on replacing retired or other separated faculty or adding faculty to strengthen critical areas of the curriculum. As we have engaged in the process of updating and refining our curricula, we have also begun to explore other possibilities of innovative cross-disciplinary or joint appointments. This would add a third area of hiring possibilities and also be more closely aligned with emerging priorities of the university. Department faculty are beginning a process of investigating this area of hiring in Fall 2011, with the goal of a hiring proposal for a joint/cross-disciplinary proposal ready for submission in Spring 2012.

Faculty Development and Retention: The Associate Deans support faculty development and retention in two different areas. Associate Dean Deborah Riftenbary facilitates mentoring of new faculty, promotion and tenure processes, and other faculty development efforts, while Associate Dean David Scott oversees scholarship support and grant development and associated training.

Within the Department, new faculty members have a one-course load in their first semester of their appointment and a two-course load in the second. Beginning faculty members receive formal mentoring through the COE with an assigned mentor from another unit. During their first year, first-year faculty meet monthly as a college-wide group with Associate Dean Deborah Riftenbary to discuss COE policies and their own experiences. They receive more informal induction and mentoring into the Department from program faculty, including help with specific aspects of work within their program and the department, such as syllabi development, student evaluation processes, or other issues as they arise.

Through his office, Associate Dean Scott oversees the IMPACT website where faculty can share their research or teaching agendas. His office also provides information, support and/or technical assistance for grant writing, the IRB process and related information about how to navigate the research and grant resources of the university.

While beginning TED faculty pursue their independent scholarship agendas, they are also encouraged to engage in collaborative research with colleagues in the Department, other COE units, or other universities and publish or present their findings as co-authors. Collaboration is an important element of the culture within teacher education professional organizations and a common expectation of many professional

conferences and journals. Our faculty have also availed themselves of RAC (Research Allocation Committee) grants available through the Provost's Office to support their emerging scholarship agendas. On the whole, the combination of mentoring and socialization from both the COE and unit level helps faculty begin their teaching, scholarship and service agendas in an environment that demonstrates support in all three areas.

Opportunities for Interdisciplinary and Cross-Disciplinary Involvement: TED faculty teach courses with faculty from other academic units in the university as available and desired. For example, Elementary Education faculty teach methods courses for the Elementary Education component of the Dual License program in Special Education and Elementary Education program, in collaboration with Special Education faculty. Several faculty have also participated in Freshmen Learning Communities (FLC) program offered through the University College for the purpose of freshmen student induction and retention in academic programs.

One example of this collaboration is the Freshman Seminar, EDUC 293: Explorations in Education," taught by Tom Keyes and Lyn Oshima, and linked with English 101, taught by an instructor in the English department. These FLC classes are taught using cooperative and collaborative learning methods that model best teaching practices and engage students as an active, involved learner, with a minimum of "lecture". The discussions, readings, problems, papers, and presentations of the Freshman Seminar and the linked course are integrated and unified. Twenty-five freshmen take the two classes together and work together in the classes. The instructors work closely to coordinate and integrate the courses. Drs. Keyes and Oshima have taught in this program for 10 years and have been formally recognized for their service by the University College.

6. RESOURCES BASES

In this section, we address five aspects of resources that relate to academic programs in this section of the report: general fiscal matters, program facilities, campus and regional facilities, library collections and other educational resources, computing and technology resources.

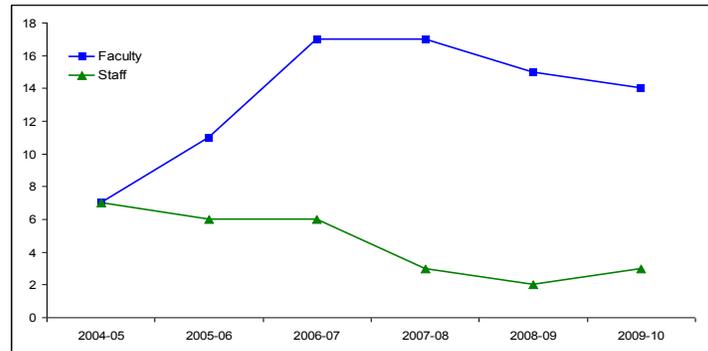
General Fiscal Matters: The Department of Teacher Education is primarily not a revenue-generating entity. The Department is allocated necessary funds for operation by the College of Education. These funds account for all faculty and staff salaries as well as the Department's operating budget.

Our Department follows a historical budgeting model, in which the amount allocated to the Department follows the same calculations year after year. The Department is given necessary funds to cover the cost of faculty and staff salaries as well as the general operating budget. Additionally, the Department is allocated a certain amount (currently \$1000) per faculty member to cover professional development and travel. Altogether, approximately 85% of our budget is allotted for personnel, including faculty and staff, five percent for part-time instruction, five percent for graduate/teaching assistantships, and five percent for general operational expenses. The number of student credit hours generated by the Department has no bearing on actual budget.

On the whole, the Department of Teacher Education has struggled with funding and staffing since its establishment in 2004-2005. Initially, funding came from both traditional funding based on the number of tenure-stream faculty within the Department and funding that was transferred to our unit to support some of the services provided by the Center for Teacher Education, specifically in the areas of field services and management of the M.A. in Elementary Education with Alternative Route to Licensure. Thus, our fiscal resources began with funding of six tenure-stream faculty, six lecturers, and six staff members: one department administrator and three administrative assistants to support all programs in the department. In addition, our staff included two program managers: one assigned to oversee and administer all licensure components of the M.A. in Elementary Education with Alternative Route to K-8 Licensure and a program manager assigned to administer field services for the entire COE. Funding for field services, including the position of program manager, moved from the Teacher Education Department to central college administration as part of establishing the new COE Center for Student Success, which now includes the Office of Field Services. At the same time, we also lost the program manager position for the M.A. in Elementary Education with Alternative Route to Licensure and its funding. From 2006-2007 we had the separation of one administrative assistant whose position was absorbed at the COE level and not replaced in our unit.

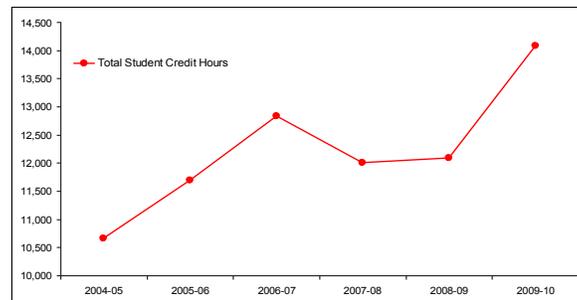
From 2005 until today, the COE has responded with additional faculty lines to maintain our program delivery, with the result that we now have 17 tenure-stream faculty, including two faculty who have joined the Department in Fall 2011. Nevertheless, as described above, we now have more faculty and less staff than we had when the Department was established in 2005 (See Appendix 23). At the same time, our overall semester credit hour production has increased dramatically with the changes that have taken place in our curricular refinement efforts. This has caused significant stress on the capacity of our Department faculty to carry out their work effectively without the help of enough staff for day-to-day support of programs and students. As a result of the decrease in staff illustrated in the figure below, we currently have two staff members who are bearing all the responsibility for graduate program initial contact and management of logistical, materials and documentation for over 400 master's level students and 31 doctoral level students. There is a clear need for at least two more administrative assistants, who will assist with graduate program support and general data management for specified areas of undergraduate and graduate program support.

Trends in the Numbers of TED Staff Faculty Positions 2006-2010



The next figure below indicates the increase in semester credit hour production from 2006-2010. When considered together, both figures illustrate the increase of demands of program instructional needs and faculty hires at the same time that staff support for program delivery was decreasing in number. These factors have caused responsibility for many day-to-day logistical responsibilities to be taken on by faculty within the programs, in addition to their instructional and research activities.

Increase in Semester Credit Hour Production 2006-2010



Over time, we have made significant efforts to be as efficient as possible in use of the resources we have and to leverage resources available through the University and COE in order to support our work effectively. We have also had increases in faculty lines. However, the impact of some aspects of the history described above has been an imposition of more administrative duties on faculty and the accompanying need for part-time faculty assignments so that faculty can adjust their teaching load to accommodate these added responsibilities. For example, with the loss of the program manager of the Elementary Education M.A. with K-8 Licensure program, a faculty member has accepted oversight of this work in addition to teaching and other regular faculty responsibilities. The addition of the two administrative assistants described above would ensure adequate support for the important area of program growth in the graduate licensure program, as well as remove this comprehensive administrative responsibility from the load of a tenure-stream faculty member.

Furthermore, four of the six departments in the COE now have a fiscal technician to support the work of the department. It is clear that as the largest department in the College of Education, we also need this type of staff member to help distribute the work more equitably among the department administrator and other staff within the unit. Currently, our department administrator manages all fiscal responsibilities in addition to the other tasks of this position, including supervision, comprehensive oversight of program support activities, and other duties related to department management. Adding a senior fiscal technician

position would greatly improve our overall fiscal management and ensure continued cost efficiencies within the Department.

Another area of deep concern related to funding and personnel is that of supervision for field experiences in our licensure programs. Our accrediting agencies have high expectations for university supervision of the work of licensure students in field settings where they have the opportunity to apply what they have learned in university courses to their work with classroom students. However, as discussed in the program reports and other sections of this report, the loss of our partnership programs decimated our resources for excellent supervision of our students by and university-based support/supervisor teachers whose costs were covered through the exchange of services model. Our current fiscal resources do not have recurring monies for the costs that high quality supervision would require. This is a challenge that exists beyond our Department as well, since field supervision costs are not included in funding from the state. One way that we could deal with this area of our program is to hire “clinical” faculty, lecturers who would serve as instructors of the field experience courses and whose instructional responsibilities would focus on teaching, learning and assessment experiences situated in the classrooms where our students are placed. This concept is closely related to the roles of supervisor/support teachers that worked with us in the successful exchange-of-services model used in the partnership programs. At this time we estimate that we would need at least eight clinical positions of this kind for the department as a whole to carry out the kind of supervision we need to provide to meet our accreditation standards and still be able to obtain recurring funding through the addition of the type of new faculty positions we have described.

In spite of our challenges in funding, we do have some opportunities for other sources of revenue. For example, the offering of online courses is an area where the Department is able to accumulate a small amount of additional funds. As part of the model used between Extended University and the College of Education, funds are committed to the Department when a faculty member teaches an online course. These monies can be used to support distance education as well as needed technology in the Department. In recent years, these funds have helped to address a number of programmatic needs such as the cost for faculty members to travel to distance sites to meet with students and faculty to ensure program consistency and coherence as well as to improve overall technology access and equipment for faculty.

A number of courses offered through the Department have special course fees attached. While these fees can be considered revenue, the monies are expended during the semester in which they are generated and used in a manner that directly supports the students who have paid the fee. Generally, course fee funds are used to purchase consumable materials used in class demonstrations and experiments as well as to purchase items that are used in instruction and then kept by the student for their own use. A small portion of course fee revenue is kept in reserve to cover the cost of equipment used for teaching the related course.

Minor changes to recurring budget amounts have been adjusted over the past few years as evidence of need has been demonstrated. Examples of this practice include an increase in funds to cover telecom expenses and a slight increase in funds for part-time faculty costs.

Over the past several fiscal years, the Department has worked extensively to institute cost efficiency measures. Considering that the majority of the Department’s budget is reserved for salaries, these measures have impacted the Department’s remaining operating budget. Examples include changing the manner in which the Department purchases materials, moving to a centralized printer and reducing copy costs, and refining general business practices.

The Department has worked to create academic programs that can be sustained and supported as well as possible, considering the challenges we have described above. At this point in time, program faculty

members are actively considering what is necessary to address “right-sizing” of programs across the Department. The focus will be to find the appropriate balance related to strategic growth, student service and available resources.

An increase of resources would allow the Department to continue to grow its programs and academic offerings in a strategic, student needs-based manner. Additionally, an increase in resources would allow the Department to support its faculty in the national as well as international spotlight through support available for scholarly work and attendance at conferences.

A decrease in resources would continue to constrain the Department in its ability to meet our work-force development mission and ultimately affect our capacity deliver programs effectively. This, in turn, would force decrease in academic programs and ultimately affect student admissions and enrollment in our programs and the health of other academic units that benefit from our student enrollment.

The Department of Teacher Education faculty members have sought out additional funding to support research agendas as well as goals for the professional development of pre-service and in-service teachers. Faculty, particularly non-tenured, tenure-stream faculty members, have consistently been awarded internal College of Education grants to provide funds for travel to professional conferences and University of New Mexico grants to support the cost of research, such as the salary of a graduate research assistant.

Faculty members in the Department have received external funding through national grants to support service oriented professional development. Due to the nature of these grants, the amount of overhead revenue generated for the Department is negligible. These grants have varied in size but all have had the consistent focus of providing professional development to others. Awarded grants have included:

- The National Endowment for the Humanities – the first of its kind for the College of Education – titled: *Contested Homelands*
- Library of Congress – titled: *Teaching with Primary Sources*
- National Geographic Society – *New Mexico Geographic Alliance*
- Academy of Applied Sciences - *Junior Science and Humanities Symposium*
- McCune Charitable Foundation – titled: *Poetry as a Mode of Being: Community Leadership through the Voices of High Risk Students and their Families*

Facilities

Classroom Needs

Classes within our Department are taught in university campus classrooms as well as off-site in school classrooms. The addition of the new College of Education building has made a great difference for us in providing classrooms with technological capabilities that we did not have available before. We now have a classroom dedicated for mathematics education instruction with adequate storage space for instructional materials. However, we are without adequate facilities for science education instruction. The only classroom we had was outdated and has been repurposed by the university. Science education faculty have described the need for a classroom that addresses very specific needs for safe and effective science instruction. These include a combination of classroom desks and laboratory stations, adequate space such as described in science education standards for classrooms, appropriate electrical outlets and sinks, space for storage and preparation, and appropriate health and safety features. Having a dedicated science education classroom would help with recruitment of science education students and increase overall effectiveness of preparation for 21st century science instruction.

Storage Needs

Despite the increasing movement of a paper-free environment, the Department struggles to find adequate storage space for materials and documentation related to undergraduate and graduate licensure programs, as well as general graduate and doctoral level work. When the Department was reorganized in 2005, most of the storage space we had previously was assigned to the Departments of LLSS and Educational Specialties. We have since then found rooms and space for storage of materials, supplies and student records. However, with added responsibilities for documentation of former partnership program students whose files are still within five years of completion, as well as ongoing student activity in admissions, progress, and program completion, we have reached a tipping point in our ability to store student materials adequately. We will also need these records for our accrediting assessment that will take place in 2014. A new electronic system, TK 20 will soon be operationalized in the College and will certainly take care of these needs as time goes on, but the need for room for paper storage will be with us for some time. Having experienced the gap in information caused by changes in physical location of offices and storage facilities that we discovered in writing this report, we understand even more deeply the need for adequate, dedicated storage space. At the current time, we need at least one full room or office space for student records and associated program materials that will allow us to keep accurate and current records.

College Resources for Program Support

The COE central administration provides auxiliary support for the work of our academic programs in a variety of ways. While TED program staff primarily have oversight of the graduate programs, the Advisement Center for the COE Center for Student Success (CSS) provides essential support for students in undergraduate and graduate licensure programs. The Advisement Center staff work with undergraduate students from initial requests for information through licensure program completion. They prepare student admissions packets for faculty review and then collaborate with faculty on graduation checks for undergraduates and completion checks for graduate licensure students who will complete the graduate degree after completing the licensure specialty area.

The Office of Field Services, also housed in the Center for Student Success, manages all aspects of field placements, working with TED faculty, our students and school administrators in use of the Field Experience Portal, an electronic system for all school placements in our Department, including remote locations at branch campuses and centers. Close collaboration between faculty and CSS personnel helps make these essential features of our licensure program manageable.

An additional role of the Office of Field Services that is critical to our delivery of field experiences is fiscal responsibility for oversight and compensation of school-based faculty who work with student teachers in their classrooms and compensation for our university liaisons who work with field components of our programs.

The COE Distance Education Services provides valuable support for administering the intricacies of program delivery at UNM Branch and Center campuses, as well as other remote locations. TED programs work with Distance Education Services in resolving communications issues as well as assisting facilitation of emerging partnerships with different educational organizations. This office also facilitates scheduling of online course offerings and policy alignment with Extended University personnel.

Library Resources for the Teacher Education Department.

Services provided by the University Libraries have benefited all of our faculty students in their teaching and research. University Libraries (UL) is composed of four facilities: Zimmerman Library (for Education, Social Sciences, and Humanities); Centennial Science and Engineering Library; Parish Business and Economics Memorial Library; and the Fine Arts and Design Library. The UL holds over 3 million volumes, 300 online databases, and more than 60,000 journals, including over 58,000 online journals. Library resources for students and faculty in Teacher Education are found primarily in

Zimmerman Library, but they may also make use of any of the other libraries on campus, including the Law Library and Health Sciences Library.

The UL contributes to the UNM Mission by providing students and faculty with high quality research sources, both in print and online. Through its many services and outreach programs, the UL addresses the needs of researchers from beginner to advanced levels, promoting student success and improving students' critical thinking abilities. The library promotes use of library resources and contributes to student learning and success through an array of services designed to reach users wherever they are. The UNM campus is wireless, extending access to UL resources from anywhere on campus. UNM affiliated users can also access UL online resources from off campus with a UNM network ID. The library provides numerous computers and group study rooms, circulates laptops, and provides personal assistance via phone, email, and chat.

UL is a member of the Association of Research Libraries. In 2008/2009 (latest available figures), the University of New Mexico ranked 72nd out of 114 based on library materials expenditure, salary expenditure, and total number of professional and support staff.

See: <http://chronicle.com/article/Library-Investment-Index-at/123964/> for details.

Library Services

Combined Services Point

A one-stop service desk providing answers on all library-related topics, combining traditional Reference Service with Circulation Services and Reserves. Professional librarians help with research problems, devising search strategies using various print and electronic resources.

Ask-a-Librarian

A function of the Virtual Service Desk, this service provides a one-stop 24/5 avenue to reference and technical help for remote users via phone, email, or chat, or referral to subject specialists.

24/5 Study Facility

Parish Library is open overnight to UNM students, faculty and staff five nights a week. Zimmerman Library is open weekdays from 7:30 A.M. to midnight.

Library Instruction

All English 102 students, College Enrichment Program and Freshman Learning Community students receive a library orientation and research skills instruction. This is supplemented by workshops tailored to specific upper division and graduate courses, taught by subject specialist librarians (library liaisons) upon request by instructors. These workshops are offered in computer classrooms for hands-on experience.

Alice Clark Room

A facility with adaptive software for students with disabilities.

Reserves, eReserves

Provides access to electronic or print documents and books for use by students in any course.

Interlibrary Loan /Library Express

Provides free, virtually unlimited borrowing of books and electronic delivery of journal articles, etc. from other libraries. It also provides electronic delivery of journal articles and books chapters from the libraries' own print collections. Most journal articles are delivered within 24 hours and books within 4 days. Loan requests matching UL criteria will be purchased rather than borrowed.

Library Liaisons

Subject specialist librarians act as liaisons to academic departments. They are available for:

- research skills instruction sessions in faculty courses upon request;
- book and video purchase suggestions; journal and database suggestions will also be considered, budget permitting;
- reference consultations for faculty and students;
- citation management software and training;
- help with ScholarGuides (faculty home page development software searchable by tags to locate other researchers with similar or cross-disciplinary interests); and
- any library-related questions or problems.

Faculty Scholarship Support

In addition to library liaison services (above), the Office of eScholarship helps with electronic publishing issues such as:

- Data management and curation. (Data librarians help create data management plans for grant proposals, then manage, curate, and archive datasets for UNM researchers to promote long-term access, discovery, and data sharing.)
- Free Open Access journal software and support.
- Help with author rights and copyright issues.
- Help with electronic open access archiving of digital scholarship products.

Research Guides

Online research guides created by subject specialist librarians, featuring help for beginning and more advanced researchers, tutorials, important links, and personalized help. The Education Research Guide may be viewed at: <http://libguides.unm.edu/education>.

Institutional Repository (LoboVault)

A freely accessible online library of UNM scholarly publications, dissertations and theses, administrative records, etc.

Center for Southwest Research

Provides primary and secondary sources, including archival collections and manuscripts on all areas of research concerning the Southwestern U.S. Also includes University Archives.

Government Information

UNM is a Regional Repository for government information in all formats, accessible through many databases including FDsys, LexisNexis Congressional, Statistical Universe, and LIBROS.

Inter-American Studies Programs

These programs provide outstanding research collections and outreach to students to increase retention in the following areas:

- Indigenous Nations Library Program: collections include business, legal, and historical resources which have a Native American/Indigenous emphasis.
- CHIPOTLE: [Chicano, Hispano, and Latino Studies](#): collections include business, legal, literary, and historical resources.

- **DILARES: Latin American and Iberian Research and Services:** a major repository of Latin American resources.

Center for Research Libraries

UL is a member of CRL, an organization of research libraries providing access to almost four million rarely-held books, journals, pamphlets, newspapers and primary sources from all regions of the globe. CRL lends its materials to researchers for extended time periods.

Library Collections

Journals

University Libraries provides access to a total of nearly 84,000 journals, including print, online, and free sources such as government serial publications. Online paid journal subscriptions total close to 60,000 titles, including journals in the following areas related to teacher education:

- Child and Youth Development (303 journals)
- Disabilities (141 journals)
- [Education - General \(411 journals\)](#)
- [Education, Special Topics \(793 journals\)](#)
- [Educational Institutions \(41 journals\)](#)
- [History of Education \(213 journals\)](#)
- [Theory & Practice of Education \(1761 journals\)](#)

These include numerous journals on multicultural education, diversity, technology in education, and social justice education.

Print journals

Over 250 education journals available in the library, or electronically through LibraryExpress.

Books

Due to the interdisciplinary nature of books in education, it is not possible to determine the number of books held. However, in addition to routine purchasing by the library in these areas, faculty and students may request specific book purchases through the Purchase on Request program by contacting their Library Liaison.

Children's Literature

The UL has an extensive collection of children's and young adult fiction and non-fiction. In addition to the library catalog and databases for literature, education, and library science, students now have access to two new databases for online children's literature research: Something About the Author and the Children's Literature Comprehensive Database.

Tireman Library

The UL recently incorporated over 7,400 titles from the Tireman Library, a children's literature and education collection formerly housed in the Dept. of Education. This collection, which serves as a resource for students and student teachers throughout the College of Education, is now searchable online and available whenever Zimmerman Library is open. In addition, the Anita Osuna Carr Collection of bilingual and bicultural materials is now available in the College of Education's Multicultural Education Center .

Reference Books

Includes *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods*, specialized education encyclopedias, directories, test prep books, college and university guides and directories, and local education resources.

Education Databases

Education Research Complete

One of the most comprehensive databases in the field of education, covering all educational levels from early childhood to higher education and adult education and all aspects and topics in education. It indexes over thousands of journals, books and conference papers in education.

ERIC

The database of the Institute of Education Sciences of the US Dept. of Education, ERIC indexes the journal and non-journal literature in education since in 1966, with full text ERIC documents.

Children's Literature Comprehensive Database

A new source for finding children's literature titles and full text book reviews, searchable by a variety of criteria, including subject, age or grade range, lexile level, awards received.

Something About the Author Online

A compilation of author overviews and biographies, with references to critical literature, book reviews, publication histories, and awards.

Films on Demand

A film library of hundreds educational videos on topics ranging from curriculum to beginning teacher guides to child development to technology in the classroom.

Additional Multidisciplinary Databases

Academic Search Complete

A "scholarly, multi-disciplinary full-text database," for periodicals, monographs, reports, and conference proceedings.

JSTOR

A full-text source for over 1000 scholarly journals, including 116 education journals.

Project Muse

A full-text source for hundreds of scholarly journals from top university presses.

WorldCat Local

A database of books, films, and archival documents from over 13,000 libraries worldwide, and indexing of research journals and popular magazine articles, many with links to full text.

Many additional specialized databases in related areas such as:

- PsycInfo and PsycArticles
- SPORTDiscus, Physical Education Index
- Proquest Sociology, Social Services Abstracts, Sociological Abstracts
- ETS Test Collection, Mental Measurements Yearbook
- Statistical Insight, Web of Knowledge, Lexis/Nexis Academic, Legal, and News
- GenderWatch

Numerous newspaper databases, such as EthnicNews Watch and many more:

- The Serials Directory Online

Summary Resource Needs Analysis

The Department has made the best possible efforts in leveraging all the resources available to us for delivering our programs as well as we can. However, as we have described in this section, our situation is very critical at this point for staff and faculty positions. We have two associated needs for program enhancement in adequate storage space for our student records and materials, as well as a dedicated science classroom. All these needs are related to our core mission and the UNM strategic goals for excellence in program delivery, accurate records for program assessment, and responsiveness to the needs of our educational stakeholders in New Mexico for workforce development in their communities.

7. PROGRAM COMPARISONS

In choosing from the list of comparable universities, it is difficult to find a teacher education program that offers options for student degrees and licensure that are identical to the comprehensive K-12 undergraduate and graduate program offered by the UNM Department of Teacher Education. The three programs highlighted below (University of Oklahoma, University of Missouri—Columbia, and University of Kansas) have slight differences in either the undergraduate or graduate programs. Even so, there are lessons we can learn from these comparisons.

UNM Average Faculty Salary: \$83,444 (2010)
UNM Enrollment: 28,757 (Fall 2010)

Because faculty numbers and salaries for departments involved in the preparation and licensure of teachers are not delineated from the total number of faculty in colleges of education in general, a comparison between UNM and comparable universities in terms of faculty numbers and salaries is not possible. University-wide average faculty salaries and enrollments are indicated for the three comparable universities.

7.A. UNIVERSITY OF OKLAHOMA

Average Faculty Salary: \$85,928 (2010)
Enrollment: 23,281 (Fall 2010)

The Instructional Leadership and Academic Curriculum Department at OU offers several different degree options for students: BS, Certification/Certificate Only, M.Ed., M.A. with Certification, Ed.D., and Ph.D.

Undergraduate Program

The University of Oklahoma offers a B.S. in Elementary Education, and also a B.S. in Secondary Education in English, Math, Science, French, German, Latin, Spanish, and Social Studies.

There are two admission points for undergraduate students. In the first phase of general admission, a student must have 24 semester hours, a 2.75 GPA, and must pass a foreign language oral proficiency exam. In the second phase, to obtain full admission to the college, a student must have 30 semester hours of “C” or better in selected English, Algebra, Social Sciences, and Natural Sciences courses or must have a 3.00 GPA, or a 2.75 GPA with successful completion of the Oklahoma General Education Test or Pre-Professional Skills Test. All students must also pass a general education test.

Field Experience

In the OU undergraduate program, students complete four levels of field experience. The majority of the field experience prior to the final full semester of student teaching is tied to coursework. In the first semester, students enroll in a schools culture course and increase their awareness of various professionals who work in schools and spend a minimum of 30 hours working with students in schools. In the second semester the 30 required hours of field experience are tied to a classroom management class, and students spend time in schools observing and working with small groups of students. In the third semester, the 30 hours of required field experience is tied to methods coursework and varies by licensure classification. In the fourth and final semester of field experience, a student completes the student teaching/internship for a full 16 weeks in a classroom.

In addition to general field experience requirements, OU has a strong focus on global education and encourages students to participate in some form of field experience outside of the U.S. OU has partnerships in Puebla, Mexico and Amiens, France with reciprocal arrangements where students from these countries also come to Oklahoma to complete their field experience requirements.

Graduate Program

The University of Oklahoma offers masters' degrees in both Elementary Education and Secondary Education.

A student may complete licensure requirements in addition to a master's degree. For admission, students must have a 3.00 GPA in their last 60 semester hours and also complete the Oklahoma Professional Teaching Examination. At the graduate level the University of Oklahoma only offers degrees in Social Studies, Math, English, Reading, Science, and Instructional Leadership and Academic Curriculum.

OU also offers Certification/Certificate Only programs in ESL/ELL, College Teaching, Early Childhood, Elementary, English/Language Arts, Math, Science, French, German, Latin, Spanish, and Social Studies. The hours earned in these programs can apply to the M.A. degree. The College Teaching certificate focuses intently on community college and adult education teaching strategies and philosophies.

OU does offer doctoral degrees in Early Childhood, Elementary, English/Language Arts, Math, Reading, Science, Social Studies, and Instructional Leadership and Academic Curriculum.

Comparison

When comparing the undergraduate program at UNM to the program at OU, there are many similarities. However, OU requires a higher GPA for admission: 2.75. Our undergraduate program only requires a 2.50 overall GPA. We are aligned in our GPA requirements for graduate admissions. In addition, OU undergraduate students must pass an oral proficiency examination in a foreign language to prepare their students to teach diverse populations. This requirement makes their students more marketable, and also enables them to screen their applicants. OU is focusing on global education, and by offering students various university-sponsored global student teaching opportunities, their students are prepared for the global economy in which we live. Our Department has discussed the possibility of such partnerships, but because of our limited time and resources, no such partnerships have been created. UNM offers both undergraduate and graduate licensure programs in both Elementary and Secondary Education, but OU offers students a Certification Program that does not require admission to the M.A. Program as we do at UNM. OU is similar to UNM in that they indicate they have an Ed.D. degree available, but no coursework or program information is available. We also have an Ed.D. in our catalog, but there is currently no active Ed.D. program.

7.B. UNIVERSITY OF KANSAS

Total Enrollment: 26,266

Average Faculty Salary: \$88,673

The Curriculum and Instruction Program at the University of Kansas offers all levels of degrees: B.A.Ed., M.A., M.S., Ed.D., and Ph.D.

Undergraduate Program

At the University of Kansas in the Curriculum and Instruction Program, students can earn an undergraduate degree in several areas: Unified Early Childhood, Elementary, Middle Level (Math,

Science), Secondary (Biology, Chemistry, Earth and Space Science, Math, Physics), Foreign Language, and Physical Education.

KU's C & I Program has been awarded a \$22 million grant to develop a new assessment system and is part of a \$120 million grant to overhaul reading instruction.

Students are admitted to the undergraduate program only once a year. Students are typically admitted in fall of their sophomore year and begin coursework in spring. To be admitted in the undergraduate program at KU, students must have completed 31-35 hours of college credit and must complete required courses in English, Math, Speech, Psychology, Social Sciences, Science, and an introductory education class. Students must also have earned a 2.75 GPA, and a passing score on the Professional Skills Test. Students must also earn no lower than a "C" in English, Math, or Communication Studies courses.

The Unified Early Childhood, Elementary, English, and Social Studies Education programs are highly selective with a limited number of students admitted.

Students interested in Foreign Language, Middle Level Mathematics, and Middle Level Science Education apply to open programs, but not all students who are eligible are admitted. Students applying to these programs must have a 2.5 GPA in the content area courses and a minimum 2.75 cumulative GPA.

Field Experience

During their freshman year at KU, preservice teachers are placed in classrooms to observe and interact with students. These placements are associated with coursework beginning in their freshman year. By the time they begin their student teaching semester, they have completed 60-80 hours of observation in classrooms. Students who complete their student teaching or internship semesters have completed 800 hours of field experience.

The assessment forms used by the KU C & I Program align with the Kansas education standards. University supervisors complete two formative evaluations.

Graduate Program

A student can earn a license as part of a graduate program in Middle Level (5-8) Math or Science, and at the Secondary Level (6-12) in Biology, Chemistry, Earth and Space Science, Math, or Physics, or Foreign Language (K-12). No Elementary licensure program is available at the graduate level at KU.

The C & I Program offers several emphasis areas for graduate study with licensure: Curriculum Studies, Economics Education, Foreign Language Education, Gifted & Talented Education, Language Arts/English Education, Literacy Education, Math Education, Science Education, Social Studies Education, and English for Speakers of Other Languages (ESOL).

Students can also add other endorsements in the areas of ESOL, Gifted & Talented, and Reading Specialist.

The graduate licensure program requires 40-55 semester hours, including a semester-long student teaching experience. Most full-time students take two years to complete the graduate licensure program. Upon completion, students have earned 24-29 graduate hours toward a master's degree in Curriculum and Instruction and then students may continue to add additional coursework to complete the master's degree (M.S. or M.A.).

Master's Degrees in Curriculum and Instruction include choices from several areas of emphasis: Curriculum Studies, Economics Education, Foreign Language Education, Gifted & Talented Education, Language Arts/English Education, Literacy Education, Math Education, Science Education, Social Studies Education, and English for Speakers of Other Languages (ESOL). Students can earn a choice of two degrees: M.S. or M.A.

Doctoral Degrees in Curriculum and Instruction include the same areas of emphasis: Curriculum Studies, Economics Education, Foreign Language Education, Gifted & Talented Education, Language Arts/English Education, Literacy Education, Math Education, Science Education, Social Studies Education, and English for Speakers of Other Languages (ESOL).

Students can earn either Ed.D. or Ph.D. degrees in Curriculum and Instruction.

Comparisons:

KU has benefited from participating in almost \$150 million in grant projects to improve teacher training in the state of Kansas. We in Teacher Education are currently not participating in any such large grants to improve our programs overall. Faculty have garnered small grants in specialized areas, but these grants have made no impact on our programs overall.

In their undergraduate program, KU admits students only one time per year; in our undergraduate programs, we admit students two times per year and students are allowed to begin their program either in Fall or Spring. This makes tracking and managing student progress much more time consuming and is a drain on faculty and staff time by doubling the amount of application processing time. Because KU requires their students to participate in classroom observation hours during their freshman year and admits their students after 31-35 hours, they seem to know their students better, are able to accurately advise them with advisers in their own program, and can better direct them in fields of interest at an earlier time in the student's college career. In addition, KU requires a 2.75 GPA, wherein our Elementary and Secondary Programs require only a 2.50 GPA.

KU offers a licensure area specialized for the preparation of middle school teachers. This is an area of need at UNM as our student teachers are either prepared in Elementary (K-8) or in Secondary (6-12) with no specialized middle school preparation.

We can also learn from KU in their responsiveness to job availability in teaching. They are highly selective in areas where there are fewer jobs available: Early Childhood, Elementary, English, and Social Studies; and have open enrollment in areas that are in higher demand: Foreign Language, and Middle Level Math and Science. No mention in their program materials was made to the selectivity of students in the secondary program in these areas. At UNM we have the same admission requirements and selection criteria for all levels, when in fact, New Mexico is in need of bilingual teachers and also secondary math and science teachers at a much greater rate than Elementary, English, or Social Studies teachers. It is also important to note that KU employs supervisors to complete the necessary evaluations and observations of students in the field. At UNM we have no faculty presence in the field, and all "site visits," not observations, are completed by graduate students who are assigned an average of 40 schools each.

At the graduate level, students earn 40-55 hours in the licensure coursework alone, and those hours then count toward the M.A. degree. We are working to reconfigure our M.A. with Alternative Route to K-8 Licensure to include more licensure hours, as we only require 23 hours in the Elementary licensure component, and a comparable number in Secondary, and the entire M.A. degree for Elementary or Secondary is a minimum of 32 hours.

7.C. UNIVERSITY OF MISSOURI—COLUMBIA

Enrollment: 32,415 (Fall 2010)

Average Faculty Salary: not available

Undergraduate Program

The Teacher Development Program, TDP, (as part of the Learning, Teaching and Curriculum Program) at the University of Missouri offers undergraduate degrees in the following areas: Early Childhood Education (Birth-Grade 3), Elementary Education (Grades 1-6), Middle School Education (Grades 5-9 in English, Math, Science, and Social Studies), and Secondary Education (Grades 9-12; Biology, Chemistry, Earth Science, English, Math, Physics, Social Studies), Art Education, Music Education, and Special Education.

In the Elementary, Middle School, and Secondary Programs, students must have a 2.75 GPA, minimum grades in certain coursework, pass a college base exam, and have previous experiences working with children. In the specialty areas of science and math at the secondary level, students may be admitted with a 2.50 GPA. Once admitted, students compete four phases throughout their degree program at MU. In Phase I, freshmen and sophomores are immersed into the culture of the classroom before choosing a teaching specialty area by spending approximately 16 hours in traditional classrooms, and an additional 20 hours with a service agency in a service-learning placement, while taking general coursework in human development, classroom and behavior management, and assessment. Phase I emphasizes oral and written communication. Students must complete Phase I before moving on to Phase II.

Junior and senior level students must apply to enter Phase II, which only begins in the Fall semester and lasts two to three semesters. Enrollment is limited and completion of Phase I does not guarantee entrance into Phase II. Students learn teaching methods in different subject areas and focus on how problems in schools, families, communities, and society affect educators.

In Phase III, students participate in an Internship. Most students complete this requirement in one semester, however, Elementary and Special Education students complete a full year of internship. In Phase IV, MU strives to support its graduates throughout their teaching careers through programming and further coursework.

Field Experience

In order to support the requirements outlined above in Phases I-IV, TDP fosters partnerships with 80 schools in 23 school districts, all of which are members of the Missouri Partnership for Education Renewal. Elementary teacher graduates begin their careers with a year of on-site training, and all other graduates engage in a final full-semester field experience internship.

Graduate Program

The Learning, Teaching and Curriculum Department offers masters' degrees in several areas: Art Education, Business and Marketing, English Education, Early Childhood Education, Elementary Education, Literacy, Mathematics Education, Music Education, Social Studies Education, Teaching English to Speakers of Other Languages, and through the Teaching Fellowship Program.

In addition, students can enter the Smart Program (Science and Mathematics Academy for the Recruitment and Retention of Teachers) and earn Alternative Certification, or they can enter the Teaching Fellowship Program and participate in a year-long Master's Degree program.

The Smar²t Program, sponsored by funding from the National Science Foundation, works to address the shortage of qualified math and science teachers in Missouri. This program recruits and prepares those who have earned undergraduate degrees in science or math to teach at the middle and/or secondary levels. Students can earn their M.A. degrees along with certification in less than two years.

An additional program, the Teaching Fellowship Program's goal to provide support and mentoring for first-year teachers. The coursework supports their practice in their classrooms and is sponsored by MU and the Partnership for Education Renewal. Both the student and the on-site mentor participate in faculty-led courses to encourage college-school collaboration. The student is hired as a first-year teacher at a reduced salary while the student completes his or her certification and degree.

In addition, the College of Education offers complete online M.A. degrees for its students.

Ph.D. Program offerings are available at MU in the areas of Art, Early Childhood, Elementary, English, Math, Music, Reading and Literacy, Science Education, Social Studies Education, and Learning and Instruction. An Ed.D. is available only in Reading and Literacy Education. Educational Specialties degrees are available in Mathematics Education, Music Education, Reading and Literacy Education, and Science Education.

Comparison

MU offers a comprehensive Middle Level teaching program, which is an important area that we need to address. Our middle school teachers can receive either an Elementary or Secondary license, but there is no coursework specifically aligned to working with middle level students. We could benefit from taking a look at the Middle Level program at MU. MU also requires a minimum GPA of 2.75, which is in line with the requirements of our other comparable universities and something which UNM could consider. MU also has a four-phase program, with passage of one level required to move forward to subsequent levels. We are working to address both the issues of getting our students involved in classrooms earlier in their collegiate careers, allowing students to benefit from academic advisors in the College of Education, making sure we are graduating the most prepared and best qualified teachers for the children in our state.

MU has two partnership programs, the Teacher Fellowship Program and the Smar²t Program, that are alternative licensure programs that support the needs of the area school districts. It is unfortunate that UNM has lost both similar partnerships (CDP and STEMS) we had with the local school district and it would be to our advantage to work to regain something similar. UNM also has in our catalog the doctoral areas of Education Specialties and Ed.D. Both degrees are not operational at present, but we could learn from the offerings at MU as to how to manage these programs in addition to other programs offered by the Department. In addition, MU has complete M.A. degrees online; such options would certainly benefit our students, especially those who live in the outlying areas of New Mexico.

7.D. UNIVERSITY OF NEW MEXICO

Although the programs at the University of Oklahoma, the University of Kansas, and the University of Missouri have many positive aspects, the Teacher Education Department at the University of New Mexico also has many positive assets. In comparison to these other programs, the students in Teacher Education at UNM have more hours in the field than these other programs. In the programs outlined above, most students only complete approximately 80-90 hours in the field prior to their full time field experience. At UNM in all programs we exceed the field experience hours required by all the programs named above.

In addition, the programs above offer licensure and advanced degrees in specialty areas. As the flagship university for the State of New Mexico, the UNM Teacher Education Department offers K-12 licensure in all subject areas at both the undergraduate and graduate alternative licensure levels. By offering a comprehensive program, we are supporting teacher education in our state in all areas, not just those with the highest need.

8. UNIT'S FUTURE DIRECTIONS

The strategic goals for all programs in the Teacher Education Department are to:

- 1) Make a difference in the education and lives of students and teachers in the schools of New Mexico; and
- 2) achieve national and local prominence for the quality of our programs through our teaching, scholarship and service as described in our Department Mission Statement and aligned with the UNM Conceptual Framework for *Four Strands of Priority: That Connect, Align and Activate UNM's Vision, Values and Strategies*.

We see our work particularly situated in the priority strands of Systemic Excellence, Student Success, and Economic & Community Development (See Appendix 24).

Systemic Excellence

Within this self-study we have described how the Teacher Education Department contributes greatly to student enrollment and semester credit hour generation across numerous academic units in the University, particularly Arts & Sciences departments and other departments within the College of Education. However, we are faced with critical needs in faculty positions, staffing and other funding resources to carry out all the components of our mission, including research and service. There are two areas of future directions associated with this goal.

Right-Sizing Fiscal Support

It is imperative that we obtain the appropriate fiscal support for the current needs of our unit, particularly in areas of faculty and staff. It has been a struggle to maintain current programs while planning for the future, particularly with the budget base with which we established the department in 2004-2005 and needs for program refinement and improvement to meet the changing needs for educators in the state and in the country. Therefore, as we have described through this self-study, we have serious and immediate needs for more staff, including two administrative assistants and a senior fiscal technician. We also have identified a need for at least one additional faculty position in 2012-2013 to fill a gap in faculty in the Elementary Education program, which houses the largest undergraduate and graduate programs in the College of Education. We also have a critical need for at least seven clinical faculty/lecturer positions in both the Elementary and Secondary Education programs to meet expectations of our accrediting agencies for high quality supervision for all our licensure students. Without these basic program support needs being met, we cannot proceed with other program elements that would help us reach our strategic goals of excellence and service to the community, particularly in the areas of undergraduate/graduate education, research, and potentially graduate education.

Right-Sizing Our Department

Connected to garnering the appropriate level of fiscal support, we must enhance and create quality programs to prepare educators in our state. This includes reviewing our program focus and program offerings by connecting teacher preparation with the need for teachers in the state. Right-sizing our Department also includes completing the redesign and implementation of our doctoral program, which should address the needs of two career goals: scholarly research and teacher leadership. Right-sizing our Department also entails continuing to create a "one program" concept of K-12 education for future teachers in order to connect to the statewide initiatives of the P-20 initiative. Most importantly, with the addition of more resources, we will be able to focus more intentionally on creating and furthering the research agendas for our faculty and supporting their research by giving them space within their faculty responsibilities to balance research with teaching.

Strengthening Our Connections Within and Beyond the University

Our Department must continue to strive to strengthen our partnerships with the variety of constituencies with whom we work. These relationships include those with the faculty in both Arts and Sciences and other programs in the College of Education, teachers and administrators in local and state schools and districts, our state legislators, and entities and organizations whose goals include preparing future teachers (Teach for America, AmeriCorps, etc.). With a right-sized department, our faculty will have time and support to explore possibilities for joint or cross-disciplinary faculty appointments with colleagues who are interested in similar research or teaching areas. With our current state of faculty resources and program design, we have no time for this kind of collegial endeavor.

Improving Assessment Systems

In order for us to accurately monitor and assess the quality of our program and the effectiveness of our graduates, we must create and implement an assessment system that allows us to collect and analyze data regarding our students and their progress from admission through their professional teaching careers. In order for this goal to be accomplished we must have agreements with local and area school districts where our students complete their field experience requirements and where our graduates work during their professional teaching careers. In addition, we must have the support and understanding of our state legislators, whose permission we must have in order to be able to access to both teacher and student data to monitor teacher effectiveness in the classroom.

Student Success

We believe that the College of Education has created a very effective model in the Center for Student Success that will continue to support our recruitment and retention efforts. However, we must look for ways to recruit students from diverse populations more successfully than we have done in the past. Again, additional faculty and staff resources will help us in this area, by giving us more capacity for targeted recruitment and making connections with the community. More faculty will also help with decreasing the numbers of students each faculty member must serve, thus increasing opportunities for more individualized support, retention and degree completion.

Economic & Community Development

Teacher Recruitment

The children of New Mexico need and deserve excellent classroom teachers. Currently there is a dearth in classroom teachers knowledgeable and skilled in the areas of math and science. We must focus our recruitment on future teachers at the elementary levels who will choose math and/or science as their teaching fields and recruit secondary teachers who will focus on math or science for their content area specialties. Recruiting more diverse students for the classrooms of New Mexico are also a critical important goal to pursue. We must also focus more on collaboration with other academic units in innovative ways to produce regular education teachers and teacher leaders who are prepared for diverse student populations as well as competent in their content knowledge.

Community Capacity Building

More faculty resources will also help with reaching out more effectively to communities in our distant education communities. Helping school districts grow their own teachers, as well as producing teachers who can move to new locations will contribute to the overall health and vitality of the communities where the teachers will live and work. Continuing to focus on preparing teachers with the knowledge and skills needed to support the learning of all students and conducting research on the effectiveness of their work has the potential to influence greatly the condition of teaching and learning in the schools.

APPENDIX 1: Faculty Names by Contract Type and Category

As of October 31, 2011

Teacher Education

Faculty Category	Faculty Contract Type	Name	Job Title
Tenure, Tenure Track Faculty by Rank	Full Professor	*Florez, Viola E.	Professor, Joint Appt
	Full Professor	Martinez, Joseph G.	Professor
	Associate Professor	Brinkerhoff, Jonathan D.	Associate Professor
	Associate Professor	Flores-Duenas, Leila	Associate Professor
	Associate Professor	Madsen, Anne L.	Associate Professor
	Associate Professor	Mitchell, Rosalita D.	Chairperson
	Associate Professor	Oshima, Lynette K.	Associate Professor
	Associate Professor	Spurlin, Quincy	Associate Professor
	Associate Professor	Torres Velasquez, Elizabeth D.	Associate Professor
	Associate Professor	Watkins, Kathryn T.	Associate Professor
	Assistant Professor	Haniford, Laura C.	Assistant Professor
	Assistant Professor	Kingsley, Karla V.	Assistant Professor
	Assistant Professor	Krebs, Marjori M.	Assistant Professor
	Assistant Professor	Sanchez, Rebecca M.	Associate Professor
	Assistant Professor	Torrez, Cheryl A.	Assistant Professor
	Assistant Professor	Tyson, Kersti V.	Assistant Professor
	Assistant Professor	Roberts-Harris, Deborah	Assistant Professor
Assistant Professor	Svihla, Vanessa	Assistant Professor	
Non-Tenure Track Faculty	Instructional Faculty	Burton, Sonya L.	Lecturer II
	Instructional Faculty	Vitali, Frances	Lecturer II
	Instructional Faculty	Keyes, Thomas P.	Lecturer III
	Instructional Faculty	Lear, Janet M.	Lecturer II
	Instructional Faculty	Raisch, Michele	Lecturer III
	Instructional Faculty	Sheldahl, Teresa E.	Lecturer III
	Instructional Faculty	Waldschmidt, Eileen M.	Lecturer III
	Instructional Faculty	Welch-Mooney, Irene	Lecturer III
Visiting Faculty	Bryant, Richard J.	Visiting Asst Professor	

Data source: Empcount database maintained by Institutional Research

*Viola Flores has a joint appointment in the Teacher Education Department and the Educational Leadership Program. Data is supplied by the Teacher Education Department.



APPENDIX 2: Conceptual Framework for Professional Education

Professional Understandings, Practices, and Identities

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These understandings, practices and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

Understandings frame the identity and practice of educational professionals. We seek to help you better understand:

Human Growth and Development: Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

Culture and Language: The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one's own background and development shape understanding and interaction.

Content of the Disciplines: The substance of the disciplines you teach—the central organizing concepts and factual information—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Pedagogy: Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

Technology: Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

Professional Issues: The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

Nature of Knowledge: How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

These understandings enable you, as a professional, to value and engage in practices that embody the following qualities:

Learner-Centered: Students' past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

Contextual: Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

Coherent: Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

Culturally Responsive: Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.

Technologically Current: Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

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: Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.

Advocacy: Committed to ensuring equitable treatment and nurturing environments for all learners.

Inquisitiveness: Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

Reflection-in-Action: Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

Communication: Skilled in speaking, writing, and using other modes of expression.

Collaboration: Able to work cooperatively with students, parents, community members, and colleagues.

Ethical Behavior: Aware of and able to work within the ethical codes of the profession.

APPENDIX 3: UNM Faculty¹
as of October 31, 2011
Teacher Education

	2005	2006	2007	2008	2009	2010
Tenure, Tenure-Track Faculty by Rank						
Professor		1	1	1	1	1
Associate Professor	4	6	8	8	8	8
Assistant Professor	3	4	8	8	6	5
Non-Tenure Track Faculty by Primary Job Category						
Instructional Faculty	5	10	10	11	6	8
Visiting Faculty	1			1	2	1
Research Faculty						
Other Faculty						
Temporary Faculty	31	30	13	8	8	9
Post-Doctoral Fellows						
Total Faculty	44	51	40	37	31	32

¹ Faculty by department based on tenure department. For non-tenure track faculty, temporary faculty, and post-docs, department based on assignment.

Data source: Empcount database maintained by Institutional Research

Appendix 4: Tenure-Track Faculty
As of October 31, 2011
Teacher Education

	2005	2006	2007	2008	2009	2010
Number Tenure, Tenure-Track Faculty	7	11	17	17	15	14
Number Tenured	4	7	9	9	9	9
Percent Tenured	57%	64%	53%	53%	60%	64%
Number Full-Time	7	11	17	17	15	14
% Full-Time	100	100	100	100	100	100

Data source: Empcount database maintained by Institutional Research

APPENDIX 5: Tenure/Tenure Track Faculty by Highest Degree Earned
As of October 31, 2011
Teacher Education

Degree	2005	2006	2007	2008	2009	2010
Masters	1	1	1	1		
Ed Specialist				1	1	1
Doctorate	6	10	16	15	14	13
Total	7	11	17	17	15	14

Data source: Empcount database maintained by Institutional Research

APPENDIX 6: MARP Survey Results (2010-2011)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response
1. This program improved my ability to reflect on my teaching practice.	0	0	0	3	28	0
2. As a result of the program, I have a greater appreciation for the value of professional reading.	0	0	2	9	20	0
3. Course assignments were purposeful and beneficial to my practice.	0	0	0	20	11	0
4. The writing I did in this program was instrumental in constructing deeper understandings of teaching and learning.	0	0	2	7	22	0
5. Participation in this program has empowered me as a teacher.	0	0	1	8	22	0
6. My ideas about teaching and learning have been transformed by this program.	0	0	2	12	16	1
7. As a result of this program, I see myself as an advocate for and/or leader in my profession.	0	0	5	9	17	0
8. The delivery of courses (e.g., meeting times, sequence, duration, etc.) accommodated my needs.	0	1	0	8	22	0
9. The program was a unified, coherent learning experience.	0	0	1	18	12	0
10. The program met my needs.	0	0	0	11	20	0

APPENDIX 7: ELEMENTARY EDUCATION GENERAL EDUCATION REQUIREMENTS

The General Education courses required for Elementary Education majors are as follows:

Communication Arts (12 hours)

ENGL 101: Composition I Exposition

ENGL 102: Composition II Analysis and Argument

LING 101: Introduction to the Study of Language

CJ 130: Public Speaking OR CJ 220: Communication for Teachers

Mathematics (9 hours)

Math 111: Mathematics for Elementary and Middle School Teachers

Math 112: Mathematics for Elementary and Middle School Teachers II

Math 215: Mathematics for Elementary and Middle School Teachers III

Physical and Natural Sciences (12 hours)

NTSC 261L: Physical Sciences

NTSC 262L: Life Sciences

NTSC 263L: Environmental Science

The above courses are recommended for Elementary Education majors, but any Physical and Natural Science course that meets the undergraduate core curriculum is accepted.

History (12 hours)

HIST 101: Western Civilization to 1648 OR

HIST 102: Western Civilization past 1648

HIST 161: U.S. History to 1877 OR

HIST 162: U.S. History since 1877

HIST 260: History of New Mexico

HIST Elective

Social & Behavioral Science (Students choose 6 hours from the list below)

SOC 101: Introduction to Sociology

PSY 105: General Psychology

POLS 110: The Political World

POLS 200: American Politics

POLS 220: Comparative Politics

POLS 240: International Politics

ANTH 101: Introduction to Anthropology

ANTH 130: Cultures of the World

ECON 105: Introductory Macroeconomics

ECON 106: Introductory Microeconomics

GEOG 102: Human Geography

Fine Arts (6 hours)

ARTE 214: Art in Elementary and Special Classrooms I OR

ARTE 414: Art Education in Elementary School Teaching

MUSE 298: Music for the Elementary Teacher

Second Language (3 hours)

One course chosen from any of the lower division, non-English language offerings of the Departments of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other department and programs.

APPENDIX 8: ELEMENTARY EDUCATION ONLINE CATALOG LANGUAGE
UNDERGRADUATE PROGRAMS
OCTOBER 2011

Elementary Education

Degree Offered

B.S. Ed. in Elementary Education

The Elementary Education Program offers an undergraduate major leading to teacher licensure in elementary schools and middle schools (grades K-8), along with specialty areas in a number of teaching fields. The Elementary Education Program strives to prepare the very best entry-level teachers for all of New Mexico's children; such preparation is enriched by the diverse, contrastive linguistic and cultural communities of the region. The Program also takes advantage of the many professional partnerships that the College holds with school districts and their teaching faculties.

All students must complete the application process, including passage of the New Mexico Teaching Assessment (NMTA), prior to beginning the program. Admissions are competitive and limited by capacity to deliver a quality program.

Application Deadlines:

Fall Semester February 1

Spring Semester September 1

Minimum Criteria for Undergraduate Application to the Elementary Education Program

There is a core set of General Education requirements necessary for application to Elementary Education. Contact the COE Advisement Center or go to the Department of Teacher Education website (<http://coe.unm.edu/departments/teacher-ed.html>) for materials and an application. College grade point average for admission into Elementary Education

1. 2.50 GPA
 OR 2.50 GPA for the last 60 hours (all coursework at all institutions)
 OR 2.70 GPA for the last 24 hours
 OR 3.0 GPA for the last 12 hours at the University of New Mexico (content courses only)
 plus 2.50 GPA on the previous two semesters/quarters wherever taken
2. No more than 9 hours remaining in addition to the required Teacher Education hours. Advisors determine eligibility.

Theatre endorsement consists of 24 hours of courses that cover all aspects of educational theatre, including acting, stage craft, directing, dramatic literature, creative drama, and children's theatre.

Dance endorsement consists of 24 hours of courses, 8 of which are in modern dance technique and the other 16 cover dance appreciation, improvisation, rhythmic fundamentals, movement analysis, curriculum development, and methods and materials for teaching dance.

Art Education endorsement consists of 24 hours of courses that cover the study of art, the history of art, and the teaching of art.

Elementary Education Curriculum

	General Education Requirements and Pre-Professional Study	69
1.	Communication Arts ENGL 101, 102; LING 101; CJ 220 or 130	12 hours
2.	Mathematics MATH 111, 112, 215	9 hours
3.	Social Science Select from SOC 101; PSY 105; POLS 110, 200, 220, 240; ANTH 101 or 130; ECON 105, 106; or GEOG 102	6 hours
4.	Second Language Select from any of the lower-division, non-English language offerings of the Departments of Linguistics, Spanish and Portuguese, and Foreign Languages and Literatures	3 hours
5.	History HIST 101L or 102L, 161L, 162L, 260 or 463	12 hours
6.	Science Recommended NTSC 261L, 262L, 263L. Will accept any science course that meets the undergraduate core curriculum (See The Undergraduate Program).	12 hours
7.	Fine Arts Select ARTE 214 or 414 and MUSE 298	6 hours
8.	Pre-professional Study EDPY 303, LLSS 443, MSET 365	9 hours
	Professional Study (36 hours)	
EDUC 321L	Teaching of Social Studies in Elementary School	3

EDUC 330L	Teaching of Reading	3
EDUC 331L	Teaching of Reading in the Elementary School	3
EDUC 333L	Teaching Oral and Written Language in the Elementary School	3
EDUC 353L	Teaching of Science in the Elementary School	3
EDUC 361L	Teaching of Mathematics in the Elementary School	3
EDUC 400	Student Teaching in the Elementary School	9
EDPY 310	Learning in the Classroom	3
LLSS 315	Education Linguistically and Culturally Diverse Students	3
SPCD 493	Topics: Special Needs Students in the Regular Classroom	3

Each student must have a teaching field in one of the disciplines or an endorsement in a specialty area.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admission process.

Endorsements

Endorsement: Bilingual Education is designed for students who are seeking an endorsement in Bilingual Education. There is a requirement of 24 credit hours in this endorsement. (Seek Bilingual/English/Spanish/Navajo advisement in the LLSS Department.)

Endorsement: TESOL is designed for students who are seeking an endorsement in Teaching English as a Second Language. There is a requirement of 24 credit hours in this endorsement. (Seek TESOL advisement in the LLSS Department.)

Endorsement: Fine Arts is designed for students wishing to develop a teaching field in Theatre, Dance or Art Education.

Teaching Fields

Language Arts is designed for students wishing to pursue a broad field of study in language arts. Disciplines include English, Linguistics, Theatre, Communication and Journalism and Speech and Hearing Sciences. 24 Credit Hours.

Mathematics is designed for students wishing to pursue a teaching field in mathematics. Topics include set theory, logic, number theory, probability, statistics, geometry, measurement and calculus. 24 Credit Hours.

Science is designed for students wishing to pursue a broad field of study in science. The program includes course work in astronomy, biology, chemistry, earth and planetary sciences, physical science and physics. 24 Credit Hours.

Social Sciences is a teaching field designed for students wishing to pursue a broad field of study in the social sciences. The program includes course work in anthropology, economics, geography, political science, history, sociology and psychology. This minor must include at least 12 semester hours of study in each of two disciplines (such as geography, political science, anthropology and economics) and at least 6 hours in a third discipline. 24 Credit Hours.

Dual Major in Elementary Education and Special Education is available. It requires 30 hours of Special Education, 30 hours of Elementary Education, 24 hours in a minor and 11 hours of supporting courses in educational foundations. Students also complete 57 hours of general course work which includes core curriculum requirements. Upon completion, the Dual License Program offers eligibility for Special Education Licensure (K-12) and Elementary Licensure (K-8). Interested students should check with the Undergraduate Coordinator in Special Education for updated information.

**APPENDIX 9: PROPOSED CATALOG LANGUAGE CHANGES FOR
ELEMENTARY EDUCATION
UNDERGRADUATE PROGRAM
FALL 2011**

Graduate Program

M.A.Ed. in Elementary Education

Prospective students in the M.A.Ed. in Elementary Education must apply for admission and be formally admitted by the program faculty. Candidates are required to develop and follow a planned course of study designed in consultation with their major advisor. Courses taken without an advisor's prior approval may not be accepted toward completion of the M.A.Ed. degree.

Interested students may choose one of two options in the M.A.Ed. in Elementary Education:

- 1) The M.A.Ed. in Elementary Education is for a student who already holds a teaching license.
- 2) The M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure is for those who wish to obtain an elementary teaching license and a Master's degree.

Graduate Advisement

For program information and application materials contact:

Department of Teacher Education

Hokona Hall-Zuni, Room 121

505-277-9439

<http://www.coe.unm.edu>

Admissions Criteria

M.A.Ed. in Elementary Education (for Licensed Teachers):

To be admitted to this program, applicants must:

1. Meet UNM Office of Graduate Studies (OGS) requirements;
2. Have an overall GPA of 3.0 in the last 2 undergraduate years in the major field of study; and
3. Hold a valid teaching license.

M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure:

To be admitted to this program, applicants must:

1. Pass the New Mexico Teacher Assessment Basic Skills Examination;
2. Meet UNM Office of Graduate Studies (OGS) requirements;
3. Have an overall GPA of 3.0 in the last 60 hours of university coursework.

Admissions decisions are based on the criteria below along with the contents of the application.

Note: Students who have been admitted to the M.A.Ed. in Elementary Education Program with Alternative Route to K-8 Licensure and have completed the licensure course requirements (21 hours) are eligible to apply for the alternative teaching license from the State of New Mexico.

A complete paper application packet must be submitted to the Department of Teacher Education. Admission is based on completion of the application and assessment of the student's application by program faculty.

Application Deadlines

Summer/Fall Semesters: February 15

Spring Semester: September 15

Curriculum Requirements for Plan I (Thesis) and Plan II (Non-Thesis)

The M.A.Ed. in Elementary Education Program is offered under the general requirements of Plan I (thesis) or Plan II (non-thesis). Students working under Plan I will satisfy Plan I requirements as set forth in preceding parts of the College of Education section of this catalog and other sections following describing specific requirements of the Elementary Education Graduate Program for Plan I.

Plan I: 6+ credit hours, plus 6 credit hours of thesis, plus final oral examination

Plan II: 32+ credit hours, including EDUC 590: Seminar, plus final examination

Changes in state requirements or other state reform initiatives in education may require periodic revisions of the curriculum and admissions processes.

Grade Requirements for Graduation

To earn a graduate degree at the University of New Mexico, students must have a minimum cumulative GPA of 3.0 in graduate-level courses taken in graduate status at the time of degree completion as well as a GPA of at least a 3.0 for courses listed in their Program of Studies.

Students must earn a “B” or better in transfer courses and courses taken in non-degree status.

A student may not graduate with an “Incomplete” (—I), or “Unrecorded Grades” (—NR) pending in any graduate course, nor may he or she graduate while on probation.

Courses taken to meet undergraduate deficiencies/prerequisites cannot be used to meet graduate degree requirements nor are they calculated into the graduate GPA. It is expected that the student earn at least a “B” (3.0) in each of these courses. If a grade of less than “B” (3.0) is earned in any of these, the major department may deem that the prerequisite has not been satisfied.

No more than 6 credit hours of course work in which a grade of “C” (2.0), “C+” (2.33) or CR (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation.

For complete information on Graduate Policies, refer to OGS Graduate Program Policies found in earlier sections of this catalog.

Final Examination

After completing 9-18 credit hours, a student must consult with his/her advisor on the preferred examination or thesis options. The final examination is conducted during the final semester of the student’s Program of Study. If a student fails to successfully complete the exam and cannot make the required revisions to pass the exam by the required deadline, that student has one attempt during one calendar year to retake the M.A.Ed. Examination.

M. A. in Elementary Education Option (for Licensed Teachers)

This program option is designed for an applicant who already has a teaching license and may have teaching experience. This individual is interested in furthering his or her professional growth by completing a Master’s degree that incorporates advanced study of learners and learning. The goal of the M.A.Ed. in Elementary Education is that students will improve their teaching and their thinking about the teaching process, resulting in greater depth of meaning for their students.

The M. A. in Elementary Education is designed to be a journey in personal and professional growth. In the Program of Studies, each student will engage in purposeful work in each of the 5 major core content strands: Social Justice, Diversity, and Transformational Practices; Instructional Strategies; Curriculum; Research; and the Master’s Seminar. Students also choose from focused electives in a specialty area.

Total Required Hours for M.A.Ed. in Elementary Education (Plan II): 32+ credit hours

M.A.Ed. in Elementary Education Core Requirements (Plan II: Non-Thesis Option)

Strand I: Social Justice, Diversity, & Transformational Practice 3 hours

Select one course:

- EDUC 552: Social Justice and Education
- EDUC 558: Peace Education
- MSET 525: Multicultural Environmental Education

Strand II: Instructional Strategies 3 hours

Select one course:

- EDUC 433: Teaching Oral and Written Language
- EDUC 502: Advanced Instructional Strategies
- MSET 515: Teaching Environmental Education
- MSET 567: Infusing Technology into Instruction
- MSET 565: Diagnostic and Corrective Techniques in Mathematics Teaching

Strand III: Curriculum 3 hours

Select one course:

- EDUC 511: Curriculum in the Elementary School
- EDUC 542: Principles of Curriculum Development

Strand IV: Research 3 hours

Select one course:

- EDUC 500: Research Applications to Education
- EDUC 513: The Process of Reflection and Inquiry

Strand V: Capstone (final course in the Program of Studies) 3 hours

- EDUC 590: Master's Seminar

Focused Electives

These courses are chosen by the student in consultation with a faculty advisor. Choices include, but are not limited to: Social Studies, Science, Mathematics, Technology, Teacher Leadership, Instructional Leadership, Reflective Practice, Environmental Education, Reading, Mentoring, Special Education, Language Arts, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), Art Education and Early Childhood Education. Students may also work with individual faculty members to complete independent study courses such as Directed Readings, Problems, or Internship.

M.A.Ed. in Elementary Education with the Mathematics, Science, and Educational Technology (MSET) Concentration (Plan I)

MSET offers this concentration for elementary teachers interested in the field of mathematics, science, and educational technology. Students complete core content classes as determined by the faculty advisor, as well as elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry, or Physics.

MSET Concentration (Plan I) Core Requirements

Total Required Hours: 33

Strand I: MSET 3 hours

- MSET 512: Technology and the Learning Process

Strand II: Social Justice, Diversity, & Transformational Practice 3 hours

Students select one course:

- MSET 525: Multicultural Environmental Education
- LLSS 557: Language, Culture, and Mathematics
- LLSS 583: Education Across Cultures in the Southwest

Strand II: Instructional Strategies 3 hours

Students select one course:

- MSET 500: Advanced Instructional Strategies
- MSET 515: Teaching Environmental Education

Strand III: Curriculum 3 hours

Students select one course:

- MSET 511: Curriculum in the Elementary School
- MSET 542: Principles of Curriculum Development

Strand IV: Research 3 hours

Students select one course:

- EDUC 500: Research Applications to Education
- EDPY 500: Survey of Research Methods in Education
- EDPY 502: Survey of Statistics in Education
- EDPY 511: Introductory Educational Statistics
- LLSS 501: Practitioner Research
- LLSS 502: Naturalistic Inquiry

Thesis Hours 6 hours

- MSET 599: Master's Thesis

Elective Content Courses 12 hours

With the approval of the faculty advisors, students select a support content area in Mathematics, Science, or Educational Technology and complete 12 credit hours of graduate level courses.

M. A. in Elementary Education with Alternative Route to K-8 Licensure (Plan II: Non-Thesis Option)
The M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure option is for an individual interested in obtaining a K-8 elementary teaching license and completing a Master's degree in Elementary Education. A student in this option is one who has a Bachelor's, Master's, or Doctoral degree; and who is interested in obtaining a K-8 elementary teaching license. Students complete both the Licensure Courses along with the Core Courses for degree completion.

Total Required Hours: 3 undergraduate hours and 32+ graduate credit hours

Licensure Courses for M.A.Ed. in Elementary Education with Alternative Route To K-8 Licensure

EDUC 330L	Teaching of Reading	3 hours (undergraduate)
EDUC 421*	The Social Studies Program in the Elementary School	3 hours
EDUC 453*	The Science Program in the Elementary School	3 hours
EDUC 461*	The Mathematics Program in the Elementary School	3 hours
EDUC 531	The Reading Program in the Elementary School	3 hours
EDUC 595	Advanced Field Experiences	6 hours

*These 400-level courses are taken for graduate credit with appropriate approvals.

Additional courses required for licensure students: EDUC 593: Culturally Relevant Pedagogy and EDUC 433: Teaching Oral and Written Language.

Note: Students who have been admitted to the M.A.Ed. in Elementary Education Program with Alternative Route to K-8 Licensure and have completed the licensure course requirements (21 hours) are eligible to apply for the alternative teaching license from the State of New Mexico.

Master's Core Course Requirements for M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure

Strand I: Social Justice, Diversity, & Transformational Practice 3 hours

Select one course:

- EDUC 552: Social Justice and Education
- EDUC 558: Peace Education
- EDUC 593: Culturally Relevant Pedagogy
- MSET 525: Multicultural Environmental Education

Strand II: Instructional Strategies 3 hours

Select one course:

- EDUC 433: Teaching Oral and Written Language
- EDUC 502: Advanced Instructional Strategies
- MSET 515: Teaching Environmental Education
- EDUC 593: Service-Learning and the Content Standards
- MSET 567: Infusing Technology into Instruction
- MSET 565: Diagnostic and Corrective Techniques in Mathematics Teaching
- MSET 593: Multi-Media Literacy

Strand III: Curriculum 3 hours

Select one course:

- EDUC 511: Curriculum in the Elementary School
- EDUC 542: Principles of Curriculum Development

Strand IV: Research 3 hours

Select one course:

- EDUC 500: Research Applications to Education
- EDUC 513: The Process of Reflection and Inquiry

Strand V: Capstone (final course in the Program of Studies) 3 hours

- EDUC 590: Master's Seminar

M.A.Ed. in Elementary Education Core Requirements (Plan I—Thesis)

Total Required Hours: 32+

Strand I: Social Justice, Diversity, & Transformational Practice 3 hours

Select one course:

- EDUC 552: Social Justice and Education
- EDUC 558: Peace Education
- EDUC 593: Culturally Relevant Pedagogy
- MSET 525: Multicultural Environmental Education

Strand II: Instructional Strategies 3 hours

Select one course:

- EDUC 433: Teaching Oral and Written Language
- EDUC 502: Advanced Instructional Strategies
- MSET 515: Teaching Environmental Education
- EDUC 593: Service-Learning and the Content Standards
- MSET 567: Infusing Technology into Instruction
- MSET 565: Diagnostic and Corrective Techniques in Mathematics Teaching
- MSET 593: Multi-Media Literacy

Strand III: Curriculum 3 hours

Select one course:

- EDUC 511: Curriculum in the Elementary School
- EDUC 542: Principles of Curriculum Development

Strand IV: Research 3 hours

Select one course:

- EDUC 500: Research Applications to Education
- EDUC 513: The Process of Reflection and Inquiry

Thesis Hours: 6 hours

- EDUC 599: Master’s Thesis

Focused Electives: 14 hours

These courses are chosen by the student in consultation with a faculty advisor. Choices include, but are not limited to: Social Studies, Science, Mathematics, Technology, Teacher Leadership, Instructional Leadership, Reflective Practice, Environmental Education, Reading, Mentoring, Special Education, Language Arts, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), Art Education and Early Childhood Education.

M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure (Plan I: Thesis Option)

Total Required Hours: 32+

Licensure Courses for M.A.Ed. in Elementary Education with Alternative Route To K-8 Licensure 21 hours*

EDUC 330L	Teaching of Reading	3 hours (undergraduate)
EDUC 421**	The Social Studies Program in the Elementary School	3 hours
EDUC 453**	The Science Program in the Elementary School	3 hours
EDUC 461**	The Mathematics Program in the Elementary School	3 hours
EDUC 531	The Reading Program in the Elementary School	3 hours
EDUC 595	Advanced Field Experiences	6 hours

*18 graduate credit hours + 3 undergraduate credit hours

**These 400-level courses are taken for graduate credit with appropriate approvals.

Note: Students who have been admitted to the M.A.Ed. in Elementary Education Program with Alternative Route to K-8 Licensure and have completed the licensure course requirements (21 hours) are eligible to apply for the alternative teaching license from the State of New Mexico.

Master’s Core Course Requirements for M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure

Strand I: Social Justice, Diversity, & Transformational Practice 3 hours

Select one course:

- EDUC 552: Social Justice and Education
- EDUC 558: Peace Education
- EDUC 593: Culturally Relevant Pedagogy
- MSET 525: Multicultural Environmental Education

Strand II: Instructional Strategies 3 hours

Select one course:

- EDUC 433: Teaching Oral and Written Language
- EDUC 502: Advanced Instructional Strategies
- MSET 515: Teaching Environmental Education
- MSET 567: Infusing Technology into Instruction
- MSET 565: Diagnostic and Corrective Techniques in Mathematics Teaching

Strand III: Curriculum 3 hours

Select one course:

- EDUC 511: Curriculum in the Elementary School
- EDUC 542: Principles of Curriculum Development

Strand IV: Research 3 hours

Select one course:

- EDUC 500: Research Applications to Education
- EDUC 513: The Process of Reflection and Inquiry

Thesis Hours 6 hours

- EDUC 599: Master's Thesis

APPENDIX 10: ELEMENTARY EDUCATION ONLINE CATALOG LANGUAGE
GRADUATE PROGRAMS
OCTOBER 2011

Degree Offered:

M.A.Ed. in Elementary Education

Elementary Education

The Elementary Education Program offers graduate degrees that contain components for licensure as an elementary educator in the State of New Mexico as well as for practicing teachers for continued professional development.

M.A.Ed. in Elementary Education (for Licensed Teachers)

32+ Credit Hours

M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure

36 Credit Hours

Prospective M.A.Ed. students must apply for admission and be formally admitted by the program faculty. Candidates are required to develop and follow a planned program of studies made up of courses selected with the approval of a faculty advisor. Courses taken without an advisor's prior approval may not be accepted toward completion of the M.A.Ed. degree.

Graduate Advisement:

For program information and application materials contact:

Department of Teacher Education
Hokona Hall-Zuni, Room 121
(505) 277-4533
ted@unm.edu
<http://coe.unm.edu/departments/teacher-ed.html>

Interested students may choose one of two program options in the M.A.Ed.in Elementary Education. The M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure is for students who wish to obtain an elementary teaching license and a Master's degree. The M.A.Ed. in Elementary Education is for students who already hold a teaching license.

Application Deadlines:

Summer/Fall Semester	February 15
Spring Semester	September 15

Admissions Criteria:

M.A.Ed. in Elementary Education (for Licensed Teachers)

1. Meet UNM Office of Graduate Studies (OGS) requirements;
2. Have an overall GPA of 3.0 in the last 2 undergraduate years in the major field of study; and
3. Hold a valid teaching license.

M.A.Ed. in Elementary Education with Alternative Route to K-8 Licensure

1. Pass the New Mexico Teacher Assessment: Basic Skills Examination;
2. Meet UNM Office of Graduate Studies (OGS) requirements; and
3. Have an overall GPA of 3.0 in the last 60 hours of university coursework.

A complete paper application packet must be submitted to the Department of Teacher Education. Admission is based on space availability.

Curriculum Requirements for Plan I and Plan II

Each program is offered under the general requirements of either Plan I (with thesis) or Plan II (without thesis). Students working under Plan I (thesis) will satisfy Plan I requirements as set forth in preceding parts of the College section of this catalog and other sections describing specific requirements of the Elementary Education Graduate Program.

Plan I: 26+ credit hours, plus 6 credit hours of thesis, including final oral examination.

1. A minimum of 24 hours of course work. (Many Programs of study require more than the minimum).
2. A thesis (minimum 6 hours credit).
3. EDPY 511 or other approved research course (excluding EDUC 500).
4. One curriculum course: MSET 507, EDUC 511, EDUC 542, EDUC 574 or LLSS 582.
5. At least 6 hours of 500-level courses.
6. A minimum of 7 hours in a minor content field.
7. Not more than 5 hours of workshop credit.
8. Oral examination.

Plan II: 32+ credit hours, including EDUC 590 Seminar, plus Master's examination.

Candidates working under Plan II will satisfy the requirements as set forth in earlier pages of this catalog, with the following specifications:

1. A minimum of 32 hours of course work. (Many Programs of study require more than the minimum.)
2. EDUC 500 or one 3-hour problems course EDUC 591).
3. EDUC 500 or EDPY 511.
4. One curriculum course: MSET 507, EDUC 511, EDUC 542, EDUC 574 or LLSS 582.
5. LLSS 583.
6. EDUC 590 or EDUC 579.

7. A minimum of 3-9 hours in a minor content Field.
8. At least 12 hours of 500-level courses.
9. Not more than 8 hours of workshop credit.
10. Written comprehensive examination.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

Core Course Grade Replacement Information

All core courses must be passed with a B or better. Students who fail to receive a B or better may request a grade replacement per UNM policy as described in the Graduate Program section of the UNM Catalog.

Master's Examination

After completing 9-18 credit hours, a student must consult with his/her advisor on the preferred Master's examination or thesis option. If a student fails to successfully complete the exam and cannot make the required revisions to pass the exam by the required deadline, that student has one attempt during one calendar year to retake the M.A.Ed. Examination.

M.A.Ed. in Elementary Education (for Licensed Teachers)

This program option is designed for an applicant who already has a teaching license and may have teaching experience. This individual is interested in furthering his/her professional growth by completing a Master's Degree that incorporates advanced study of specific areas of education such as: elementary education, mathematics education, science education, curriculum and instruction, and/or educational technology.

The M.A.Ed. in Elementary Education is designed to be a journey in personal and professional growth. In their program of studies, students will engage in purposeful work in each of the major core content strands: Social Justice, Diversity, and Transformational Practices; Instructional Strategies; Curriculum; Technology; Research; focused electives in a specialty area; and a culminating final capstone experience. The goal is that students will improve their teaching and their thinking about the teaching process, resulting in greater depth of meaning for their students.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

M.A.Ed. in Elementary Education with Early Childhood Education Concentration

Requirements for this degree and concentration may be found in the [Early Childhood and Multicultural Education](#) section of this Catalog. Information may be obtained from the Department of Individual, Family and Community Education. Students interested in this concentration must complete the application process noted above for the M.A.Ed. in Elementary Education.

M.A.Ed. in Elementary Education with Mathematics, Science and Educational Technology (MSET) Concentration

MSET is a concentration for elementary teachers interested in the fields of mathematics, science and educational technology. Students will complete core content classes as determined by their faculty advisor, as well as elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry or Physics. Students interested in this concentration must complete the application process noted above for the M.A. in Elementary Education.

MSET Concentration (Plan I) 33 hours

MSET 3

MSET 512 Technology and the Learning Process

Curriculum (Choose 1)

MSET 511 Curriculum in the Elementary School

MSET 542 Principles of Curriculum Development

Instructional Strategies (Choose 1) 3

MSET 500 Advanced Instructional Strategies

MSET 515 Teaching Environmental Education

Diversity (Choose 1) 3

MSET 525 Multicultural Environmental Education

LLSS 557 Language, Culture and Mathematics

LLSS 583 Education Across Cultures in the Southwest

Research (Choose 1) 3

EDUC 500 Research Applications to Education

EDPY 500 Survey of Research Methods in Education

EDPY 502 Survey of Statistics in Education

EDPY 511 Introductory Educational Statistics

LLSS 501 Practitioner Research

LLSS 502 Naturalistic Inquiry

Thesis 6

MSET 599 Master's Thesis

Elective Content Courses 12

With the approval of the faculty advisors, students select a support content area in Mathematics, Science, or Educational Technology and complete 12 credit hours of graduate level courses.

M.A. in Elementary Education with Alternative Route to K-8 Licensure

This program is for individuals interested in obtaining a K-8 elementary teaching license and completing a Master's degree in Elementary Education. A student in this program is one who already has a Bachelor's, Master's or Doctoral Degree. Students complete licensure courses, advanced field experiences and Master's Degree courses.

K-8 Alternative Licensure Required Course Work 21 hours

EDUC 595	Advanced Field Experiences	6
EDUC 330L	Teaching of Reading (undergraduate)	3
EDUC 531	The Reading Program in the Elementary School	3
EDUC *461	The Mathematics Program in the Elementary School	3
EDUC *453	The Science Program in the Elementary School	3
EDUC *421	The Social Studies Program in the Elementary School	3

*can be taken for Graduate credit.

EDUC 330L does not count for graduate credit, but is required for the elementary teaching license.

When a student has completed the licensure course requirements listed above (21 hours), he/she is eligible to apply for an alternative teaching license from the State of New Mexico Public Education Department Professional License Bureau at <http://www.ped.state.nm.us/licensure/>

Standard (Provisional) License Course Work 27

21 hours (18 applicable graduate credit hours and EDUC 330L) from Alternative Licensure requirements plus:

SPCD 507	Collaboration for Inclusive Education	3
LLSS 593	Topics: First and Second Language Development	3

And

Choose one:

EDPY 503	Principles of Human Development	3
EDPY 510	Principles of Classroom Learning	

M.A. Program (without thesis)

**36
hours**

24 graduate credit hours from the Alternative/Standard Licensure requirements plus the following 12 core hours:

LLSS 583	Education Across Cultures in the Southwest	3
EDUC 590	Seminar	3
-and-		
	Curriculum Core (choose 1)	3
ARTE 510	Curriculum Development in Art Education	
MSET 507	Developing Curriculum for Middle Schools	
EDUC 511	Curriculum in the Elementary School	
EDUC 542	Principles of Curriculum Development	
EDUC 574	Curriculum for Early Childhood	
LLSS 582	Curriculum Development in Multicultural Education	
	Research Core (choose 1)	3
EDUC 500	Research Applications to Education	
EDPY 500	Survey of Research Methods in Education	
EDPY 502	Survey of Statistics in Education	
EDPY 572	Classroom Assessment	
LLSS 501	Practitioner Research	
LLSS 502	Naturalistic Inquiry	

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

	Standard (Provisional) License Course Work	27
	21 hours (18 applicable graduate credit hours and EDUC 330L) from Alternative Licensure requirements plus:	
SPCD 507	Collaboration for Inclusive Education	3
LLSS 593	Topics: First and Second Language Development	3
	And	
	Choose one:	
EDPY 503	Principles of Human Development	3
EDPY 510	Principles of Classroom Learning	
	M.A. Program (without thesis)	36 hours
	24 graduate credit hours from the Alternative/Standard Licensure requirements plus the following 12 core hours:	
LLSS 583	Education Across Cultures in the Southwest	3
EDUC 590	Seminar	3
	-and-	
	Curriculum Core (choose 1)	3
ARTE 510	Curriculum Development in Art Education	
MSET 507	Developing Curriculum for Middle Schools	
EDUC 511	Curriculum in the Elementary School	
EDUC 542	Principles of Curriculum Development	
EDUC 574	Curriculum for Early Childhood	
LLSS 582	Curriculum Development in Multicultural Education	

Research Core (choose 1)

3

EDUC 500	Research Applications to Education
EDPY 500	Survey of Research Methods in Education
EDPY 502	Survey of Statistics in Education
EDPY 572	Classroom Assessment
LLSS 501	Practitioner Research
LLSS 502	Naturalistic Inquiry

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

APPENDIX 11: PROPOSED CATALOG LANGUAGE FOR ELEMENTARY EDUCATION

FALL 2011

ELEMENTARY EDUCATION

The Elementary Education Program offers both undergraduate and graduate degrees. These degrees contain components for licensure for elementary educators (grades K-8) in the State of New Mexico. A graduate degree for practicing teachers is also available for continued professional development.

The Elementary Education Program strives to prepare the very best entry-level teachers for all of New Mexico's children; such preparation is enriched by the diverse, contrastive linguistic and cultural communities of the region. The Program also enhances and further develops skills of practicing teachers wishing to continue their studies through graduate work. The Program also takes advantage of the many professional partnerships that the College holds with school districts and their teaching faculties.

Degrees Offered

B.S.Ed. in Elementary Education

M.A.Ed. in Elementary Education

Undergraduate Study

The Elementary Education Program offers an undergraduate major leading to teacher licensure in elementary schools and middle schools (grades K-8), along with specialty areas in a number of teaching fields. All students must complete the application process, including passage of the New Mexico Teaching Assessment (NMTA), prior to beginning the program. Admissions are competitive and limited by capacity to deliver a quality program.

Undergraduate Advisor Contact and Student Information Contact:

College of Education Advisement Center

Tireman Hall

(505) 277-3190

Minimum Criteria for Undergraduate Application to the Elementary Education Program

There is a core set of General Education requirements necessary for application to Elementary Education. Contact the COE Advisement Center or go to the COE website (<http://coe.unm.edu/departments/teacher-ed>) for materials and an application.

1. College grade point average for admission into Elementary Education:

- 2.50 GPA
- OR 2.50 for the last 60 hours (all coursework at all institutions)
- OR 2.70 for the last 24 hours

- OR 3.0 for the last 12 hours at the University of New Mexico (content courses only)
plus 2.50 GPA on the previous two semesters/quarters wherever taken.

2. No more than 9 hours remaining in addition to their required Teacher Education hours. College of Education advisors determine eligibility.

Elementary Education Curriculum

General Education Requirements and Pre-Professional Study (69 hours)

1. Communication Arts (12 hours)
ENGL 101, ENGL 102, LING 101, C&J 220 or 130
2. Mathematics (9 hours)
MATH 111, 112, 215
3. Social Science (6 hours)
Select from SOC 101; PSY 105; POLS 110, 200, 220, or 240; ANTH 101 or 130; ECON 105 or 106; or GEOG 102
4. History (12 hours)
HIST 101 or 102, HIST 161 or 162, HIST 260, and HIST Elective
5. Science (12 hours)
Recommended: NTSC 261L, 262L, 263L.
Will accept any science course that meets the undergraduate core curriculum (See the Undergraduate Program).
6. Fine Arts (6 hours)
ARTE 214 or 414 and MUSE 298
7. Second Language (3 hours)
One course chosen from any of the lower-division non-English language offerings of the Departments of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages & Literatures and foreign languages in other departments and programs.
8. Pre-professional Study (9 hours)
EDPY 303, LLSS 443, MSET 365

Professional Study (36 hours)

EDUC 321L	Teaching of Social Studies in Elementary School	3
EDUC 330L	Teaching of Reading	3
EDUC 331L	Teaching of Reading in the Elementary School	3

EDUC 333L	Teaching Oral and Written Language in the Elementary School	3
EDUC 353L	Teaching of Science in the Elementary School	3
EDUC 361L	Teaching of Mathematics in the Elementary School	3
EDUC 400	Student Teaching in the Elementary School	9
EDPY 310	Learning in the Classroom	3
LLSS 315	Educating Linguistically and Culturally Diverse Students	3
SPCD 489	Teaching Exceptional Students in General Education	3

Endorsements and Concentration-Teaching Fields

Elementary Education students are required to complete either a 24-hour Endorsement in or a 24-hour Concentration-Teaching Field to complete the requirements for K-8 Elementary Licensure. Students may complete both an Endorsement and a Concentration-Teaching Field. Students should seek advisement to ensure proper completion of any of these Endorsements and/or Teaching Fields.

Endorsements

Endorsement: Bilingual Education **is designed for students who are seeking an endorsement in Bilingual Education. There is a requirement of 24 credit hours in this endorsement. (Seek Bilingual/English/Spanish/Navajo advisement in the LLSS Department.)**

Endorsement: Teaching English as a Second Language (TESOL) **is designed for students who are seeking an endorsement in Teaching English as a Second Language. There is a requirement of 24 credit hours in this endorsement. (Seek TESOL advisement in the LLSS Department for specific course requirements.)**

Endorsement: Fine Arts **is designed for students wishing to develop a teaching field in Theatre or Dance. (Seek advisement in the Fine Arts: Theatre and Dance Department for specific course requirements.)**

Minor: Art Education **is designed for students wishing to develop a minor in Art Education. (Seek advisement in the Art Education Department for specific course requirements.)**

Concentrations-Teaching Fields

Concentration-Teaching Field: Mathematics K-8 (24/25 hours)

Mathematics Courses from General Education (9 hours)

AND

Recommended for K-5: MATH 121, 180, 181, & STAT 145 (12 hours)

OR

Recommended for K-8: MATH 123, 145, 150 & 162L (13 hours)

AND one MATH Course from: 300, 307, 308, 309, 330, or any other upper level math course (3 hours).

Concentration-Teaching Field: Science (24 hours)

Science Courses from General Education (12 hours)

AND

Additional Science Courses: Highly recommended that these additional courses are taken at the 200 level or above whenever possible. (12 hours)

Concentration-Teaching Field: Language Arts (24 hours)

Communication Arts General Education Courses (12 hours)

AND two of the following courses:

ENGL 240, THEA 418, 415, or 419, and/or LLSS 430 (6 hours)

AND one of the following courses:

ENGL 150, 292, 293, 296, or EMLS 451 (3 hours)

AND one of the following courses

SPAN 101 or NVJO 101 or other approved course (3 hours)

Concentration-Teaching Field: Social Studies (24 hours)

Choose one:

HIST 101 or HIST 102 (3 hours)

AND

HIST 161, 162, 260 (9 hours)

AND

GEOG 102 or 140 (3 hours)

AND

POLS 200 (3 hours)

AND

POLS 220, 240, or 260 (3 hours)

AND

ECON 105 (3 hours)

Requirements for successful completion

In order to successfully complete a degree in Elementary Education, students must successfully complete

a) the Pre-Professional courses with a “C” or better,

- b) the Professional courses with a “B” or better; and
- c) Endorsement and/or Teaching Field courses with a “C” or better.

Dual Major in Elementary Education and Special Education is available. Seek advisement through the Special Education Department.

**APPENDIX 12: New Mexico Teacher Assessments
UNM College of Education Pass Rates**

Test	UNM Pass Rates					
	2004-05	2005-06	2006-07	2007-08	2008-09	5-YR Avg
PROFESSIONAL KNOWLEDGE						
Teacher Competency – Elementary	100%	99%	97%	97%	97%	98%
Teacher Competency – Secondary	100%	98%	97%	95%	100%	98%
ACADEMIC CONTENT AREAS						
Elementary Education	100%	99%	97%	99%	99%	99%
French	--	--	--	--	--	--
German	--	--	--	--	--	--
Social Studies/History, Geography, Economics, Civics, Govt.	100%	100%	95%	92%	94%	96%
Language Arts	100%	100%	100%	100%	100%	100%
Mathematics	100%	100%	100%	--	100%	100%
Middle Level Language Arts	--	--	--	--	--	--
Middle Level Mathematics	--	83%	--	--	--	--
Middle Level Science	--	--	--	--	--	--
Middle Level Social Studies	--	--	--	--	--	--
Music	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Science	100%	95%	--	--	100%	98%
Spanish	--	100%	--	--	--	100%
TESOL	--	--	--	--	--	--
Visual Arts	--	95%	100%	92%	100%	--

**APPENDIX 13: SECONDARY EDUCATION ONLINE CATALOG LANGUAGE
UNDERGRADUATE PROGRAMS
OCTOBER 2011**

Secondary Education

Degrees Offered

B.A. Ed. in Secondary Education

B.S. Ed. in Secondary Education

The Secondary Education Program offers licensure programs at the undergraduate level. Students seeking licensure as a secondary teacher (grades 7-12) must choose a teaching endorsement in Communicative Arts, Math, Science, Social Studies or World Languages (e.g., Spanish, French and German).

Application Deadline:

B.A.Ed. and B.S.Ed. Licensure Programs February 1

Admission Information

Steps in the admission process for a B.A.Ed. and B.S.Ed. degree in Secondary Education can be found at our department website: <http://coe.unm.edu/departments/teacher-ed.html>. Admission is a competitive process as the Secondary Education Program cannot accept all who apply. Students must be within six hours of completing all required courses in general education, the preprofessional courses and their teaching field when they submit their application.

Undergraduate Study

The curriculum leading to the Bachelor's Degree (B.A.Ed. or B.S.Ed.) in Secondary Education is designed for students preparing to teach in middle schools, junior high schools or senior high schools (grades 7-12). The program of studies for the Secondary Education major and licensure preparation has three components:

- General Education Requirements
- Teaching Field Requirements
- Professional Education Requirements

Undergraduate Concentrations—Teaching Fields and Degrees (for teaching grades 7–12)

Communicative Arts Education

Earth Science Education

French

German

Life Science Education

Mathematics Education
 Physical Science Education with an emphasis in Chemistry
 Physical Science Education with an emphasis in Physics
 Social Studies Education
 Spanish

Students must meet with a College of Education Academic Advisor for initial consultation about their program, and their secondary faculty advisor through out their program. The Secondary Education faculty advisor must approve enrollment into the professional licensure courses that are offered in a Fall/Spring sequence.

General education requirements include the following disciplines and courses:

General Education Requirements (66 hours)

1. Communication Arts	12 hours
ENGL 101, ENGL 102, LING 101, CJ 130 or 220	
2. Mathematics	6 hours
MATH 120, STAT 145	
3. Science	12 hours
Select from BIOL 110 and 112L, 201, 202 and 203, CHEM 111, 121 and 123L or 131L, 122 and 124L or 132L; EPS 101 and 105L, 201L; ENVS 101; PHYC 102-102L, 151-152, 160-160L, 161-161L; ASTR 101	
4. History	12 hours
HIST 101L and/or 102L, 161L, 162, 260 or 463	
5. Social Science	6 hours
Select from SOC 101, PSY 105, POLS 110 or 220, ANTH 101 or 130, ECON 105 or 106, or GEOG 102	
6. Fine Arts	6 hours
ARTH 101 or 251, MUS 139	
7. Second Language	3 hours

Select from any of the lower-division, non-English language offerings of the Departments of Linguistics, Spanish and Portuguese, and Foreign Languages and Literature.

- g. Teaching and Learning Support Courses 9
hours

EDUC 313 or EDPY 303 and 310; MSET 365

Students must achieve a 2.5 overall GPA in General Education courses to qualify for student teaching.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

Secondary Education Concentration–Teaching Field Requirements

In New Mexico, teachers must complete one or more teaching fields (endorsements) to apply for a Secondary Teaching License (grades 7-12). The Concentration–Teaching Fields included within the B.A.Ed. and the B.S.Ed. in Secondary Education degrees meet the state teaching field (endorsement) requirements for initial licensure and federal NCLB requirements for Highly Qualified teachers. Students must achieve a 2.5 GPA overall in Concentration-Teaching Field courses in order to qualify for student teaching.

The B.A.Ed. in Secondary Education includes at least one of the following concentration-teaching fields:

Concentration-Teaching Field in Communicative Arts Education (54 hours): This concentration-teaching field includes interdisciplinary study in literature, writing, communication and journalism and theatre arts. Course requirements include the following:

1. Communication Arts courses from General Education Requirements 12 hours
2. World Literature 6 hours
Select from ENGL 292, 293, 330, 331, 332, 333, 334, 335, 336, 337
3. American Literature 6 hours
ENGL 296 or 297 and one of the following: ENGL 460, 461, 462, 463
4. Shakespeare 3 hours
ENGL 352 or 353
5. Perspectives on Literature 3 hours
Choose one from ENGL 264, 265, 281, 364, 365 or 381
6. Grammar 3 hours
ENGL 240
7. Writing 6 hours
LLSS 430 and one of the following: ENGL 219, 223, 224 or 324

- | | |
|--|---------|
| 8. Communication & Journalism | 3 hours |
| Select from CJ 225, 323, 327, or 331 | |
| 9. Non-Print Media | 3 hours |
| CJ 110 or MA 110 | |
| 10. Intercultural Communication | 3 hours |
| CJ 314 | |
| 11. Books for Young Adults | 3 hours |
| EMLS 451 | |
| 12. Co-Curricular Perspectives | 3 hours |
| Select from THEA 418, THEA 419, CJ 271, CJ 374, CJ 344, CJ 171 or MA 330 | |

Concentration-Teaching Field in French (30 hours): Completion of this concentration-teaching field leads to a Modern & Classical Languages endorsement in French. Course requirements include the following (at least 12 credit hours at the 300 level or above):

- | | |
|--|-------------|
| 1. Language | 12-18 hours |
| Select from FREN 101, 102, 103, 108, 201, 203, 275, 276, 301, 302, 305 | |
| 2. Literature, Civilization & Culture | 12-18 hours |
| Select from FREN 335, 345, 346, 351, 352, 407, 432, 465 | |

Concentration-Teaching Field in German (30 hours): Completion of this concentration-teaching field leads to a Modern & Classical Languages endorsement in German. Course requirements include the following (at least 12 hours at the 300 level or above):

- | | |
|---|-------------|
| 1. Language | 12-18 hours |
| Select from GRMN 101-102, 201-202, ,203-204, 275-276, 301-302, 303, 405 | |
| 2. Literature, Civilization & Culture | 12-18 hours |
| Select from GRMN 304, 305, 307, 308, 336, 401, 450, 498, 499 | |

Concentration-Teaching Field in Social Studies Education (54 hours): This concentration-teaching field includes interdisciplinary study in social studies including history (U.S. and Western Civilization), political science, anthropology, economics, geography, and sociology. Course requirements include the following:

- | | |
|---|----------|
| 1. General Education Requirements for History and Social & Behavioral Courses | 18 hours |
| 2. Required Core Courses | 15 hours |
| GEOG 140, POLS 200, POLS 220, SOC 216, HIST 260 | |

- Support courses to complete one of the following emphasis areas (at least 12 hours at the 300 level or above)

Anthropology	33 hours
Sociology	31 hours
Economics	33 hours
Geography	33 hours
History	21 hours
Political Science	30 hours

Concentration-Teaching Field in Spanish (24-36 hours): Completion of this concentration-teaching field leads to a Modern & Classical Languages endorsement in Spanish. Course requirements include the following (at least 12 hours at the 300 level or above):

- Language 12-18
hours
Select from SPAN 101, 102, 103-104, 111, 112, 200, 201, 202, 203, 211, 212, 275, 276, 301, 302
- Linguistics, Philology & Methodology, Literature, Peninsular Literature, Spanish American Literature, Southwest Hispanic Studies 12-18
hours
Select from SPAN 350, 351, 352, 371, 449, 307, 411, 412, 423, 429, 450, 431, 432, 435, 438, 439, 370, 375, 377,

The B.S.Ed. in Secondary Education includes at least one of the following concentration-teaching fields:

Concentration-Teaching Field in Earth Science (52-58 hours): This concentration-teaching field requires 30 hours of earth and planetary sciences and eight hours EACH in biology, chemistry, physics and mathematics. Course requirements include the following:

1. Core Courses 32 hours

BIOL 201, BIOL 202, CHEM 121 and 123L, CHEM 122 and 124L, EPS 101/105L, EPS 201L, PHYC 151L, PHYC 152L

2. Support for Emphasis Area (12 hours at 300 level or above) 20-26 hours

Select from the following: EPS 225, EPS 250 or EPS 255L, EPS 301/302L, EPS 303L, EPS 304L, EPS 307L, EPS 333 or 481L, EPS 365 or ASTR 101/101L, EPS 352

Concentration-Teaching Field in Life Science (52-58 hours): This concentration-teaching field requires 30 hours of biology and eight hours EACH in earth and planetary sciences, chemistry, physics and mathematics.

1. Core Courses 32 hours

BIOL 201, BIOL 202, CHEM 121 and 123L, CHEM 122 and 124L, EPS 101/105L, EPS 201L, PHYC 151L, PHYC 152L

2. Support for Emphasis Area (12 hours at the 300 level or above) 20-26 hours

Select from BIOL 203L, BIOL 204L, BIOL 351L, BIOL 352L, BIOL 360L, BIOL 371L or BIOL 386L, BIOL 300, BIOL 310L, BIOL 324 or BIOL 407L

Concentration-Teaching Field in Mathematics Education (36 hours): This concentration teaching field requires mathematics courses that enable students to develop proficiencies in calculus, algebra, geometry, probability and statistics, computing, application of mathematics and history of mathematics. Course requirements include the following:

1. Required Courses 30 hours

CS 151L, MATH 162, 163, 264, 305, 306, 314, 338, STAT 345

2. MATH Elective Options 6 hours

Select from 300, 308, 309, 317, 318, 319, 350

Concentration-Teaching Field in Physical Science with Chemistry Emphasis (52-58 hours): This concentration-teaching field requires 30 hours in chemistry and eight hours EACH in biology, earth and planetary sciences, physics and mathematics.

1. Core Courses 32 hours

BIOL 201, BIOL 202, CHEM 121, CHEM 123L, CHEM 122, CHEM 124L, EPS 101/105L, EPS 201L, PHYC 151L, PHYC 152L

2. Support for Emphasis Area (12 hours at 300 level or above) 20-26 hours

Select from CHEM 253L, CHEM 301/303L, CHEM 302/304L, CHEM 315 or CHEM 311/312, CHEM 421, CHEM 431

Concentration-Teaching Field in Physical Science with Physics Emphasis (52 hours): This concentration-teaching field requires 30 hours in chemistry and eight hours EACH in biology, earth and planetary sciences, physics and mathematics.

1. Core Courses 32 hours

BIOL 201, BIOL 202, CHEM 121, CHEM 123L, CHEM 122, CHEM 124L, EPS 101/105L, EPS 201L, PHYC 160/160L, PHYC 262/262L

2. Support for Emphasis Area 20 hours

Select from PHYC 301, PHYC 302, PHYC 303, PHYC 304, PHYC 307, PHYC 308, PHYC 327, PHYC 330, PHYC 405, PHYC 406, PHYC 452, PHYC 491, PHYC 492

Other Content Areas/Endorsement Programs of Studies Available for Secondary Education Majors

Interested students may elect to pursue programs of studies in other COE or university programs that will lead to a K-12 license or endorsement in addition to one of the Concentration-Teaching Fields offered through the Secondary Education program. For more information about licenses or endorsements in other programs or colleges within the university, contact the following appropriate programs:

Teaching Field in Fine Arts–Dance (36 hours): Completion of this teaching field leads to an endorsement in Fine Arts- Dance. This program is administered by the Secondary Education Program, but students should to seek advisement early in the program from both the College of Education and the Department of Theatre and Dance. Requirements may change. See the Theatre and Dance advisor for current information.

Current course requirements include the following (at least 12 credit hours at the 300 level or above):

DANC 105, 212, 250, 311, 416, 462 or 463, 14 hours of dance technique (8 hours must be in Modern, the other hours must be completed in three of the following areas: Ballet, Ethnic, Folk, Jazz or Tap) DANC 105, 212, 250, 311, 416, 462 or 463, 14 hours of dance technique (8 hours

must be in Modern, the other hours must be completed in three of the following areas: Ballet, Ethnic, Folk, Jazz or Tap).

Teaching Field in Fine Arts-Theatre (36 hours): Completion of this teaching field leads to an endorsement in Fine Arts-Theatre. This program is administered by the Secondary Education Program, but students should seek advisement early in the program from both the College of Education and the Department of Theatre and Dance. Requirements may change. See the Theatre and Dance advisor for current information.

Current course requirements include the following (at least 12 credit hours at the 300 level or above);

THEA 122, 130, 131, 192, 194, 196, 223, 231, 403, 418 and 419.

Visual Art Licensure: The College of Education offers course work towards a Visual Art Licensure K-12. Those interested should see the section on Art Education in this Catalog and contact a program advisor.

Bilingual Education (27 hours): Students may elect to pursue a New Mexico K-12 endorsement in Bilingual Education with a Spanish/English or Navajo/English area of focus. However, in order to meet federal and state requirements for the 7-12 school curriculum, secondary students interested in a bilingual education endorsement must have a first concentration-teaching field in one of the academic content areas such as Communicative Arts, Social Studies, Mathematics, Life Science, or Earth Science, or French, German, or Spanish listed above in the Secondary Concentration-Teaching Fields section. They may then complete requirements for the bilingual education endorsement as an additional teaching credential. Students must see a Bilingual Education Program advisor in the Department of Language, Literacy and Sociocultural Studies (LLSS) for current information about Bilingual Education Endorsement requirements and approval of entry into Bilingual Education concentration courses.

Teaching English to Speakers of Other Languages (36 hours): Students may elect to pursue a K-12 endorsement in Teaching English to Speakers of Other Languages (TESOL). However, in order to meet federal and state requirements for the 7-12 school curriculum, secondary students must have a first concentration-teaching field in one of the academic content areas such as Communicative Arts, Social Studies, Mathematics, Life Science, Earth Science, or French, German, or Spanish listed above in the Secondary Concentration-Teaching Fields section. They may then complete requirements for the TESOL endorsement as an additional teaching credential. See a TESOL Program advisor in the Department of LLSS for current information about the TESOL Endorsement requirements and approval of entry in TESOL concentration courses.

Professional Education Requirements (27 hours)

The following professional education sequence is required of all undergraduate students pursuing a secondary education major and eligibility for an initial teaching license for grades 7-12. The two-semester sequence includes consecutive Fall and Spring semesters of the same academic year (i.e., teaching experiences and related courses). In order to qualify for the professional education sequence, students should complete all general education and concentration-teaching

field requirements. However, if space is available and other requirements have been met, students may be allowed with faculty approval to proceed into the professional education sequence if lacking no more than six hours total of all other requirements. Students must achieve a 2.5 GPA in their general education courses, a 2.5 GPA in their concentration-teaching field courses, and a 3.0 overall GPA in their professional education courses to advance to student teaching.

Professional Education Courses

SPCD 489	Working with Special Needs Populations	3
EDUC* 438	Teaching Reading in the Content Field	3
EDUC 362	Teaching Experience I (offered Fall only)	3
EDUC 450	Issues in Secondary Education (offered Fall only)	3

One of the following teaching-field methods courses (**offered Fall only**)

MSET* 429	Teaching of Secondary Mathematics
MSET 431	Teaching of Secondary Sciences
LLSS 432	Teaching of Social Studies
LLSS 436	Teaching of English
LLSS* 480	Second Language Pedagogy

Student Teaching Courses (offered Spring only)

EDUC 462	Student Teaching	9
EDUC 464	Student Teaching Seminar	3

EDUC 362: Teaching Experience I and EDUC 462: Student Teaching require a field experience in a secondary school. In EDUC 362: Teaching Experience I (pre student teaching), students are in the school every week assisting and teaching in one class (the same class) for the entire semester. Days and times vary depending on the schedule at the school. Students in EDUC 362: Teaching Experience I may begin their field experience at the beginning of the UNM semester. EDUC 462: Student Teaching requires full-time teaching and related educational responsibilities (all day, Monday-Friday) for one semester. A total of 12 credit hours are required for this experience, which includes EDUC 462: Student Teaching (9 hours) and EDUC 464: Student Teaching Seminar (3 hours). EDUC 462: Student Teaching (9 hours) begins at the start of the UNM semester and ends with the conclusion of the UNM Spring semester in May.

Students are required to consult an advisor in the COE Advisement Center and a faculty advisor early in their college careers to ensure that they finish their program in a timely manner. See introductory information in the College of Education section in this catalog regarding application for licensure following completion of all requirements for the B.A.Ed. or B.S.Ed. in Secondary Education.

NOTE: Changes in UNM/New Mexico curricular requirements or state educational reform initiatives may require periodic revisions of the curriculum and admissions process.

APPENDIX 14: SECONDARY EDUCATION ONLINE CATALOG LANGUAGE
GRADUATE PROGRAMS
OCTOBER 2011

Secondary Education

The Secondary Education Program offers licensure programs at the graduate level as well as M.A. programs for experienced classroom teachers. Students seeking licensure as a secondary teacher (grades 7-12) must choose a teaching endorsement in Communicative Arts, Math, Science, Social Studies or World Languages (e.g., Spanish, French and German). Licensed teachers interested in deepening their professional knowledge of teaching and learning can apply for the M.A. in Secondary Education program.

M.A. in Secondary Education

M.A. in Secondary Education with Licensure

Graduate Advisement:

For program information and application materials contact:

Department of Teacher Education
Hokona Hall-Zuni, Room 121
(505) 277-4533
ted@unm.edu
<http://coe.unm.edu/departments/teacher-ed.html>

Application Deadlines:

M.A. in Secondary Education

Summer/Fall Semester February 1

Spring Semester October 1

M.A. in Secondary Education with Licensure

Summer/Fall Semester February 1

Applications after these dates will be considered on a needs and space available basis. Steps in the admission process for M.A. degrees in Secondary Education can be found at our department website.

Admissions Criteria:

M.A. in Secondary Education

1. Meet UNM Office of Graduate Studies (OGS) requirements;
2. Has achieved a GPA of 3.0 as an undergraduate; and
3. Hold a valid teaching license.

M.A. in Secondary Education with Licensure

1. Meet UNM Office of Graduate Studies (OGS) requirements, including an overall GPA of 3.0 as an undergraduate and a 2.5 GPA or higher in a teaching field;
2. Be within 6 credit hours of completing course requirements for a teaching field; and
3. Register for, take and pass the Basic Skills section of the New Mexico Teacher Assessment. The second and third sections, the Assessments of Teacher Competency and Content Knowledge, may be completed during or after the field experience courses.

An applicant who does not meet these requirements but wishes to apply must meet with the Secondary Education faculty member who is the advisor for the applicant's chosen content-teaching field.

Formal admission to graduate status occurs concurrently with admission to Secondary Education.

Curriculum Requirements for the M.A. Programs

M.A. programs are offered under the general requirements of Plan I (with thesis) or Plan II (without thesis) described in other sections of this Catalog. Plan I requires a minimum of 24 semester hours plus thesis. Plan II requires a minimum of 32 semester hours and a written exam.

1. All students must complete the M.A. core, which consists of classes in: a) educational research; b) curricular studies; c) pedagogical practices; d) educational diversity; and e) a synthesis capstone seminar.
2. Students considering a Plan I program must consult with a faculty advisor for an appropriate completion to their program.
3. A written examination must be successfully completed for all students in a Plan II program.
4. Not more than 4 credit hours of Problems (591) may be a part of the program.

Note: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

Core Course Grade Replacement Information

All core courses must be passed with a B or better. Students who fail to receive a B or better may request a grade replacement per UNM policy as described in the Graduate Program section of the UNM Catalog.

M.A. in Secondary Education (Plan I or Plan II)

Prospective students must be licensed teachers. Students may choose either Plan I or Plan II (see previous description). In addition to the required core courses, students choose a specialty area of 12-15 credit hours from subject areas taught in the secondary schools such as language arts; social studies; mathematics; science education; technology education, etc. The student can also define an area of interest and select courses focused on topics like teacher leadership/development and reflective practice. They can also choose courses in other educational programs like educational administration and special education. Students are required to develop and follow a planned program of studies made up of courses selected with the approval of a faculty advisor. Courses taken without an advisor's prior approval may not be accepted toward completion of the M.A. degree.

M.A. in Secondary Education with Licensure (Plan II only)

Students holding a bachelor's degree can complete requirements for a teaching license (grades 7-12) from the State of New Mexico and earn a Master's degree in Secondary Education. Students must meet with a faculty advisor and complete an advisement form as part of the application process. Admission is a competitive process as the Secondary Program cannot accept all who apply. In this two-part program, students must complete licensure first before enrolling in courses leading to the M.A. degree.

The complete M.A. in Secondary Education with Licensure includes three types of requirements: 1) teaching field courses; 2) professional licensure courses for a standard or alternative license; and 3) graduate courses, including Core Areas of Studies and related Licensure Specialty Area Courses.

- All post-baccalaureate students seeking Secondary Education Licensure must be admitted to the M.A. in Secondary Education with Licensure program through the Office of Graduate Studies. Students may choose to complete the Teaching Field and Licensure Requirements only. Students in the full M.A. program have up to seven years to complete the entire degree.
- Teaching Field courses are usually completed as part of a baccalaureate degree program or other content coursework taken prior to, or in conjunction with, Professional Licensure Requirements. They typically are not included in the graduate program requirements of the M.A. in Secondary Education with Licensure. The GPA for the Teaching Field must be 2.5 or above in order to be admitted and to enroll in the Professional Licensure courses taken in the Fall.
- Students must achieve and maintain a B or better average over all Professional Licensure courses in order to enroll in Advanced Field Experience (EDUC 595) and complete licensure requirements.
- Both undergraduate and graduate courses are included in the Professional Licensure Requirements. Three undergraduate courses involve foundational aspects of teaching in secondary schools and are co-requisites to graduate courses. The undergraduate courses are part of the New Mexico licensure program, but do not count towards the M.A. degree.

- If desired, up to 12 graduate credits hours from the Professional Licensure Requirements may be used to complete Specialty Area requirements for the Master's degree.
- When you have completed Teaching Field requirements and the Professional Licensure requirements listed below, you are eligible to apply for a Level I standard (24 hours) or Level I alternative (18 hours) teaching license from the State of New Mexico.

Curriculum Requirements for M.A. in Secondary Education with Licensure (45 hours)

Standard Licensure Component (24 hours):

- | | |
|--|---|
| 1. EDPY 303/503 Human Growth and Development | 3 |
| 2. EDUC *438 Teaching Reading and Writing in the Content Field | 3 |

-or-

LLSS 538

- | | |
|---|---|
| 3. SPCD 507 Collaboration for Inclusive Education | 3 |
|---|---|

The following courses are offered Fall only:

- | | |
|---|---|
| 4. EDUC 362 Teaching Experience I | 3 |
| 5. EDUC 493 Issues in Secondary Education | 3 |
| 6. One of the following methods courses: | 3 |

MSET *429 Teaching of Secondary Mathematics

MSET 431 Teaching of the Sciences

LLSS 432 Teaching of Social Studies

LLSS 436 Teaching of English

LLSS *480 Second Language Pedagogy

The following course is taken during Spring only

- | | |
|---------------------------------------|---|
| 7. EDUC 595 Advanced Field Experience | 6 |
|---------------------------------------|---|

Optional Alternative Licensure Component (18 hours):

(For Secondary Education Graduate Students Seeking Alternative Licensure Only)

- | | |
|--|---|
| 1. EDUC *438 Teaching Reading and Writing in the Content Field | 3 |
|--|---|

-or-

LLSS 538

2. SPCD 507 Collaboration for Inclusive Education 3

The following courses are offered Fall only:

3. EDUC 362 Teaching Experience I 3

4. EDUC 493 Issues in Secondary Education 3

5. **One of the following methods courses:** 3

MSET
*429 Teaching of Secondary Mathematics

MSET 431 Teaching of the Sciences

LLSS 432 Teaching of Social Studies

LLSS 436 Teaching of English

LLSS *480 Second Language Pedagogy

*can be taken for Graduate credit with appropriate approvals

The following course is taken during Spring only

6. EDUC 595 Advanced Field Experience 3

Note: EDUC 362: Teaching Experience I and EDUC 595: Advanced Field Experience require off campus placement in a secondary school. In EDUC 362: Teaching Experience I (pre student teaching), students are in the school every week assisting and teaching in one class (the same class) for the entire semester. Days and times vary depending on the schedule at the school. EDUC 595: Advanced Field Experience (3-6 credit hours) requires that students be at the school for the entire day, Monday-Friday, and complete related educational responsibilities for one semester. For a standard license, students must enroll in 6 credit hours of EDUC 595. Students pursuing an alternative license enroll for 3 credit hours. In addition to the daily work in schools, students must also attend a seminar.

All students pursuing a Master's degree program with licensure (33 hours) must also complete a core of graduate courses, including classes in: a) educational research; b) curricular studies in a general or specialty area; c) pedagogical practices in a general or specialty area; d) educational diversity; and e) synthesis seminar. Students may also complete up to 6 hours or more in related coursework. Students must consult with a secondary education faculty advisor and complete an advisement form.

M.A. in Secondary Education With Mathematics, Science and Educational Technology (MSET) Concentration

MSET is a concentration for secondary teachers interested in the fields of mathematics, science and educational technology. Students will complete core content classes as determined by their faculty advisor, as well as elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry or Physics. Students interested in this concentration must complete the application process noted above for the M.A. in Secondary Education.

APPENDIX 15: The UNM College of Education Conceptual Framework

- provides a vision for program and course development;
- ***serves as a basis for*** coherence among curriculum, instruction, field experiences, clinical practices, ***assessment and evaluation***; and
- reflects and brings together state teacher competencies and national professional standards.

The table below shows how the College of Education's Conceptual Framework relates to New Mexico Competencies for Licensed Teachers, the National Council for Teacher Quality Standards and National Council for the Accreditation of Teacher Education (NCATE) standards.

COE Conceptual Framework	NM Competencies for Licensed Teachers	NCTQ Standards	NCATE Standards
<i>Understandings</i>			
Human Growth and Development	4	4	1
Culture and Language	6, 7	4	4
Content of the Disciplines	1	11, 12	1
Pedagogy	2	2, 13, 3, 5	1
Technology	2	13	1
Professional Issues	9		1
Nature of Knowledge	1	11,12	1
<i>Practices</i>			
Learner-Centered	2, 3, 6, 7	1, 3, 4,9,10,2	1
Contextual	1, 2	3, 4, 9	1
Coherent	2, 4	1,3,4	1
Culturally Responsive	7	1, 9	1
Technologically Current	2	2	1
<i>Identities</i>			
Caring	7	2	1
Advocacy	9	4	4
Inquisitiveness	8	2	1
Reflection-in-Action	8	2	1
Communication	9	1, 2	1
Collaboration	9	5	1
Ethical Behavior	(Entry-Level Teacher)		1

**APPENDIX 16: UNM COLLEGE OF EDUCATION
SECONDARY TEACHER EDUCATION PROGRAM**

PRE-STUDENT AND STUDENT TEACHER EVALUATION FORM

Fall 2011/Spring 2012

Midpoint Evaluation Due _____

Final Evaluation Due _____

Directions: Enter your observation data by typing in the gray fields or by selecting your response from the drop-down menus. Use the same form for both evaluations. Save your work often.

Pre-Student Teacher: _____

Cooperating Teacher: _____

Midpoint Evaluation Date: _____

Final Evaluation Date: _____

A. Use the "Criteria for Quality Teaching" (pp. 30-33 in the *CT Handbook*) to rate the overall performance of the Pre-Student Teacher at this time:

4 = Excelling 3 = Advancing 2 = Developing 1 = Beginning

	Midpoint Evaluation	Final Evaluation
Coherence	Select One	Select One
Learner Awareness	Select One	Select One
Classroom Management	Select One	Select One
Content Knowledge	Select One	Select One
Equity Awareness	Select One	Select One
Use of Technology and Other Resources	Select One	Select One
Professionalism	Select One	Select One

B. Please add comments pertinent to your ratings.

Midpoint Evaluation _____
Final Evaluation _____

Cooperating Teacher: Before submitting this form electronically to your University Liaison,

- 1) make sure both parts (A and B) are completed,
- 2) save an electronic copy for yourself,
- 3) print a copy for your ST.

Your Liaison will forward your evaluation to your ST's EDUC 462/595 Instructor.

APPENDIX 17: PST Teaching Expectations

All of the following activities will be completed in consultation and collaboration with the Cooperating Teacher. The PST will document all experiences in a *Planning and Teaching Notebook* for EDUC 362.

August and September

- Provide individual help to students (one-on-one tutoring).
- Assist with small group instruction.
- Give directions to students.
- Conduct a mini-teach in which the PST introduces him/herself.
- Conduct a mini-lesson or part of a lesson, such as introduction, bell-ringer, daily oral language, review activity, closure, etc., under the CT's direction.

October

- Teach four full lessons. These may be "copycat" lessons (lessons that the PST has observed the CT teaching), lessons using the CT's lesson plans, lessons using plans developed collaboratively with the CT, or any combination of these types of experiences.

November and December

- Solo Teaching - Under the direction of the CT, the PST will plan and teach five full lessons. The PST will write his/her own lesson plans and obtain the CT's approval prior to teaching.

On-going

- Review available instructional materials, textbooks, supplementary materials, and activities for a specific lesson topic.
- Engage in regular conversations with the CT to receive feedback about the PST's teaching activities and to discuss lesson planning, teaching, classroom management, and student assessment.

APPENDIX 18: Job Description for Liaisons

Secondary Education Program

Liaisons function as the support for cooperating teachers in the field. Their primary responsibility is to support the CT in their role as a field based teacher educator. They communicate the expectations of the program and answer any questions the CT has regarding those expectations. However, they do not simply mandate expectations. They also listen to the CT's expectations and work to develop shared expectations between the CT and the university.

Specific work expectations for liaisons:

- Visit each of their assigned classrooms at least once a month to establish a working relationship with the CT.
- Collaborate with the CT in giving feedback to ST and model when necessary ways to give feedback to ST that support ST learning.
- Follow suggested timeline for the purpose of each visit and meeting.
- Support the CT in learning and using the assessment system of the university.
- Collaborate with the CT to conduct the first observation and evaluation of the year.
- Conduct a midpoint evaluation of the ST each semester (in conjunction with CT).
- Log each visit into the online database promptly afterwards.
- Communicate regularly with faculty and attend all required meetings and training.

Liaisons must be technologically proficient. At a minimum, they must be able to use Microsoft word, attach documents to emails and navigate online data management tools. The ability to create and use spreadsheets is also important.

APPENDIX 19: Self Evaluation and Growth Plan Rubric

Thorough Explanation/**Rationale** for Area of Investigation: **25 points total**

- a. Sufficient detail is provided to explain the area of your practice you chose to investigate over the course of the semester and why it was a need for you. **8 points**
 - b. Your rationale/explanation includes specific evidence from first semester and the beginning of second semester to justify why this particular area was important for you to investigate/improve. **8 points**
 - c. Your rationale includes your plan for gathering evidence on this area of practice. This plan must be logical! By that I mean that if your area for improvement was classroom management and you state that you were going to use your LASW session to help you improve your classroom management, I need to understand exactly how and why LASW would help (because I'm not sure it would). **8 points**
 - d. You list at least 5 sources of evidence (video tape required) in your rationale (you were required to list 5 in your Professional Development Plan. They do not, and in some cases, should not be the same 5 (except the video tape). (See point c above). **1 point**
2. Thorough and detailed explanation of **process** of investigation: 20 points total
- a. Clear, consistent details are provided explaining how you investigated and worked on this area **over the course of the entire semester**. Notice that this section is worth quite a few points. This indicates that this section should be long enough to document ongoing learning over the course of a very rich, semester long experience. I will be looking closely to determine that your work was conducted in an ongoing, logical, and systematic fashion. I do not want to see a paper that clearly indicates work that was done at the very end simply to satisfy the requirements of this paper. I am looking for a high level of professionalism and serious effort. **15 points**
 - b. In your description of the process of improvement, you draw on the sources of evidence outlined in step 1. **5 points**
3. Clear description of **changes made to practice: 25 points total**
- a. Sufficient detail is provided documenting the changes you made to your practice over the course of the semester as a result of your professional development plan and your ongoing learning. **8 points**
 - b. Sufficient detail is provided explaining the outcome of the changes you made to your practice. **8 points**
 - c. The description of the changes you made is grounded in evidence. This means that when you describe a change you made, that change came about because of a specific piece of

evidence (e.g., an observation by you, your CT, comments made by students, evidence from student work, etc.). **4 points**

- d. You also include plans for future growth based on what you learned from the changes you made to your practice this semester. **4 points**

4. Consistent, convincing and relevant **use of evidence: 20 points total**

- a. In support of your descriptions in step 1, 2 and 3, you provide clear, consistent and relevant evidence to support your analysis. Your choice of evidence should clearly illustrate what you learned and the changes you made to your practice. Your evidence should come from the sources you listed in step 1. Graduate students must include references from at least 3 research based publications. **10 points**
- b. Description of evidence is integrated throughout the paper and provides support for your description of your investigation and changes to practice. I do not want to see ~~“evidence”~~ tagged on at the end! Evidence should be used to support and justify your own professional growth and development. It is not a separate add on! **10 points**

5. Evidence of Professionalism: **10 points**

- a. Paper is neat and free from grammatical errors. **5 points**
- b. Appendices are included to illustrate your evidentiary claims. **5 points**

APPENDIX 20: COE - SCH by Course Delivering Department 2007-2009

SCH by Course Delivering Department
and Department/College of Students Taking These Courses
Fall 2007 - Fall 2009 Semesters

Fall 2007

Student's Dept/College	SCH by Department Delivering Courses													
	TED		ELOL		ES		HESS		IFCE		LLSS		Total	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%
COE-ELOL	15	0.3%	1,066	72.6%		0.0%	2	0.0%	42	0.6%	21	0.6%	1,147	3.8%
COE-ES	282	4.9%	6	0.4%	1,285	47.1%	26	0.3%	87	1.3%	159	4.7%	1,846	6.1%
COE-HESS	15	0.3%	18	1.2%	3	0.1%	2,680	26.3%	288	4.3%	15	0.4%	3,019	10.0%
COE-IFCE	17	0.3%	12	0.8%	12	0.4%	133	1.3%	2,268	34.1%	37	1.1%	2,479	8.2%
COE-LLSS	51	0.9%	27	1.8%	18	0.7%	1	0.0%	6	0.1%	1,030	30.6%	1,133	3.8%
COE-TED	4,727	82.8%	21	1.4%	637	23.4%	79	0.8%	682	10.3%	1,300	38.6%	7,447	24.7%
Branch*	66	1.2%	12	0.8%	9	0.3%	24	0.2%	34	0.5%	41	1.2%	186	0.6%
Non-Degree	225	3.9%	199	13.5%	324	11.9%	287	2.8%	205	3.1%	204	6.1%	1,444	4.8%
University College	169	3.0%	39	2.7%	208	7.6%	4,073	40.0%	1,507	22.7%	283	8.4%	6,280	20.9%
Other Colleges	143	2.5%	69	4.7%	230	8.4%	2,890	28.3%	1,529	23.0%	276	8.2%	5,138	17.1%
Totals	5,710	100.0%	1,469	100.0%	2,726	100.0%	10,195	100.0%	6,648	100.0%	3,366	100.0%	30,119	100.0%

Fall 2008

Student's Dept/College	SCH by Department Delivering Courses													
	TED		ELOL		ES		HESS		IFCE		LLSS		Total	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%
COE-ELOL	6	0.1%	1,205	76.0%	6	0.2%	7	0.1%	20	0.3%	30	1.0%	1,274	4.2%
COE-ES	273	4.9%	3	0.2%	1,221	43.8%	16	0.2%	57	0.9%	109	3.5%	1,679	5.6%
COE-HESS	12	0.2%	39	2.5%	18	0.6%	2,893	28.3%	337	5.1%	19	0.6%	3,318	11.1%
COE-IFCE	47	0.8%	9	0.6%	35	1.3%	138	1.3%	2,357	35.4%	70	2.2%	2,656	8.8%
COE-LLSS	51	0.9%	18	1.1%	18	0.6%	6	0.1%	15	0.2%	1,042	33.2%	1,150	3.8%
COE-TED	4,549	81.1%	28	1.8%	635	22.8%	62	0.6%	517	7.8%	1,044	33.2%	6,835	22.8%
Branch*	24	0.4%	3	0.2%		0.0%	28	0.3%	36	0.5%	34	1.1%	125	0.4%
Non-Degree	315	5.6%	192	12.1%	299	10.7%	327	3.2%	246	3.7%	254	8.1%	1,633	5.4%
University College	215	3.8%	14	0.9%	274	9.8%	3,789	37.0%	1,382	20.8%	261	8.3%	5,935	19.8%
Other Colleges	115	2.1%	75	4.7%	280	10.1%	2,974	29.0%	1,693	25.4%	280	8.9%	5,417	18.0%
Totals	5,607	100.0%	1,586	100.0%	2,786	100.0%	10,240	100.0%	6,660	100.0%	3,143	100.0%	30,022	100.0%

Fall 2009

Student's Dept/College	SCH by Department Delivering Courses													
	TED		ELOL		ES		HESS		IFCE		LLSS		Total	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%
COE-ELOL	9	0.1%	1,223	63.8%	6	0.2%	3	0.0%	30	0.4%	18	0.6%	1,290	3.9%
COE-ES	554	8.4%	36	1.9%	1,563	52.1%	24	0.2%	90	1.3%	156	5.3%	2,424	7.3%
COE-HESS	33	0.5%	36	1.9%	9	0.3%	2,661	22.4%	384	5.5%	18	0.6%	3,141	9.5%
COE-IFCE	25	0.4%	27	1.4%	48	1.6%	115	1.0%	2,398	34.6%	30	1.0%	2,643	8.0%
COE-LLSS	57	0.9%	12	0.6%	18	0.6%	5	0.0%	51	0.7%	873	29.8%	1,016	3.1%
COE-TED	5,002	76.0%	34	1.8%	585	19.5%	73	0.6%	436	6.3%	1,027	35.0%	7,158	21.5%
Branch*	28	0.4%		0.0%		0.0%	18	0.2%	12	0.2%	6	0.2%	64	0.2%
Non-Degree	424	6.4%	295	15.4%	294	9.8%	343	2.9%	270	3.9%	303	10.3%	1,929	5.8%
University College	244	3.7%	61	3.2%	187	6.2%	5,006	42.2%	1,441	20.8%	196	6.8%	7,138	21.5%
Other Colleges	209	3.2%	192	10.0%	290	9.7%	3,608	30.4%	1,814	26.2%	303	10.3%	6,420	19.3%
Totals	6,585	100.0%	1,916	100.0%	3,000	100.0%	11,856	100.0%	6,926	100.0%	2,932	100.0%	33,223	100.0%

Summary

Student's Dept/College	SCH by Department Delivering Courses													
	TED		ELOL		ES		HESS		IFCE		LLSS		Total	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%
COE-ELOL	30	0.2%	3,494	70.3%	12	0.1%	12	0.0%	92	0.5%	69	0.7%	3,709	4.0%
COE-ES	1,109	6.2%	45	0.9%	4,069	47.8%	66	0.2%	234	1.2%	424	4.5%	5,947	6.4%
COE-HESS	60	0.3%	93	1.9%	30	0.4%	8,234	25.5%	1,009	5.0%	52	0.6%	9,478	10.2%
COE-IFCE	89	0.5%	48	1.0%	95	1.1%	386	1.2%	7,023	34.7%	137	1.5%	7,778	8.3%
COE-LLSS	159	0.9%	57	1.1%	54	0.6%	12	0.0%	72	0.4%	2,945	31.2%	3,299	3.5%
COE-TED	14,278	79.8%	83	1.7%	1,857	21.8%	214	0.7%	1,635	8.1%	3,371	35.7%	21,438	23.0%
Branch*	118	0.7%	15	0.3%	9	0.1%	70	0.2%	82	0.4%	81	0.9%	375	0.4%
Non-Degree	964	5.4%	686	13.8%	917	10.8%	957	3.0%	721	3.6%	761	8.1%	5,006	5.4%
University College	628	3.5%	114	2.3%	669	7.9%	12,868	39.9%	4,330	21.4%	742	7.9%	19,351	20.7%
Other Colleges	467	2.6%	336	6.8%	800	9.4%	9,472	29.3%	5,036	24.9%	859	9.1%	16,970	18.2%
Totals	17,902	100.0%	4,971	100.0%	8,512	100.0%	32,291	100.0%	20,234	100.0%	9,441	100.0%	93,351	100.0%

Data Source: HED End of Semester Course Census File

APPENDIX 21: Tenure/Tenure-Track Faculty by Sex & Ethnicity

As of October 31, 2011

Teacher Education

Ethnicity	Sex	2005	2006	2007	2008	2009	2010
African American/Black	F						
African American/Black	M						
American Indian	F						
American Indian	M						
Asian/Pacific Islander	F			1	2	1	1
Asian/Pacific Islander	M						
Hispanic	F	5	6	7	7	7	6
Hispanic	M		1	1	1	1	
White, non-Hispanic	F	2	3	7	6	5	5
White, non-Hispanic	M		1	1	1	1	2
No Response	F						
No Response	M						

Data source: Empcount database maintained by Institutional Research

APPENDIX 22
Faculty Teaching Assignments

Faculty Member	Primary Program	Licensure Courses	Graduate Core in Primary Program	Shared Core Courses	Focused Elective Courses	Doctoral Courses
Jonathan Brinkerhoff	Elementary Education	Microcomputers in the Schools, Science Methods	—	—	Infusing Technology into the Curriculum	—
Richard Bryant	Secondary Education	Issues in Secondary Education, Teaching Experience I, The Teaching of Secondary Science, Student Teaching, Student Teaching Seminar	—	Master's Seminar	—	—
Sonya Burton	Elem./Sec. Education	Social Studies Program in the Elementary School, Teaching Secondary Social Studies & Lang. Arts, Advanced Field Experiences, Student Teaching in the Elementary School		Social Justice & Education		
Leila Flores-Duenas	Elementary Education	Reading, Oral and Written Language, Bilingual Methods (LLSS)	—	Social Justice	Culturally Relevant Pedagogy	—
Laura Haniford	Secondary Education	Issues in Secondary Education, Teaching Experience I, Student Teaching, Student	—	Social Justice & Education	Teacher Effectiveness & Student Learning	The Contexts of School Reform, Social Justice & Teacher

		Teaching Seminar, Advanced Field Experiences				Education
Karla Kingsley	Elementary Education	Microcomputers in the Schools	—	Research Applications to Education	Multimedia Literacy for Educators, Digital Game-Based Learning	—
Tom Keyes	Elementary Education	Student Teaching in the Elementary School	—	Principles of Curriculum Development, Social Justice & Education, Advanced Instructional Strategies	The Art of Masterful Teaching, Explorations in Education	
Marjori Krebs	Elementary Education	Social Studies Methods, Student Teaching in the Elementary School	—	—	Mentoring for Prof. Educators, Service Learning in the Schools, The Art of Masterful Teaching	—
Janet Lear	Elementary Education	Teaching of Reading in the Elementary School, Teaching Oral and Written Language	—	—	—	
Anne Madsen	Elementary Education	Teaching of Mathematics in the Elementary School, The Mathematics Program in the Elementary School	—	—	—	—
Joseph Martinez	Secondary Education	Teaching of Secondary Mathematics	—	Research Applications to Education, Advanced Instructional	Diagnostic & Corrective Techniques in Math Teaching,	—

				Strategies	Seminar in Teaching Math	
Rosalita Mitchell	Secondary Education	_____	_____	Principles of Curriculum Development, Advanced Instructional Strategies, Master's Seminar	Technology for Teachers	Curriculum Theory, Teacher Education Pedagogy
Lyn Oshima	Secondary Education	_____	_____	Principles of Curriculum Development, Advanced Instructional Strategies	The Art of Masterful Teaching, Technology for Teachers, Explorations in Education, Advanced Field Experiences	_____
Michele Raisch	Secondary Education	Reading & Writing across the Content Areas, Issues in Secondary Education, Teaching Experience I, Student Teaching, Student Teaching Seminar, Advanced Field Experiences	_____	Master's Seminar	Advanced Field Experiences, The Process of Teaching & Inquiry	_____
Deborah Roberts-Harris	Elementary Education	Teaching of Science in the Elementary School	_____	Social Justice & Education	_____	_____
Rebecca Sanchez	Elementary Education	The Teaching of Social Studies in the Elementary School, The Social Studies Program in the Elementary School	Curriculum in the Elementary School	Social Justice & Education	_____	Social Justice & Teacher Education
Teri Sheldahl	Secondary Education	Issues in Secondary Education,	_____	Advanced Instructional Strategies, the	Technology for Teachers, Advanced	_____

		Teaching Experience I		Process of Reflection & Inquiry	Field Experiences	
Quincy Spurlin	Elementary Education	Teaching of Science in the Elementary School, The Science Program in the Elementary School	_____	Peace Education, Teaching Environmental Education, Multicultural Environmental Education	Environmental Education, Multicult.I Environmental Education	_____
Diane Torres-Velasquez	Elementary Education	Advanced Field Experiences	_____	Principles of Curriculum Development, Master's Seminar	_____	_____
Cheryl Torrez	Elementary Education	Teaching of Social Studies in the Elementary School, Student Teaching in the Elementary School	_____	Principles of Curriculum Development, The Process of Reflection & Inquiry, Advanced Instructional Strategies	_____	Curriculum Theory
Vanessa Svihla	Secondary Education	Teaching of Secondary Sciences	_____	_____	_____	_____
Kersti Tyson	Elementary Education	Teaching Mathematics in the Elementary School	_____	_____	Teacher Effectiveness and Student Achievement	_____
Frances Vitali	Elem/Sec Education	Student Teaching, Issues in Secondary Education, Advanced Field Experiences	_____	Social Justice & Education, Master's Seminar, The Process of Reflection & Inquiry	Digital Portfolio, Positive Classroom Mgt.	_____
Kathryn Watkins	Secondary Education	Teaching of Science in the Elementary School, The Science Program in the	_____	Research Applications to Education, Principles of Curriculum Development,	Inquiry in Science Teaching, Seminar in Science Teaching,	Technology, Society & Ed. Processes, Curriculum

		Elementary School, Teaching of Secondary Science		Master's Seminar	The Science Curriculum	Theory
Eileen Waldschmidt	Elementary Education	Teaching Oral & Written Language in the Elementary School	_____	Advanced Field Experiences, Master's Seminar	_____	_____
Irene Welch Mooney	Elementary Education	Teaching of Reading in the Elementary School	_____	_____	_____	_____

APPENDIX: 23 - Total Staff by EEO-6 Category
As of October 31st
Teacher Education

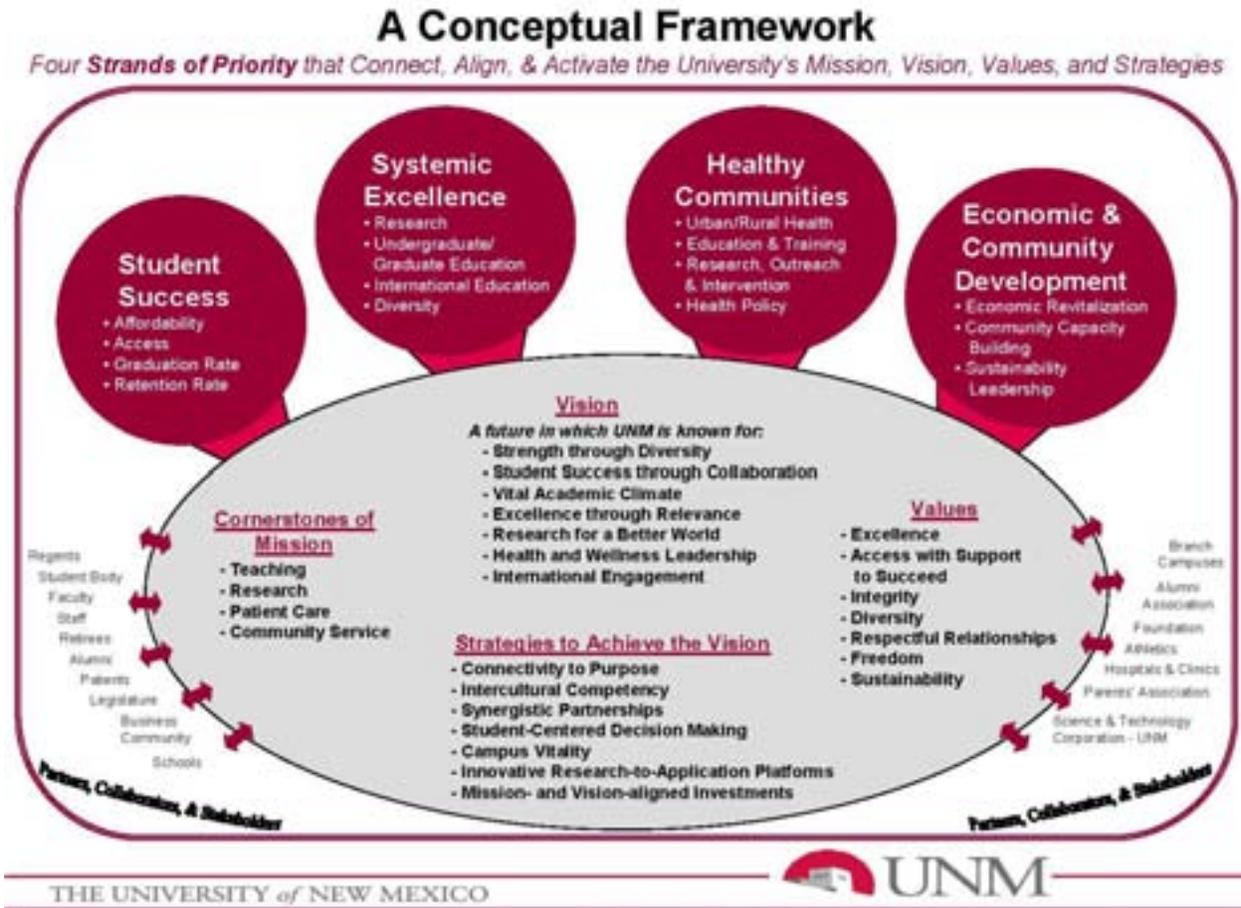
EEO-6 Code	EEO-6 Category	2005	2006	2007	2008	2009	2010
1	Executive/Administrative/Managerial						
3	Professional	3	3	3			
4	Clerical/Secretarial	4	3	3	3	2	3
5	Technical/ParaProfessional						
6	Other						
	Total	7	6	6	3	2	3

Data source: Empcount database maintained by Institutional Research

**APPENDIX 24: Four Strands of Priority:
That Connect, Align, and Activate
*UNM’s Mission, Vision, Values, and Strategies***

If we are to be successful in achieving the vision for UNM’s future, priorities must be identified that will inform our decisions, align our activities, and drive everything from our conversations to our resource investments. For each of the following –strands of priority”, major milestones must be identified and met, serving as indicators that we are making progress toward attaining our highest aspirations for UNM.

**Student Success
 Systemic Excellence
 Healthy Communities
 Economic and Community Development**



APPENDIX 25: Faculty Vitae (Abbreviated) - Tenure Stream Faculty Vitae

Viola E. Florez

Professor

Department of Teacher Education

University of New Mexico

EDUCATION

Education doctorate in Curriculum & Instruction, from Texas A&M University @ Kingsville, 1980; Masters Degree in Education, University of Colorado, Boulder, Colorado, 1976; and B.A Liberal Arts and Humanities, Fort Lewis College, Colorado, 1970

Post Graduate Education Fellowship – Study Aboard - University of Madrid. Madrid, Spain

American Council on Education (ACE) Leadership Fellowship, Washington, D.C.

PROFESSIONAL EXPERIENCE

Administrative Experience

Cabinet Secretary for Higher Education in New Mexico – 2008-2010

Interim Provost & Executive Vice President for Academic Affairs, University of New Mexico, 2007-2008

Dean, College of Education, University of New Mexico, Albuquerque, New Mexico, 1997-2008

Acting Vice President & Chief Academic Officer, Texas A&M University at Galveston, 1996-97

Interim Dean, College of Education, Texas A&M University, 1995-96.

Executive Assistant to the President, Texas A&M University, 1993-95

Assistant Department Head, Department Educational Curriculum and Instruction, College of Education, Texas A&M University, 1990-93

Teaching Experience

- ❖ Professor & PNM Endowed Chair, College of Education, University of New Mexico, 1997-2011
- ❖ Professor, Department Educational Curriculum and Instruction, Texas A&M University, 1982-1997 (Associate Professor - 1987-93, Assistant Professor, 1982-87)
- ❖ Assistant Professor (joint teaching position) - College of Liberal Arts and Sciences and Teachers College, University of Nebraska-Lincoln, 1980-1982

SELECTED PUBLICATIONS

Technical Reports

- New Mexico State Plan for Higher Education, (December, 2011). NM Department for Higher Education, Santa Fe, New Mexico (www.hed.state.nm.us).
- College Readiness: How prepared are students for College (2010). Office of Accountability, Santa Fe, New Mexico.
- College Board (July, 2006) Teachers and the Uncertain American Future, Center for Innovative Thought.
- Winograd, P. & Florez, V. (May , 1999) K-12 Education in New Mexico: Benchmark for the

New Millennium, Background Report for the Twenty-Second New Mexico First Town Hall, Albuquerque, NM. New Mexico First.

- Florez, V., Winograd, P., & Colton, D. (May 1999) Vouchers and New Mexico: Things to Think About. Albuquerque Journal, New Mexico, Center for Teacher Education

Journal Articles

- Florez, V., (2009) Jose Merced Florez: Fe Y Amor en Gobernador. *La Herencia Journal: The Heritage & History that is New Mexico*, Vol. 63, Fall, 2009
- Florez, V., (2002), School/University Partnerships: An Agenda that Works. *The Texas Education and Practice Journal*, Vol 15, No1/2 Spring/Summer.
- Florez, V. (1996) Questions and Concerns: Raising children in a dual language home, *Child Psychology Journal*, Gruner & Jahr USA Publishing.

SELECTED HONORS, AWARDS, RECOGNITION, AND FELLOWSHIPS

- Awarded the PNM P-20 Endowed Chair, University of New Mexico, 2009
- New Mexico Governor's Distinguished Public Service Award, November, 2008
- Hispanic Women's Council Las Primeras Award, Celebrando La Mujer Hispana, 2008
- University of New Mexico Alumni Lobo Award, University of New Mexico, 2007
- Hispanic Roundtable Cesar Chavez Spirit Award, Albuquerque, New Mexico, 2007
- Community Engagement and Service Learning Community Award, Albuquerque, New Mexico, 2007

PROFESSIONAL HIGHER EDUCATION ASSOCIATIONS

Member, National Network for Educational Renewal (NNER)

Member, Coalition of Urban Serving Universities (USU)

LOCAL, STATE, AND NATIONAL BOARD MEMBERSHIPS

- Member, Hispanic Chamber of Commerce – Education Committee , 2005- present
- Member, Chancellor's Institute on Urban Education, University of Missouri, Kansas City, 2008-present
- Member, Economic Forum, Education, Albuquerque, NM, 1997-present

Joseph G. R. Martinez
 Full Professor, Secondary Education/MSET
 Department of Teacher Education
 University of New Mexico

EDUCATION

Degree	Institution	Year	Fields
PhD Psych.	University of New Mexico	1980	Ed. Fdns: Research/Statistics/Ed.
BA	University of New Mexico	1973	Major: Psychology/Minor: English
Post-doctoral coursework in Mathematics and Mathematics Education: University of New Mexico, and University of Albuquerque			

SELECTED HONORS

1996 - 1999	Regents' Professor Award, College of Education		
1998	Certificate of Recognition: National Council of Teachers of Mathematics--Sound Off article in the Mathematics Teacher		
1997	MPR 3 College Merit Award for Extraordinary Production - 1995-96: Dean's Office		
1996	Faculty Research Award: Faculty and Student Team Project, Science and Education Outreach Program, Los Alamos National Laboratory		
1996	Outstanding Teacher of the Year Award: El Paso Natural Gas Foundation Faculty Achievement Award for 1995-96		

PROFESSIONAL EXPERIENCE (SELECTED)

Administrative Experience (selected)

Spring, 2005 – Primary advisory, Secondary Education, undergraduate and graduate levels in Mathematics Present and Science, MSET

Fall, 1998 Co-Coordinator, COMA IV: Cohort in Masters Degree in Elementary Ed.
 To Spring, 2000

Teaching Experience (selected)

1996, Jan. 2 Professor of Mathematics Education in the Mathematics, Science, and Technology
 To Present Education Program, (MSET) Division of Educational Specialties, College of Education

1999, Spring Associated with Environmental Education Program, Master's of Arts Degree in
 Elementary or Secondary Education
 To Present

1995 Professor of Mathematics, Science, and Technology Education, and Psychological Foundations Programs.

1992/1993 Associate Professor, Psychological Foundations Program within Division of Education in the Professions.

SELECTED PUBLICATIONS

Martinez, J. G. R., & Martinez, N. C. (in press). Teaching concepts in geometry through literature. *ENC Focus*.

- Martinez, J. G. R., & Martinez, N. C. (in press, in print). *Activities for Developing mathematical thinking: Exploring, Inventing, Discovering Mathematics*. Columbus, Ohio: Merrill/Prentice-Hall.
- Martinez, J. G. R., & Martinez, N. C. (in press, CD). *Activities for Developing mathematical thinking: Exploring, Inventing, Discovering Mathematics*. Columbus, Ohio: Merrill/Prentice-Hall.
- Martinez, J. G. R., & Martinez, N. C. (completed final revision). *Teaching mathematics in elementary and middle school: Developing mathematical thinking*. Columbus, Ohio: Merrill/Prentice-Hall. Instructor's Manual for *Teaching mathematics in elementary school and middle school*. Ohio: Merrill/Prentice-Hall. Website for *Teaching mathematics in elementary school and middle school*. Ohio: Merrill/Prentice-Hall.
- Martinez, J. G. R., & Martinez, N. C. *Developing mathematical thinking at the Middle-School Level: Content and methods*. Columbus, Ohio: Merrill/Prentice-Hall (under contract).
- Martinez, J. G. R., & Martinez, N. C. (accepted for publication, 2005). —Connections between teaching Literature and teaching Geometry.” *ENC Focus*.

SELECTED PROFESSIONAL PRESENTATIONS

- Martinez, Joseph G. R., and Nancy C. Martinez. "Using the Sports Page to Assess Mathematics Learning." Paper presented at the New Mexico Higher Education Assessment and Retention Conference
- Martinez, Joseph G. R. —Imaginative Word Problems.” Paper presented at the 11th Annual Conference of the New Mexico Mathematical Association of Two-Year Colleges. UNM-Valencia Campus, May, 2000.
- Martinez, Joseph G. R. "Using Written Protocols in Mathematics Assessment and Mathematics Learning." Paper presented at the New Mexico Higher Education Assessment Conference, Albuquerque, NM, February, 1999.
- Martinez, Joseph G. R. "A Concurrent Assessment of Mathematics Performance and Mathematics Anxiety." Paper presented at the New Mexico Higher Education Assessment Conference, Albuquerque, NM, February, 1998.
- Martinez, Joseph G. R. "Cognition and Affect in the Mathematics Classroom: A Mastery Learning Perspective." Paper presented at the 8th Annual Conference of the New Mexico Mathematical Association of Two-Year Colleges. Albuquerque, T-VI, May, 1997.
- Martinez, Joseph G. R. "Statistical and Qualitative Research Perspectives in the Mathematics Classroom." Paper presented at the 8th Annual Conference of the New Mexico Mathematical Association of Two-Year Colleges. Albuquerque, T-VI, May, 1997.
- Martinez, Joseph G. R. "An Expert/Novice Research Perspective Applied to Cognition and Affect." Paper presented at the 8th Annual Conference of the New Mexico Mathematical Association of Two-Year Colleges. Albuquerque, T-VI, May, 1997.

SERVICE (selected)

Workshops; Community Presentations; Guest Lecturers; Interviews; Group Facilitator; Volunteer Work; Mentoring; Consulting

- Martinez, Joseph G. R. Faculty Mentoring Program, Director, Breda Bova, Fall, 1998
- Martinez, Joseph G. R. Faculty Sponsor for the ITS Exit Experience, COE, November 19, 1997.
- Martinez, Joseph G. R., "Cultural Diversity and the Learning of Mathematics." Presentations made to Mentor Teachers affiliated with Year-Long Teacher Development Program, February 19, 1997.
- Martinez, Joseph G. R., Faculty Sponsor for the ITS Exit Experience, COE, November 27, 1996
- Martinez, Joseph G. R., "Mathematics Teaching at Elementary to College Levels." Invited Guest Lecture for Dr. Craig Kelsey's course, RECREA 175, October 16, 1996.

Jonathan D. Brinkerhoff
Associate Professor, Elementary Education/MSET
Department of Teacher Education
University of New Mexico

PROFESSIONAL EXPERIENCE

<i>Associate Professor, UNM</i>	<i>2001 – present</i>
Preservice Teacher Educational Technology Administrator, UNM	2002 - present
Program Coordinator for Mathematics, Science, and Technology Education Program. UNM	2006 - 2009
University of New Mexico Technology Academy Director, UNM	2003 - 2006

SELECTED PUBLICATIONS

Refereed Journal Articles

Kingsley, K. V., & Brinkerhoff, J. (2011). Web 2.0 tools for authentic instruction, learning and assessment. *Social Studies and the Young Learner* 23(3), 9-12.

Koroghlanian, C. M., & Brinkerhoff, J. (2007-2008). Online students' technology skills and attitudes toward online instruction. *Journal of Educational Technology Systems*, 36(2), 219-244.

Brinkerhoff, J., & Koroghlanian, C. (2007). On-line students' expectations: Enhancing the fit between online students and course design. *Journal of Educational Computing Research*, 36(4), 383-393.

Wilder, A., & Brinkerhoff, J. (2007). Supporting representational competence in high school biology with computer-based biomolecular visualizations. *Journal of Computers in Mathematics and Science Teaching*, 26(1), 5-26.

Brinkerhoff, J. (2006). Effects of a long-duration, professional development academy on technology skills, computer self-efficacy and technology integration beliefs and practices. *Journal of Research on Technology in Education*, 39(1), 96-117.

Book Chapters

Brinkerhoff, J., & Keefe, E. B. (2007). Creating rich literacy learning environments for all students. In S. R. Copeland & E. B. Keefe (Eds.), *Literacy for all*. Baltimore: Paul H. Brookes.

DuPree, J., & Brinkerhoff, J. (2007). Emerald middle school case study. In Kitchen, R.S., DePree, J., Celedón-Pattichis, S., Brinkerhoff, J. *Mathematics education at highly effective schools that serve the poor: Strategies for change*. Mahwah, NJ: Lawrence Erlbaum.

Refereed Published Convention Proceedings from National Meetings of Learned Societies

Brinkerhoff, J. & Koroghlanian, C. (2007). On-line Students' Skills, Attitudes and Instructional Expectations: Improving the Fit Between Students and Course Design. *Proceedings of SITE 2007. Association for the Advancement of Computing in Education, San Antonio, TX*, 234-239.

Brinkerhoff, J. (2006). Assessment of a long-duration, professional development academy on technology skills, computer self-efficacy and technology integration beliefs and practices. *Proceedings of SITE 2006. Association for the Advancement of Computing in Education, Orlando, FL*, 3337-3342.

Non-Refereed Journal Articles

Brinkerhoff, J., & Bowdoin, S. (2008). Talking books: Using multimedia to support learning and literacy. *Learning & Leading with Technology* 35(7) p. 38-39.

National Refereed Presentations

Brinkerhoff, J., & Bowdoin, S. (2008, June). Ida B. A.W.A.R.E.: Supporting Effective Evaluation of Online Sources. Presentation at the meeting of the International Society for Technology in Education, San Antonio, TX.

Brinkerhoff, J., & Bowdoin, S. (2007, June). Talking Books: Using Multimedia to Support Learning and Literacy. Presentation at the meeting of the International Society for Technology in Education, Atlanta, GA.

Brinkerhoff, J. & Koroghlanian, C. (2007, March). On-line Students' Skills, Attitudes and Instructional Expectations: Improving the Fit Between Students and Course Design. Presentation at the meeting of the Association for the Advancement of Computing in Education, San Antonio, TX.

Koroghlanian, C., & Brinkerhoff, J. (2006, August). What do students want? Course design and student values. Presentation at the 22nd Annual Conference on Distance Teaching & Learning, Madison, WI.

Brinkerhoff, J. (2006, March). Assessment of a long-duration, professional development academy on technology skills, computer self-efficacy and technology integration beliefs and practices. Presentation at the meeting of the Association for the Advancement of Computing in Education, Orlando, FL.

State Refereed Presentations

Kingsley K. & Brinkerhoff, J. (2011, April). Web 2.0 for Assessing Learning. Presentation at the meeting of the New Mexico Society for Technology in Education, Albuquerque, NM.

Brinkerhoff, J. (2010, October). Using PowerPoint to Support Constructivist Thinking in Math and Science. Presentation at the meeting of the New Mexico Math, Science and Environmental Education Conference, Albuquerque, NM.

Brinkerhoff, J. (2010, October). Project AIMS: A Hands-on Integration of Math and Science.. Presentation at the meeting of the New Mexico Math, Science and Environmental Education Conference, Albuquerque, NM.

Brinkerhoff, J. & Torrez, C. (2010, August). Supporting Instruction with Primary Sources. Presentation at the meeting of the eInstruction Rio Rancho Public Schools Educational Technology Conference, Rio Rancho, NM.

Brinkerhoff, J. (2010, August). Constructivist PowerPoints: A Tool to Build Student Understanding. Presentation at the meeting of the eInstruction Rio Rancho Public Schools Educational Technology Conference, Rio Rancho, NM.

Brinkerhoff, J., & Torrez, C. (2010, April). Teaching With Primary Sources. Presentation at the meeting of the New Mexico Society for Technology in Education, Albuquerque, NM.

Brinkerhoff, J. (2009, October). Bring the International Year of Astronomy into Your Classroom with NASA Data. Presentation at the meeting of the New Mexico Council of Teachers of Mathematics / New Mexico Science Teachers Association, Ruidoso, NM.

Brinkerhoff, J., & Bowdoin, S. (2008, April). Talking Books: Supporting Learning and Literacy with Multimedia. Presentation at the meeting of the New Mexico International Reading Association, Albuquerque, NM.

Brinkerhoff, J. (2007, November). Using PowerPoint to Support High Level Constructivist Inquiry in Math and Science. Presentation at the meeting of the New Mexico Council of Teachers of Mathematics / New Mexico Science Teachers Association, Albuquerque, NM.

Brinkerhoff, J. & Bowdoin, S. (2006, November). Getting the most from a digital still camera for supporting instruction. Presentation at the meeting of the New Mexico Council of Teachers of Mathematics / New Mexico Science Teachers Association, Albuquerque, NM.

Grants Awarded - External

Jonathan Brinkerhoff, Principle Investigator: A Library of Congress Teaching With Primary Sources Awareness Grant in the amount of \$5000 was awarded to support teacher participation in a Teaching With Primary Sources inservice presented in October, 2009 by a representative from the Library of Congress Teaching With Primary Sources Western Regional Center.

Jonathan Brinkerhoff, Principle Investigator, Cheryl Torres, Co-Principal Investigator: A second Library Of Congress Teaching With Primary Sources Awareness Grant in the amount of \$5000 was awarded to support teacher participation in a Teaching With Primary Sources inservice presented in February, 2010 by a representative from the Library of Congress Teaching With Primary Sources Western Regional Center.

SELECTED NATIONALSERVICE

Manuscript reviewer for the *Interdisciplinary Journal of Problem-Based Learning* (2006 to present).

Editorial board member for the *International Journal of Learning Technology* (2003 to present).

Presentation proposal reviewer for the national conference of the Association for Educational Communications and Technology, Design and Development Division (2005 - 2007).

Leila Flores Dueñas, Ph. D.
Assistant professor, elementary education
department of teacher education
university of new mexico

EDUCATION

University of Texas at Austin

Ph.D. Curriculum & Instruction 12/97, Multilingual Studies: Bilingual Education, Language & Literacy

Dissertation Title: *Second Language Reading: Mexican American Student Voices on Mexican American Literature*

M.Ed. Curriculum & Instruction 12/93, Multilingual Studies: Bilingual Education

Texas Woman's University

B.S. Elementary Education 8/87, Elementary Education Certified by State of Texas in Bilingual Education & English as a Second Language

ADMINISTRATION

Director of Elementary Education Programs (8/03 – 12/05). Elected to direct elementary education programs for main and branch campuses in the newly formed Department of Teacher Education to service the needs of 400+ undergraduate and graduate students/semester. Oversaw curriculum, massive budgets for supervision and instruction, conducted faculty searches, and collaborated with 30+ tenure and non-tenure-track faculty to create our vision and plan for a 21st century curriculum that reflected the needs of teachers today. Worked with the New Mexico State Public Education Department on approval of curriculum and state licensure issues.

PROFESSIONAL EXPERIENCE

University of New Mexico Albuquerque, NM (8/98-present)

Associate Professor. Professor of Record for courses taught in **Department of Teacher Education:** CIMTE 595 (graduate – 1 section) & **Department of Language, Literacy & Sociocultural Studies:** CIMTE 331 (undergraduate - 4 sections) –Teaching of Reading in the Elementary School”; CIMTE 400 (undergraduate - 7 sections) "Seminar in Student Teaching"; ETSCS 593/LLSS 500 (graduate - 3 sections) —Master’s Seminar: Issues in Language, Literacy & Sociocultural Studies”; ETSCS 593/LLSS 567 (graduate – 8 sections) —Home Literacy & Schooling”; CIMTE 532/LLSS 532 (graduate - 4 sections) –The Reading & Writing Process”; CIMTE 593 (graduate - 1 section) –Topics in Language, Culture & Literacy”; CIMTE 442 (undergraduate & graduate - 1 section) –Teaching Reading for ESL Students”; Bil. Ed. 493/LLSS 459(undergraduate - 3 sections) —Second Language Literacy”; Bil. Ed.593/LLSS 559 (graduate - 3 sections) —Second Language Literacy”; LLSS 446 (graduate - 4 sections, undergraduate – 3 sections –El Folklore en el Aula/Folklore in the Classroom”; LLSS 534 (1 section graduate) —Seminar in the Teaching of Reading;” EDUC 593 (8 sections graduate) —Social Justice and Education;” CIMTE/MSET 590 (2 section graduate) —Seminar: Master’s Capstone;” EDUC 593 (2 sections graduate) —Culturally Relevant Pedagogy” EDUC 400 (3 sections) —Seminar in Student Teaching

Texas Woman's University Denton, TX (8/96-8/98)

Assistant Professor.

Department of Reading and Bilingual Education.

Course Instructor: ELDR 5633 (graduate, 2 sections) & ELDR 3033 (undergraduate, 2 sections) –The

Ethnically and Culturally Diverse Child;” ERDB 3113 (undergraduate & graduate, 2 sections) —Bilingual Education: Instructional Applications & Materials”; ERDB 4453 (1 section) —Bilingual Acquisition Processes: Biliiteracy of L2 Learners;” ERDB 5903 (graduate, 2 sections) — Language, Literacy, & Culture” (8/97-8/98)

Selected Publications

Blum-Martinez, R., Flores-Dueñas, L. (2009). Countercurrents: National educational policy in the the New Mexico context. In E. Sandoval, R. Blum-Martinez & I. Anderson -*A Place for Teacher Education: Challenges and Possibilities Across North America/Un Espacio para La Formación de Maestros: Desafíos y posibilidades en América del Norte*, Organization of American States (OAS).

Sandoval, E., Blum-Martinez, R., Andrews, I., Gutierrez,-Gomez, C., Flores-Dueñas, L. Sanchez, R. (2006) Training Urban Teachers With A Multicultural And Intercultural Approach. Three Experiences in the North American Region. Subregional Project: Responses To The Challenge Of Improving The Quality Of Initial Teacher Education & The Professional Development of Teachers Working In North American Countries Organization of American States.

Flores-Dueñas, L. (2005) Lessons From La Maestra Miriam: Developing Literate Identities Through Early Critical Literacy Teaching. *Journal of Latinos and Education Vol. 4*, (4) October, 2005.

Flores-Dueñas, L. (1999). Plática as critical instruction: Talking with bilingual students about their reading. *Educational Considerations* (26, 2).

Brock, C.H., McVee, M.B., Shojgreen-Downer, A. & Flores-Dueñas, L. (1998). No habla inglés: Exploring a bilingual child's learning opportunities in an English-Speaking classroom. *Bilingual Research Journal* (22,2).

Flores-Dueñas, L. (2004). Reader response, culturally familiar literature & reading comprehension: The case of Latina(o) students. In F. Boyd, C. Brock, & M. Roszental (Eds.) *Multicultural and multilingual literacy and language practices*. New York: Guilford Press.

Winograd, P., Flores-Dueñas, L., & Arrington, H. (2003). Best practices in literacy assessment. In L. Mandel Morrow, L. B. Gambrell, M. Pressley (Eds), *Best Practices in Literacy*, 2nd Ed (pp.201-238). NY:Guilford Press.

Flores-Dueñas, L. (2009). Reinterpretando a la Familia Hispana por Medio de la Lectoescritura. In McMann, D. (Ed.). *Soleado: Winter 2008-2009*: A Publication of Dual-Language New Mexico.

SELECTED PROFESSIONAL PRESENTATIONS

International. Flores-Dueñas, L. & Guevara Beltrán, M.T. (2011) Immigrant Women & the Construction of New Identities in the Borderlands. BILINGLATAM. (Oaxaca, Mexico)

Flores-Dueñas, L., (2010) Recuperando Fondos de Conocimiento en el Salón de Clase. Colegio de Bachilleres del Estado de Jalisco (Guadalajara, Mexico).

Flores- Dueñas, L.(2009). La Lectoescritura Familiar. Diplomado Educacional con Miembros de IDEFT.

Flores Dueñas, L. (2008) A Focus on Diversity in Teacher Education: A Sociocultural Perspective. Diversity and Teacher Education in Urban Contexts Conference. Secretaría de Educación Pública. Universidad Pedagógica Nacional, Mexico City, Mexico. Organización de Estados Americanos (OEA).

Flores-Dueñas, L. (2007). Women transforming the Borderlands. International Transformative Learning Conference. Albuquerque, NM.

Flores-Dueñas, L., Gutierrez-Gomez, C. Sanchez, R. (2005). -Preparing Critical Teachers for New Mexico” Organization of American States (OAS) Conference. Vancouver, British Columbia.

National. Flores-Dueñas, L., Fessinger, R. (2010) *Immigrant Mothers: Resilience, Perseverance and the Construction of New Identities*. American Educational Research Association (AERA), Denver, Colorado.

Flores- Dueñas, L. (2009). Who gets represented in children's literature?: Representation of/in/for marginalized groups: Latinos and cultural authenticity. National Reading Conference (NRC). Albuquerque, NM.

Flores-Dueñas, L. (2009). *Chicana Narratives Transforming the Borderlands*. Mujeres Activas en Letras y Cambio Social (MALCS, Women Active in Letters and Social Change) Annual Conference. NMSU Las Cruces, NM.

Flores Dueñas, L. (2009) *Mexican Women Transforming History in the Borderlands*. Harvard University School of Public Health, Cross-national Initiative on Place Migration and Health (CIPMH) conference, Santa Fe, NM.

Flores Dueñas, L., Fessinger, R. (2009). *Immigrant Mothers: Recovering Memories, Building a Literacy Community*. American Educational Research Association (AERA) San Diego, CA.

Flores-Dueñas, L. (2008). *Capitalizing on Immigrant Mother's Knowledge: A New Family Literacy Program*. American Educational Research Association (AERA). New York City, NY.

SELECTED GRANT WORK

University of New Mexico EXTERNAL FUNDING

Principal Investigator/Director. (8/04 –12/09). —UM Family Literacy Program” This weekly program provided Spanish/English-speaking parents and their children with opportunities to learn new ways to work with their children to further establish literacy (reading and writing) practices in their homes. Funded. \$180,000 (2005-2009)

Principal Investigator/Director. Kellogg ENLACE (ENgaging LATino Communities for Education) Wrote grant portion, —Pathways to Teaching: Building a Hispanic Teacher Pipeline” initiative. Also provided scholarships and academic support to graduating high school students & Educational Assistants (Planning grant \$11,000/ 4-year plan \$400,000.00. Funded 3/01 –5/05).

SELECTED SERVICE ACTIVITIES

Faculty Mentor. (2011). UNM Title V Graduate Resource Center/El Centro de la Raza Latina/o Fellows Program.

Reviewer. (2009) Papers for Presentation, American Educational Research Association (AERA) - Hispanic SIG & Division K :Teacher Education

Editorial Reviewer for Presentations, National Reading Conference (NRC) (2000-2005)

Chair. COE Diversity Council, Elected Chair (Fall, 2009 to present) Began process of making the ad hoc Diversity Council a COE Standing Committee as outlined in COE Strategic Plan

ANNE L. MADSEN
University of New Mexico
College of Education
(Abbreviated Vita August 2011)

EDUCATION

Ph.D. Michigan State University, 1988 Curriculum, Teaching and Educational Policy
M.A. Michigan State University, 1972 Elementary Education
B.A. Michigan State University, 1969 Elementary Education

PROFESSIONAL EXPERIENCE

2008-Pres. Associate Professor, Department of Teacher Education, Mathematics Education
2005-08 Associate Dean Undergraduate Studies and Community Outreach
2004-05 Department Chair Teacher Education, College of Education, UNM
2001-04 Department Chair Educational Specialties, College of Education, UNM
1996-08 Associate Professor: University of New Mexico: College of Education
1996-04 MSET Program Coordinator
1996-01 Elementary Education Programs Coordinator
1993-96 Assistant Professor: University of New Mexico: College of Education
Science and Mathematics Elementary Endorsement Program Coordinator
1988-93 Assistant Professor: University of Texas at Austin: College of Education
1989-95 Lecturer/Consultant: Michigan State University Oversees Programs
Bangkok, Thailand (March, 1995); Yokota, Japan (March, 1995)
Yokosuka, Japan (March, 1995); San Juan, Puerto Rico (Dec., 1992)
Okinawa, Japan (May, 1992); Taipei, Taiwan (Sept./Dec., 1991)
Manila, Philippines (March, 1990); Okinawa, Japan (May, 1989)
1987-88 Instructor: University of Texas at Austin: College of Education
1980-87 Graduate Teaching Assistant: Michigan State University: College of Education
1981-82 Mathematics Instructor: Michigan State University, Bio-Med Project
1978-82 Mathematics Specialist: Jackson Area Career Center, Jackson, MI
1969-78 Middle School Mathematics and Science Teacher: Jackson, MI

RESEARCH AND DEVELOPMENT EXPERIENCE

Publications (5 selected writings)

Kaser, J., Madsen, A., & Spurlin, Q. (2000). Professional Development Programs Handbook.

Madsen, A., Lanier, P. & Smith, P. (1995). Does conceptually oriented instruction enhance

computational competence? A study of two ninth grade general mathematics classes. FOCUS on Learning Problems in Mathematics).

Madsen, A. (1995). Communicating and connecting mathematical ideas through poetry: Images from Navajo land. *Journal of the New Mexico Council of Teachers of Mathematics*, 95-96, 9-13.

Madsen, A. (1994). A normal distribution of ants: A statistics activity. *Journal of the New Mexico Council of Teachers of Mathematics*, 94-94, 5-15.

Madsen, A., & Baker, K. (1993). Planning and organizing the middle school mathematics curriculum. In D. Owens (Ed.), *Research ideas for the classroom: Middle grades mathematics*. (pp. 259-279). New York: Macmillan.

Proposal Development (Funded Proposals Only)

2005-08 Lockheed Martin Science and Educational Technology Teacher Academy-\$45,000.00

2003-04 (US-DOE) Mathematics and Science Teacher Academy grant - \$500,000.00

2002-003 (US-DOE) Mathematics and Science Teacher Academy grant - \$850,000.00

2001-02 (US-DOE) Mathematics and Science Teacher Academy grant - \$1,176,000.00

1994-01 Lockheed Martin Corporation grant for \$1,200,000.00

1997-98 SDE grant for \$200,000.00

1996-97 SDE grant for \$225,000.00

1995-96 SDE grant for \$225,000.00

1994-95 SDE grant for \$35,000.00

Research Activity (4 selected)

2005-2006 LM Science and Ed. Tech. Teacher Academy - PI

2001-2004 DOE Mathematics and Science Teacher Academy - PI and Academy Director

1995-2001 Lockheed Martin and the University of New Mexico Mathematics and Science Teacher Academy for Professional Development -Director

1988-94 National Science Foundation, Michigan State University, American Federation of Teachers, and the Toledo Public Schools Support Teacher Program

Research and Paper Presentations (3 selected from each category)

1990-99 International

"Improving Learning & Instruction in Elementary & Middle School Mathematics"

Department of Defense Schools, Okinawa, Japan

"Improving Learning in School Mathematics"

PTA of the Taipei American School, Taipei, Taiwan, ROC

"Improving Elementary School Mathematics"

PTA of the International School, Manila, Philippines

1994-03 National

"Partnerships to Improve Science and Mathematics Teaching"

National Science Teachers Association, Annual Convention, New Orleans, LA

"Partnerships to Improve Science and Mathematics Teaching"

Joint Conference on Teaching Science and Mathematics, Little Rock, AK.

School Science and Mathematics Association

"The Lockheed Martin and University of New Mexico Summer Academy: A Partnership to Improve Science and Mathematics Teaching"

National Science Teachers Association (NSTA) National Convention, St. Louis, MO.

1994-03 Regional

"Partnerships That Support Content and Instructional Improvement in Elementary Mathematics and Science". National Council of Teachers of Mathematics Western Regional

Conference, Denver, CO.

"Enhancing Students' Computational Understanding through Conceptual Understanding"

National Council of Teachers of Mathematics Western Regional Conference, Albuquerque, NM.

"Restructuring the Content and Instruction of the Mathematics and Science Courses for Elementary Education Teachers". South Central Holmes Group Conference, Austin, TX

1990-03 State Conferences

"The Lockheed Martin Mathematics and Science Academy for Professional Development"

New Mexico Association for Supervision and Curriculum Development and the New Mexico Project L.E.A.D., Albuquerque, NM

"Improving Middle School Students' Spatial Visualization Abilities"

New Mexico Council of Teachers of Mathematics and the New Mexico Science Teachers Association Annual Meeting, Las Vegas, NM

"Changing Learning and Instruction in Middle School Mathematics Classes"

Texas Association of Supervisors of Mathematics, Austin, TX

PUBLIC SERVICE

International (1 selected)

1995 Curriculum Consultant for the K-6 Mathematics Program in the

International School of Bangkok, Bangkok, Thailand (March, 1995).

National (2 selected)

1999-00 Middle School Math Network (SEDL)

1985-88 Manuscript reviewer for the Journal of Research in Mathematics Education.

State (2 selected)

2005-present New Mexico Teacher Advancement: Level I to II and II to III Dossier Reviewer

1995-01 Member: New Mexico Partnership for Mathematics and Science Education

AWARDS

1997 *Faculty Acknowledgment*

University of New Mexico General Library and the College of Education

1992 *Outstanding Scholarship on Teacher Education*

The Association of Colleges and Schools of Education in State Universities and Land Grant Colleges

Rosalita Del Castillo Mitchell
Associate Professor
Department of Teacher Education
University of New Mexico

EDUCATION:

Ph.D., Multicultural Teacher and Childhood Education, University of New Mexico, May 1995.

M.A., Secondary Education, University of New Mexico, 1989.

B.A., Latin and English, Our Lady of the Lake University, San Antonio, Texas, 1965.

PROFESSIONAL EXPERIENCE:

Chair, Teacher Education Department, 2007 - Present.

Director, Professional Development Institute, 2003-Present.

Associate Professor, Secondary Education, College of Education,
University of New Mexico, August 1995 - Present.

SELECTED PUBLICATIONS:

Mitchell, R.D., Wurzbach, L., and Sartain, L. Career tracks that support lifelong learning for teachers. *Proceedings from the International Conference for Lifelong Learning "The times they are a-changin': Researching transitions in lifelong learning*, Stirling, Scotland, June 2007.

Mitchell, R.D. and Wurzbach, L. The role of school administrators in a performance-based evaluation system. *Proceedings from the International Symposium for School Leaders*, Erfurt, Germany, September 2006.

Jiron-Belgarde, M.; Mitchell, R.D; Arquero, A. (Summer 2003). What do we have to do to create culturally responsive teacher education programs? *Action in Teacher Education: XXIV* (no. 2), 42-54.

Cockrell, K.S.; Mitchell, R.D.; Middleton, J. & Campbell, M.J. (March-April, 1999). The Holmes Scholars Network: A study of the Holmes Partnership Initiative for recruitment and retention of minority faculty. *Journal of Teacher Education*, 50(2), 85-94.

Mitchell, R.D. (September 1998). World class teachers: When top teachers earn National Board certification, schools – and students reap the benefits. *American School Board Journal*, 27-29.

Mitchell, R.D. (Spring 1998). World-class teachers: University-based model helps educators examine standards. *Journal of Staff Development*, 19 (2), 48-53.

SELECTED PROFESSIONAL PRESENTATIONS:

Mitchell, R.D. and Wurzbach, L. *It grows as it goes: Negotiating policy, theory and practice in a statewide, evidence-based teacher evaluation system*. Paper presented at the American Association for Teaching and Curriculum 2005 Conference, Austin, TX, October 2005.

Mitchell, R. with P. Winograd and K. Tyson. *The New Mexico 3-Tiered Licensure System, in a Symposium on Teacher Quality and School Reform*. Association for Teacher Education Summer Conference, Santa Fe, NM, August 2003.

Mitchell, R.D. & Arquero, A. *Best practices for culturally responsive teaching*. Paper presented at the National Indian Education Association National Conference, Albuquerque, NM, November 2002.

Selected Invited Paper Presentation at Professional Meetings

Mitchell, R.D.; Winograd, P.N.; Sims, C. *New Mexico's 3-tiered licensure system and its implications for assessing teacher preparation effectiveness*. The National Commission on Teaching and America's Future Meeting on Quality Teacher Preparation: Assessment of Teacher Preparation Effectiveness, Milwaukee, WI, September 2005.

SELECTED FUNDED PROJECTS

Mitchell, R.D., Principal Investigator. *Principal Support Network Wallace Foundation Grant*, \$130,000, NM Office of Educational Accountability, 2009-2010.

Mitchell, R.D., Principal Investigator. *Transition to Teaching*, \$200,000, New Mexico Public Education Department, 2009-2010.

Mitchell, R.D., Principal Investigator. *The New Mexico 3-Tiered Teacher Licensure System Implementation Project Year 5*, \$350,000, New Mexico Public Education, 2009-2010.

Mitchell, R.D., Principal Investigator. *Wallace Foundation Grant*, \$313,211, NM Office of Educational Accountability, 2007-2008.

Mitchell, R.D., Principal Investigator. *The New Mexico 3-Tiered Licensure System Implementation Project Year 4*, \$307,000, New Mexico Public Education Department, 2007-2008.

SELECTED SERVICE ACTIVITIES

Chair, College of Education Graduate Committee, 2006.

Member, College of Education Graduate Committee, 2005-2006.

Member, College of Education Administrative Council, 2003 – 2007.

Member, College of Education Scholarship Committee, 2003-2004 and Spring 2006.

Member, Albuquerque Public Schools Joint Governance Panel for the First Year Teacher Mentoring Program, 2004 -- Present.

Member, Professional Development Awards Committee, Golden Apple Foundation, 2004 – Present

Member, Executive Board, New Mexico World Class Teachers Network, 2002 – Present.

SELECTED HONORS

College of Education *Chester C. Travelstead Endowed Faculty Fellowship for Teacher Education Award*, 2008.

UNM University Libraries *Faculty Recognition Award for Scholarship and Teaching in the College of Education*, 2007.

Dr. Lynette K. Oshima
Associate Professor, Secondary Education
University of New Mexico
Department of Teacher Education

EDUCATION

- Ed.D. Indiana University, 1981
Major: Social Studies Education
Minors: Reading and American History
Dissertation: *An Investigation Into the Reliability and Validity of the Cloze and Maze as Measures of Comprehension of a Social Studies Textbook*
- M.A. Michigan State University, 1968
Major: American History
- B.A. Michigan State University, 1967
Major: American History
Minor: Physical Education

PROFESSIONAL EXPERIENCE

Administrative Experience

Secondary Education Program Coordinator (2007-present)
Interim Director of the Technology Education Center. (Summer 2004)
Coordinator, Secondary Teacher Education Program. (1993-1997)
Associate Dean for Student Services, COE. (1992-1993)
Director, Secondary Student Teaching and Field Experiences. (1980-85; 1986-1996)

Selected Teaching Experiences

Teaching of Social Studies, Teaching Reading in the Content Field, Student Teaching, Student Teaching Seminar, Principles of Curriculum Development, Microcomputers in Education, History Education, Advanced Instructional Strategies, Introduction to Education in New Mexico/Explorations in Education (Freshman Learning Communities linked course), Processes of Teaching and Learning, Technology for Teaching, The Art of Masterful Teaching. Courses also taught in Santa Fe, Pine Hill and Gallup, New Mexico.

SELECTED PUBLICATIONS

- 2007 Spring. Japanese Americans in New Mexico: Project Focus, *Japanese American National Museum Magazine*, pg. 9.
2006. "Feaching Social Studies to Diverse Learners", sidebar in E. A. Polloway, J. R. Patton, and L. Serna, *Strategies for Teaching Learners with Special Needs*, Prentice Hall.
1983. "Reading." In Adult Basic Education Instructional Handbook. Co-author with Dr. Bess Altwerger, UNM.

SELECTED PROFESSIONAL PRESENTATIONS

- 2010, January 12. *History Through Photographs: The Internment of Japanese Americans During WWII*, Hawaii International Conference on Arts & Humanities, Honolulu, HI.
- 2009, November 13. *Studying Injustice: Make it Personal*. National Council for the Social Studies Annual Conference, Atlanta, GA.

2008, November 14. *Learning History Through Photographs*. National Council for the Social Studies Annual Conference, Houston, TX.

2008, November 15. *Teachers at Work: The Japanese American Museum Project*. National Council for the Social Studies Annual Conference, Houston, TX.

2008, July 1. *History Through Photographs: Using Technology to Interpret the Past*. National Education Computing Conference, San Antonio, TX.

2008, March 6. *PowerPoints That Teach and Communicate*. Society for Informational Technology and Teacher Education Conference, Las Vegas, NM.

2007, October 19. *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas and Utah*. Texas Council for the Social Studies Conference, El Paso, TX.

SELECTED GRANTS

2007. *Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas and Utah*. Co-PI with Dr. Rebecca Sanchez. A project of the Japanese American National Museum/Year 2. (\$17,719.19)

2006. *Enduring Communities: Japanese Americans in Arizona, Colorado, New Mexico, Texas and Utah*. Co-PI with Dr. Rebecca Sanchez. A project of the Japanese American National Museum. (\$18,050)

2003. Intel Teach to the Future/Preservice Program. Co-PI with Smith Frederick. \$28,000.

2002, June. UNM/Bernalillo/Hewlett-Packard Wireless Mobile Computing Project (Expansion Grant). \$10,902.00

2001, June. UNM/Bernalillo/Hewlett-Packard Wireless Mobile Computing Project. \$140,000

1998-1999. Mitchell, R. D. and Oshima, L. *An Alliance for High School Integrated Curriculum*, New Mexico Commission on Higher Education, Eisenhower Professional Development Projects, \$60,455

SELECTED SERVICE ACTIVITIES

Representative, Intel Regional Training Agency Summit Meeting (March 16-19, 2006)
Chair, Professional Development and Teacher Education Committee, NCSS.

(July 2000-June 2001)

Invited participant, NEH Grant Proposal, Humanities Center (2009)

Chair, OFAC, COE (2005)

Member, Literacy Policy Review Panel. State Department of Education.

(March 7, 2003)

State Coordinator, National Geographic Bee. (1997-2002)

QUINCY SPURLIN
Associate Professor, Elementary Education/MSET
The University of New Mexico

EDUCATION

Ph.D. The University of Texas at Austin, 1993

Science Education with a concentration in Bilingual Education

Dissertation: *An Elementary Bilingual Teacher's Science Instruction:
The Influence of Sociocultural Context*

M.A.G. Texas A&M University, 1986

Masters of Agriculture: Horticulture

Masters Research Project: The Effects of Gibberilic Acid on
Flowering of Miniature Spathiphyllum

Masters Paper: *Laboratory Activities for Plant Propagation*

M.A.T. Emory University, 1979

Secondary Science

B.A. Baylor University, 1975

Biology and Environmental Studies

PROFESSIONAL EXPERIENCE

1993-Present College of Education, University of New Mexico

Courses Taught: Undergraduate

Elementary, Middle-Level and Secondary Science Methods

Natural Science 262 (Biology)

Teaching Reading and Writing in the Content Areas: Mathematics
and Science

Freshman Learning Community: Looking Locally, Looking Within

Courses Taught: Graduate:

Multicultural Environmental Education

Peace Education

Teaching Environmental Education

Curriculum in the Elementary School

Principles of Curriculum Development

Education Across Cultures of the Southwest

Education and Culture in the SW: Mathematics and Science

Advanced Instructional Strategies

Topics: Ecological Field Studies for K-8 Teachers

SELECTED PUBLICATIONS

Refereed Presentations

National

—Environment as Heart of Integrated Elementary Curriculum: Southwest Acequia Culture. ”. Presentation at the national conference of The North American Association for Environmental Education (NAAEE), Raleigh NC, October 2011.

—Interconnectedness: Environmental Education and Engaged Buddhism”. Presentation at the national conference of The North American Association for Environmental Education (NAAEE), Portland, OR, October 2009.

—Beyond the Walls of the Classroom: Community, Culture and Context in a Teacher Education Program” (with R. Sanchez). Presentation at the national conference of the Association of Teacher Educators (ATE) Dallas, TX, Feb. 2009.

—Buddhist Ethics and Teaching: From International Appeals to the Classroom”. Presentation at the national conference of The North American Association for Environmental Education (NAAEE), Wichita, KS, October 2008.

—Using Digital Media to Enhance Teacher Preparation” (with R. Sanchez). Presentation at the national conference of ATE, San Diego, CA Feb. 2007

—History in our Own Words: Oral History: Projects in Multilingual Classrooms (with R. Sanchez). La Cosecha International Conference. Bernalillo, New Mexico, November 2006.

Refereed Journals

Sánchez, R. & Spurlin, Q. (2009). Listening to the locals, listening to the land. *Encounter: Education for Meaning and social Justice*. 23 (3), 27-30.

Spurlin, Q. & Powell, K. (2000). Erosion patrol: Implementing the vision. *The Texas Science Teacher*. 29. 1, 24-27.

Spurlin, Q. (1998). Purposeful science instruction for bilingual learners. *The Journal of the Texas Association for Bilingual Education*. 4. 2, 22-35.

Spurlin, Q. (1997). Phytochemistry and culture: Connecting science to students' experiences. *Journal of College Science Teaching*, 27 (1), 23-28.

Spurlin, Q. (1995). Making science comprehensible for language minority students. *Journal of Science Teacher Education*, 6 (2), 71-78.

SELECTED GRANTS

Spurlin, Q. (2007): Developing Peace Education for Teachers. Teaching Allocations Subcommittee Grant to develop a graduate level course in Peace Education

SELECTED SERVICE ACTIVITIES

Qatar University: College of Education

2008: Reviewed the science content courses offered at the university, matched them with NSTA Standards for Science Teacher Preparation, and made recommendations for changes to serve the needs of preservice elementary teachers.

Escuela Normal —Miguel F. Martinez, Monterrey, Mexico

2008: Held a weeklong, hands-on workshop for 140 preservice teachers (in Spanish). Taught constructivist learning strategies and how to set up scientific investigations.

E. Diane Torres-Velásquez
Associate Professor
University of New Mexico
Department of Teacher Education

EDUCATION

1988 Ph.D. The University of New Mexico, Special Education
1982 M.A. The University of New Mexico, Special Education
1976 B.S.E. The University of New Mexico, Elementary Education

PROFESSIONAL EXPERIENCE

Administrative Experience

Fall 2010 Hispanic Education Liaison, New Mexico Public Education Department

Teaching Experience

- Associate Professor, UNM, Teacher Education; 1993-2007 Special Ed; 2007-present TED
- Assistant Professor, San Jose State University, Div of Special Ed San Jose, CA 1989-1992
- Public School Teacher, Albuquerque Public Schools; Northside Independent School District, San Antonio, TX (Bilingual Education, Special Education) 1976-1989; 1992-1993

SELECTED PUBLICATIONS

Torres-Velásquez, D. (2010). Hispanic Education Status Report. New Mexico Public Education Department.

Torres-Velásquez, D. & Lobo, G. (2004/2005). Culturally responsive mathematics teaching and English Language Learners. *Teaching Children Mathematics*, 11(5), 249-255.

Torres-Velásquez, D. & Rodriguez, D. (2005). Research to Practice Brief: Improving Mathematics Problem Solving Skills for English Language Learners with Learning Disabilities (can be viewed at <http://www.iteachilearn.com/cummins> under article by Diane Torres-Raborn)

Yzquierdo, Z., Blalock, G., & Torres-Velásquez, D. (2004, Winter). Language appropriate assessments for determining eligibility of English language learners for special education services. *Assessment for effective intervention*, 29(2), 17-30.

Torres-Velásquez, D. (2000). Sociocultural theory: Standing at the crossroads. *Remedial and Special Education*, 21(2), 66-69.

Westby, C. & Torres-Velásquez, D. (2000). Developing scientific literacy: A sociocultural approach. *Remedial and Special Education*, 21(2), 101-110.

Raborn, D.T. & Daniel, M.J. (1999). Oobleck: A scientific encounter of the special education kind. *TEACHING Exceptional Children*, 31, (6), 32-40.

Mondragón, J., Kitchen, R., Torres-Velásquez, D. & Meyers, J.P. (1999). Dropout intervention/prevention in New Mexico schools with special emphasis on Hispanics and Native Americans. *Catalyst for Change: Journal of the National School Development Council*.

Editorial

Torres-Velásquez, D. (1999). Guest Editor *Remedial and Special Education: Special Issue on the Sociocultural Perspectives in Special Education, Part I*, 20(6).

Torres-Velásquez, D. (2000). Guest Editor *Remedial and Special Education: Special Issue on the Sociocultural Perspectives in Special Education, Part II*, 21(2).

Selected Professional Presentations

Refereed

—Improving Mathematics and Science Outcomes for Culturally and Linguistically Diverse Exceptional Students”. Council for Exceptional Children International Conference, April 2005, Torres-Velásquez, D., & Rodriguez, D.

—Proposing Alternative Standards to meet the Educational Rights of Students of Color,” AERA, April 2005 Montreal, Canada; Torres-Velásquez, D. Social Justice Special Interest Group (SIG) and selected SIG chairs.

—Pedagogy of the Heart,” AERA, April, 2005 Montreal, Canada; Torres-Velásquez, D., Ornelas, A., & Westby, C.

—Examining Pupils' Reflections in School Math and Science” Council for Exceptional Children International Conference, April 16, 2004, New Orleans. Torres-Velásquez, D., Lobo, G. & Westby, C.

—Dropouts in New Mexico: Native American and Hispanic Students Speak Out”, AERA New Orleans, LA; April, 2000, Co-Presenters: Richard Kitchen, John Meyers, Kee Straits.

Invited Papers/ Presentations at Professional Meetings

Keynote Address, Fiesta Educativa. Torres-Velásquez, D. (2007) Lessons I've Learned From Students and Families: Families of Color and Their Role in the Success of Special Education, June 28, 2007, Los Angeles, California.

Presentation and Workshop, Kansas State TESOL Conference, Torres-Velásquez, D. (2006) Teaching Mathematics and Science to English Language Learners: Lessons from Research, February 4, 2006, Manhattan, Kansas.

SELECTED GRANTS

Torres-Velásquez, D. & Westby, D. OSEP leadership grant for in Special Education with language and culture for minority students. \$800,000 total. 2002-2010

Torres-Velásquez, D. —LASER: Linking Academic Scholars to Educational Resources: Senior Research Associates \$15,000 - 2005; \$10,000 – 2002-2003.

Torres-Velásquez, D. personnel preparation grant in Bilingual Special Education; Office of Special Education Programs; \$169,000/ year. 1998-2003.

Torres-Velásquez, D., Blalock, G. & Barrera, I. OSERS Bilingual Multicultural Special Education Personnel Preparation Project (\$120,000 per year) 1993-1998.

Torres-Velásquez, D. —Jimmy Santiago Baca: A Study of His Teaching”, UNM Research Allocation Committee (RAC) Large Grant \$6,400, 2008- 2009

Keyes, T., Krebs, M., & Torres-Velásquez, D. McCune Foundation —Poetry as a Mode of Being” \$5000, 2010-2011

Torres-Velásquez, D. & Kitchen, R. —Exploring Issues of Retention with High School Students in New Mexico” NM Research and Study Council \$8000; 1998-1999.

Raborn, D.T., Blalock, G.B., McLean, Z., & Romero, R. —Preparation of Bilingual Special Education Teachers” UNM Research Allocations Committee; 1998

SELECTED SERVICE ACTIVITIES

- 2010–Present Elected Member, UNM Academic Freedom and Tenure Committee
- Fall 2010 Chair, Latino/Hispano Education Improvement Task Force
- 2000–Present AERA, Hispanic/Latino Research Special Interest Group, Executive Council
- 2008–2009 Chair, College of Education Graduate Committee (elected member 2006–09)
- 2005–Present Editorial Board, Hispanics in Higher Education, Sage Publications

Kathryn T. Watkins
 Associate Professor, Secondary Education/MSET
 Department of Teacher Education
 University of New Mexico

EDUCATION

Ph.D.	1996	Texas A&M Program: Curriculum and Instruction Emphasis: Science Education —Teachers Perceptions of Their Own Learning: An Exploration of Biology Teachers’ Sense-Making” Unpublished dissertation.
M.Ed.	1978	The University of Houston Major: Curriculum and Instruction Emphasis: Science Education
B.S. Biology	1974	The University of Houston Major: Biology Minor: Chemistry
	1970	Dominican College

PROFESSIONAL EXPERIENCE

Dates	Positions and Responsibilities
2006-present	Faculty, Teacher Education
2005-2006	Department Chair, Teacher Education
2003	Associate Professor
2004-2005	Coordinator for Secondary Education., Associate Professor, University of New Mexico Department of Teacher Education Assistant Professor, University of New Mexico
1996 to 2004	Educational Specialties Department, Science Education Teaching Assistant Texas A&M, College Station.
1994 to 1996	Supervised student teachers ; taught Secondary Science Methods for Middle and High School Teachers ; coordinated an integrated Science and Social Studies Clinical Project for Preservice teachers.
1979 to 1994	Science Teacher. Harlingen CISD, Harlingen, TX. Harlingen High School; Chemistry I, Algebra I, Biology I, Environmental

Science and Biology II Advanced Placement; served as department chair of a faculty of 12 with responsibilities of staffing, assignment and budget; supervised and mentored teachers and acted as cooperating teacher for student teachers; assessed peers using the state assessment instrument; assisted in the design and supply of a new science wing; responsible for secondary science curriculum and inservice.

1975 to 1978

Science Teacher. Houston ISD, Houston, TX.

Hartman Jr. High School; taught Physical Science & Life Science; developed and coordinated Reading in Science Program.

1975 to 1978

University of Texas Dental School, Houston, TX.

Research Technician; pursued project on sugar content in cereals.

SELECTED PUBLICATIONS

Refereed Journals

Watkins, Kathryn & M. A. Price . What science misconceptions can teach social studies? Kappa Delta Pi Record (in press).

Watkins, Kathryn (August, 2002) The Nature of Science in Science Teaching: Mars water? Spectrum.

Spurlin, Quncy & Kathryn Gomez-Tatum Powell. (2000) EROSION PATROL The Texas Science Teacher, 29: (1) 24-28.

Hall, Leslie & Powell, Kathryn (1999) What Diverse Rural Communities Need and Want from their Teachers. The Rural Educator, 21: (1) 27-32.

Powell, Kathryn (1997) Constructivism in the Classroom: A way to start. The Texas Science Teacher, 26: (2) 4-8.

SELECTED SERVICE ACTIVITIES

College

Search Committee for Secondary Position Chair (2011)

Mid-Tenure and Promotion Committee for Secondary Education (2011)

Secondary Education Faculty (1997-present)

State/Community

Board Member Albuquerque Institute for Mathematics and Science (2002-present)

Professional Associations

American Educational Research Association

Association for Supervision and Curriculum Development

National Staff Development Council

National Association for Research in Science Teaching
Association for the Education of Teachers of Science
School Science and Mathematics Association
National Science Teachers Association
New Mexico Science Teachers Association

Laura C. Haniford
Assistant Professor, Secondary Education
Department of Teacher Education
University of New Mexico

EDUCATION

Ph.D. University of Michigan, Ann Arbor, 2005

Area: Foundations, Research, Administration, and Policy; and Teacher Education

Co-Chairs: Dr. Pamela A. Moss, Dr. Lesley A. Rex

M.A. University of Michigan, Ann Arbor, 2001

B.A. Indiana University, Bloomington, 1993

Major: Secondary Education/English

PROFESSIONAL EXPERIENCE

2007-Present

Assistant Professor

Department of Teacher Education, Secondary Education

University of New Mexico

2005- 2007

Assistant Professor

Department of Secondary Education

California State University, Fullerton

2005-2007

Research Associate/Consultant

Evaluating the Validity of Teacher Licensure Decisions (OERI/IES)

University of Michigan, Pamela Moss (PI)

2003-2005

Research Assistant and Project Manager

Evaluating the Validity of Teacher Licensure Decisions (OERI/IES)

University of Michigan, Pamela Moss (PI)

1997-1999

Middle School Advisor, High School English Instructor

Educational Talent Search/Upward Bound

Portland, Oregon

1995-1997

Eighth Grade Language Arts Teacher

Columbus, Indiana

1994-1995

Eighth Grade Teacher (contained classroom)

Tohatchi, New Mexico, Navajo Nation

SELECTED PUBLICATIONS

- Haniford, L. (2010). Tracing one teacher candidates' discursive identity work. Teaching and Teacher Education, 26, 987-996.
- Ellis, M., Grant, M., Haniford, L. (2007). Reframing problems in secondary education: alternative perspectives, new insights, and possibilities for action. The High School Journal, 1-5.
- Haniford, L. (2007). Coming to a foundational understanding of multicultural education for social justice. The New Educator, 3(2).
- Moss, P., Girard, B., Haniford, L. (2006). Validity inquiry in educational assessment. Review of Research in Education, 30, 109-162.

SELECTED PROFESSIONAL PRESENTATIONS

- Haniford, L., Wehrli, B. (November, 2010). *How does your garden grow? Charter Schools and Teacher Education*. New Mexico Coalition of Charter Schools Fall Conference. Albuquerque, New Mexico.
- Haniford, L. & Sánchez, R. (August 23-September 4, 2010). American-English Summer School for Professional Use in Education. AAECA-Austrian-American Educational Cooperation Association. Two-week Lecture Series for Teachers. Brand-Laaben, Austria.
- Haniford, L. (2010). *Discourse and positioning as lenses into the relationship between beginning teacher identities and student opportunities*. Paper presented to the annual meeting of the American Educational Research Association, Denver, CO, April 30-May 4, 2010.
- Haniford, L. (2009). *Constructing Teaching Identities in Relation to Students: A Profile of Two Student Teachers*. Paper presented to the annual meeting of the American Educational Research Association, San Diego, CA, April 13-17, 2009.
- Haniford, L. (2008). *Discursively constructing a teaching identity: Using portfolios to trace one student teacher's journey*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY, March 24-28.
- Haniford, L., Girard, B. (2007). *Perspectives on race: How teacher education context matters*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 9-13.
- Haniford, L. (2007). *Alignment with available discourses: Tools for seeing the construction of teaching identities*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 9-13.
- Haniford, L. (2006). *Fostering inquiry, justice and hope in classrooms: The sometimes difficult journey from student to teacher*. Interactive Session at the California Association of Freirean Educators Conference, UCLA, April 20-22, 2006.
- Haniford, L. & Girard, B. (2006). *Constructing difference in the classroom: Teacher practice, portfolios and case studies*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 7-11.

SELCTED GRANTS

- RAC Grant, UNM, (2009), \$2309, *Discursively Constructing a Teaching Identity Project*

SELECTED SERVICE ACTIVITIES

2010-2011 College of Education Scholarship Committee
2010-2013 College of Education Undergraduate Committee
2011-2012 Secondary Education Assessment Subcommittee
2008-2010 APS/ATF/UNM, Joint Governance Committee, The Mentor Program

Karla V. Kingsley, Ph.D.

Department of Teacher Education 289 Hokona Hall – MSC05 3040
University of New Mexico Albuquerque, NM 87131-001
voice: (505) 277-1625 FAX (505) 277-1169
e-mail: teacherkarla@yahoo.com or karlak@unm.edu

ACADEMIC BACKGROUND

- Ph.D.** 2005
Curriculum & Instruction: Educational Technology
University of Nevada Las Vegas
Dissertation Title: *A Quantitative Investigation of American History Software on Middle School Achievement Scores*
Cognate: Language and Literacy
- M.Ed.** 2000
University of Nevada Las Vegas
Instructional Technology & Educational Computing
- Bachelor of Arts** 1983
New Mexico State University
Las Cruces, New Mexico
-

PROFESSIONAL EXPERIENCE**Assistant Professor**

University of New Mexico

2005 – present

Design and deliver instruction at both the graduate and undergraduate levels in the integration of technology for content area instruction, educational technology for pre-service and practicing teachers, instructional technology in programs of teacher education, media literacy, and educational research methods. Current research foci include technology-mediated interactive learning, methods of education research, social justice, digital game-based learning (DGBL), multimodal learning and literacies, and critical pedagogy.

Instructor/Graduate Research Assistant 2000 – 2005

University of Nevada Las Vegas

Taught graduate and undergraduate courses including: Educational Software Development, Integrating Technology into Teaching, Design of Educational Software, Computer-Based Educational

Technology & Change, Computer Uses in Elementary Education, Computer Uses in Secondary Education, Valuing Cultural Diversity, Co-Instructor for Teaching Secondary Language Arts; Primary Educational Technology Instructor for three Alternative Licensure programs (ARL, COHORT, STEP) at UNLV.

RESEARCH / SCHOLARSHIP

Refereed Publications

- ingsley, K., Galbraith, G., Herring, M. Stowers, E., Stewart, T., & Kingsley, K.V. (2011). Why not just Google it? An assessment of information literacy skills in a biomedical science curriculum. (2011). *BMC Medical Education*, 11(17). Available: <http://www.biomedcentral.com/bmcmededuc/archive>
- Kingsley, K.V., & Brinkerhoff, J. (2011). Web 2.0 Tools for Authentic Instruction, Learning and Assessment. *Social Studies and the Young Learner*, 23(3), 9-13.
- Kingsley, K.V. (2010). Technology-mediated critical literacy in K-12 contexts: Implications for 21st century teacher education. *Journal of Literacy and Technology*, 11(3). Available: www.literacyandtechnology.org/volume11_3/jlt_v11_3kingsley.pdf
- Schaffer, L.C. & Kingsley, K.V. (2009). Thirsty Plants in Arid Places: Hands-on explorations of plant transpiration and native plant gardening. *Science and Children* 46(10), 1-5.
- Kingsley, K.V. & Kingsley, K.L. (2009). A case study for teaching information literacy skills. *BMC Medical Education*, 9(7). Available: <http://www.biomedcentral.com/bmcmededuc/archive>
- Kingsley, K.V., & Boone, R. (2008/2009). Effects of multimedia software on achievement scores for middle school students in an American history class. *Journal of Research on Technology in Education*, 41(2), 209-221.
- Kingsley, K.V. (2007). Twenty ways to empower diverse learners using educational technology and digital media. *Intervention in School & Clinic*, 43(1) 52-56.
- Williams, D., Boone, R., & Kingsley, K.V. (2004). Teacher beliefs about educational software: A Delphi study. *Journal of Research on Technology in Education*, 36(3). 213-229.
- Kingsley, K.V. (2007). Electronic Privacy Movement. In *The Encyclopedia of Activism and Social Justice*, 515-519. Thousand Oaks, CA: Sage Publications.

Marjori Krebs
University of New Mexico
Department of Teacher Education

EDUCATION

Ed.D.	Bowling Green State University	2006	Educational Administration & Leadership Studies
M.A.	The Ohio State University	1991	Teaching and Learning
B.A.	University of Oklahoma	1985	History with Emphasis in Education

PROFESSIONAL EXPERIENCE

2007-present	Assistant Professor, College of Education, University of New Mexico, Albuquerque, New Mexico		
1999-present	Educational Consultant, Partnerships Make a Difference, Columbus, Ohio		
2006-2007	Post-Doctoral Fellow, College of Education, University of New Mexico, Albuquerque, New Mexico		
2004-2006	Co-Coordinator, Continuing and Extended Education Summer Academy for Educators, Bowling Green State University, Bowling Green, Ohio		
2003-2006	Elementary Education Methods Coordinator, Bowling Green State University, Bowling Green, Ohio		
1999-2006	Instructor, Division of Teaching and Learning, Bowling Green State University, Bowling Green, Ohio		
1996-1999	District Coordinator/Teacher Leader for Career and Vocational Education Programs, Worthington City Schools, Worthington, Ohio		
1985-1999	Social Studies Teacher, Worthington City School District, Worthington, Ohio		

SELECTED PUBLICATIONS

Refereed Journal Articles

- Krebs, M. & Torrez, C. A. (Accepted 2011). I love kids! Qualities of successful preservice teachers. *Curriculum and Teaching Dialogue*.
- Krebs, M. (2010). The Korean War: A role play to remember. *The Social Studies*, (100)6, 273-278.
- Krebs, M., & Lear, J. (2009). Service-learning and nonfiction texts: Connections for comprehension. *Social Studies and the Young Learner*, (27)3, 17-20.
- Krebs, M. (2009). Service-learning: What motivates K-12 teachers to participate in and sustain service-learning projects? *Information for Action: A Journal for Research on Service-Learning for Children and Youth*, 1(2). Retrieved from <http://www.service-learningpartnership.org/site/DocServer/IFAWhatMotivatesK-2Teachers.Vol1No2.pdf?docID=3605>
- Krebs, M. (2008). Service-learning: What motivates K-12 teachers to initiate service-learning? *Curriculum and Teaching Dialogue*, (10)1 & 2, 135-149.

Refereed Book Chapters

- Krebs, M. (Accepted 2011). Crossing boundaries in service-learning professional development: Preservice and inservice teachers learning together. (Under Review). *International Association of Service-Learning and Civic Engagement, Volume 11*.
- Krebs, M. (2008). Sustainability of service-learning: What do K-12 teachers say? In M. Bowdon, S. Billig, and B. Holland (Eds.), *Scholarship for sustaining service-learning and civic engagement: A volume in advances in service-learning research* (pp. 85-109). Charlotte, NC: Information Age Publishing.

SELECTED PROFESSIONAL PRESENTATIONS

- Krebs, M. (April 2011). —Doing the Work of Real Teachers: The Characteristics of Quality Preservice Teacher Field Experience Environments.” *American Educational Research Association (AERA)*. New Orleans, LA. Co-Presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (April 2011). —Reflection and Teacher Education: Too Much of a Good Thing?” *American Educational Research Association (AERA)*. New Orleans, LA. Co-Presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (February 2011). —Knowledge and Other Characteristics of Quality Student Teaching Experiences: Hearing and Responding to Expert Voices.” *American Association of Colleges for Teacher Education (AACTE)*. San Diego, CA. Co-Presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (February 2011). —Cooperating Teachers and Reflection in Education: Efficacious Practice vs. Jumping through Hoops.” *Association of Teacher Educators (ATE)*. Orlando, FL. Co-Presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (October 2010). —Crossing Boundaries in Service-Learning Professional Development: Preservice and Inservice Teachers Learning Together.” *International Association for Research on Service-Learning and Community Engagement Annual Conference*. Indianapolis, IN.
- Krebs, M. (October 2010). —What Makes a Quality Mentoring Environment for Preservice Teachers?” *International Mentoring Institute*. Albuquerque, NM. Co-presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (May 2010). —Expert Voices: What Cooperating and Preservice Teachers Say About Quality Practicum Placements and Experiences.” *American Educational Research Association (AERA)*. Denver, CO. Co-presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (February 2010). —Love Kids! Doesn't That Mean I Will Be a Successful Preservice Teacher?” *Association of Teacher Educators (ATE)*. Chicago, IL. Co-presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (February 2010). —Informing and Reforming an Elementary Teacher Education Program: Using Assessment Data from Cooperating Teachers.” *Association of Teacher Educators (ATE)*. Chicago, IL. Co-presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (November 2009). —Mentoring and Reflection: The Creation and Implementation of an Online Environment.” *2009 Mentoring Conference*. Albuquerque, NM.
- Krebs, M. (November 2009). —Mentor Teachers and Expert Voices.” *2009 Mentoring Conference*. Albuquerque, NM. Co-presenter: Dr. Cheryl A. Torrez.
- Krebs, M. (November 2008). —Social Studies and Literacy Go Hand-in-Hand: Teaching the K-3 Social Studies and Literacy Standards Through Integration.” *National Association of Educators of Young Children (NAEYC)*. Dallas, TX.
- Krebs, M. (February 2008). —Content, Diversity, Quality, and Rigor: The Revitalization Journey an Elementary Education Program.” *Association of Teacher Educators (ATE)*. New

Orleans, LA. Co-presenters: Dr. Rebecca Sanchez and Dr. Elizabeth Saavedra.
Krebs, M. (October 2007). —“Motivations of K-12 Teachers to Implement and to Sustain Service-Learning in Their Classrooms.” *7th Annual International Conference on Service-Learning Research*. Tampa, FL.
Krebs, M. (April 2007). —“Everyday People Make a Difference: Implementing Service-Learning in the K-12 Classroom.” *National Service-Learning Conference*. Albuquerque, NM. Co-Presenters: Kathy Meyer and Ellen Erlanger.

SELECTED GRANTS

OFAC. (November 2010). —“Travel to Association of Teacher Educators (ATE).” \$400. Status:
OFAC. (May 2010). —“Travel to American Educational Research Association (AERA).” \$400.
McCune Foundation. (February 2010). —“Writing, Service-Learning, and Family Involvement with Students at High Risk of Being Expelled from the Public Schools: Using Their Model of Being to Create Leadership for a New Tomorrow.” \$5,000. Co-PIs: Dr. Diane Torres-Velasquez and Dr. Marjori Krebs. Status: Funded.
STRIVE: Urban Universities. (October 2009). —“Establishing Urban Universities as Anchor Institutions in Developing Cross-Sector P-20 Access and Success Partnerships.” \$10,000.
Co-PIs: Dr. Marjori Krebs and Dr. Breda Bova. Status: Funded.

SELECTED SERVICE ACTIVITIES

UNM Undergraduate Committee 2011-present
College of Education Undergraduate Committee 2011-present
Assistant Program Coordinator, Elementary Education (2009-present)

Rebecca M. Sánchez

Assistant Professor, Elementary Education
Department of Teacher Education
University of New Mexico

EDUCATION

New Mexico State University, Las Cruces, New Mexico, 2005
Doctor of Philosophy in Education: Curriculum and Instruction
New Mexico State University, Las Cruces, New Mexico, 2000
Master's Degree, Curriculum and Instruction
New Mexico State University, Las Cruces, New Mexico, 1996
Bachelor of Arts, Government and Latin American Studies

PROFESSIONAL EXPERIENCE

University of New Mexico
August 2005-present
Department of Teacher Education

SELECTED PUBLICATIONS

Refereed Publications

- Sánchez, R. (Fall 2010). The 6 Remaining Facts: Social Studies Content Knowledge and Citizenship. *Action in Teacher Education*.
- Emmons, M., Keefe, L., Moore, V., Sánchez, R., Neely, T., & Mals, M. (2009). Teaching information literacy skills to prepare teachers who can bridge the research-to-practice gap. *Reference & User Services Quarterly (RUSQ)*: 49(2) 140-150.
- Sánchez, R. & Spurlin, Q. (2009). Listening to the Locals, Listening to the Land. *Encounter: Education for meaning and social justice*: 23(3) 27-30.
- Sánchez, R., Araujo, B., & O'Donnell (2008). Mediation, resistance and resolve: Critical pedagogy and multicultural education in a cross-cultural context. *Multicultural Perspectives*: 10(3), 133-141.
- Sánchez, R. (2007). Music and poetry as social justice texts in the secondary classroom. *Theory and Research in Social Education*: 35(4), 644-664.
- Sánchez, R. (2007). What we treasure and who we are. *Social Studies and the Young Learner*: 20(1), p1-p4.
- Sánchez, R. (2007). Community as a Participatory Foundation in Culturally Conscientious Classrooms. *Multicultural Education*. 49-51.

Edited Book Chapters

Sánchez, R. & Gutierrez-Gomez. (2010). Quality Teacher Education: Teaching for

Diversity in an Era of Standardization. In E. Sandoval Flores, R. Blum-Martinez, & I. Andrews (Eds.). *Challenges and Possibilities in Teacher Education A North American Perspective*. Mexico City: Universidad Pedagogia Nacional.

The Borderlands Collective for Social Justice [Alvarez, E., Berg, C., Haworth, R., Hoshijo, N.,

Kinn, R., McMillan, B., Pruyn, M., Ortega, R. & Sánchez, R.]. (2006). Critical multicultural social studies: a dialogue from the borderlands. In V. Ooka Pang & E. W. Ross (Eds.) *Race, ethnicity and education: principles of multi-cultural education*. (pp. 67-84). New York: Greenwood.

Pruyn, M., Haworth, R. & Sánchez, R. (2004). Critical multicultural social studies in the

borderlands: resistance, critical pedagogy, and *la lucha* for social justice. In K. Vinson & W. Ross (Eds.). *Defending public schools volume III: curriculum, continuity and change in the 21st century*. (pp. 161-172). Westport, CT: Praeger.

SELECTED PRESENTATIONS

Sánchez, R. (May 2011, June 2011, July 2011). Teaching NM Statehood. Historical Society of New Mexico. Lincoln, NM.

Sánchez, R. (September 2010). Primary Source Documents as Teachable Moments. In Conjunction with Special Exhibit at the NM History Museum, El Hilo De La Memoria: The Threads of Memory.

Sánchez, R. (October 2, 2010). Using giant maps in the elementary school classroom. New Mexico Council for the Social Studies. Albuquerque, NM.

Sánchez, R. & Spurlin, Q. (November 17-20, 2010). Exploring our history and our environment with Bilingual Documents. La Cosecha 2010: 15th Annual Dual Language Conference, Santa Fe, NM.

Oshima, L. & Sánchez, R. (November 13-15, 2009). Studying injustice: Making it Personal. *National Council for the Social Studies*. Atlanta, GA.

Sánchez, R. (October 24, 2009). The Graphic Journey to Statehood. New Mexico Council for the Social Studies Fall Conference. *New Mexico Council for the Social Studies*, La Mesilla, NM.

Sánchez, R. & Spurlin, Q. (February 14-18, 2009). Beyond the walls of the classroom: Community, Culture, and Content in a Teacher Education Program. *Association of Teacher Educators*. Dallas, TX.

SELECTED GRANTS

Rebecca Sánchez	August 2011	National Endowment for the Humanities: Landmarks of American History and Culture
	Title:	Contested Homelands: The knowledge, history and culture of Historic Santa Fe
	Amount:	\$164,000
	Funded to:	Rebecca M. Sanchez, Project Director, UNM
Rebecca Sánchez	January 2010	National Geographic
		In conjunction with recent appointment as Coordinator For the New Mexico Geographic Alliance
	Title:	Building Capacity for Geography Education in New Mexico
	Amount:	\$47,000
	Funded to:	Rebecca M. Sánchez, Coordinator New Mexico Geographic Alliance University of New Mexico
Rebecca Sánchez	August 2009	National Endowment for the Humanities: Landmarks of American History and Culture
	Title:	Contested Homelands: The knowledge, history and culture of Historic Santa Fe
	Amount:	\$160,754
	Funded to:	Rebecca M. Sanchez, Project Director, UNM

SELECTED SERVICE

2010	Manuscript Reviewer, Action in Teacher Education
2008-2012	Proposal Reviewer, National Council for the Social Studies, CUFA
2010-present	Faculty Governance Committee

Cheryl A. Franklin Torrez

Assistant Professor, Elementary Education
Department of Teacher Education
University of New Mexico

EDUCATION

Ph.D. Education, Curry School of Education, University of Virginia, 2003
M.A. Education (Curriculum and Instruction), California State University, Sacramento, 1996
B.A. History, University of California at Berkeley, 1981

PROFESSIONAL EXPERIENCE

Assistant Professor, The University of New Mexico, 2007- present
Assistant Professor, Boise State University, 2003-2007
Distinguished Teacher in Residence, California State University, Sacramento, 1997-2000
Teacher, Roseville City School District, Roseville, California, 1993-2000
Teacher, Del Paso Heights School District, Sacramento, California, 1989-1993

SELECTED PUBLICATIONS

Refereed Journals

Torrez, C. (2011). Because I was Curious: Oral Histories and Web 2.0 in Elementary Social Studies Methods. *International Journal of Technology in Teaching and Learning*, 6(2), 146-156.

Martin, S., Snow-Gerono, J., & Franklin Torrez, C. (May/June 2011). Navigating the Terrain of Third Space: Tensions with/in Relationships in School-University Partnerships. *Journal of Teacher Education*, 62(3), 299-311. DOI 10.1177/0022487110396096

Torrez, C., & Waring, S.M. (2009). Elementary School Students, Artifacts, and Primary Sources: Learning to Engage in Historical Inquiry. *Social Studies Research & Practice*, 4(2), 79-86.

Franklin, C., & Bush, G. (2009). Exploring the Explorers. *Social Studies and the Young Learner*, 21(4), 12-16.

Franklin, C. A., & Molebash, P. (2007). Technology in the Elementary Social Studies Classroom: Teacher Preparation Does Matter. *Theory and Research in Social Education*, 35(2), 153-173.

Book Chapters

Franklin Torrez, C., Snow-Gerono, J.L., & Martin, S. (2011). Befuddled, Bewildered and Even Bemused: Teacher Educators Identify and Negotiate Complex Relationships as Central to their Work in School-University Partnerships. In Nath, Ramsey, & Guadarrama (Eds.), *Investigating University/School Partnerships: A Volume in Professional Development School Research* (pp.249-268). Professional Development School Research (Vol. IV) Charlotte, NC: Information Age Publishing.

SELECTED PROFESSIONAL PRESENTATIONS

National

Torrez, C., & Krebs, M. (2011, April). *Reflection and Teacher Education: Too Much of a Good Thing?* Annual meeting of the American Educational Research Association. New Orleans, LA.

Torrez, C., & Krebs, M. (2011, February). *"Knowledge" and Other Characteristics of Quality Student Teaching Experiences: Hearing and Responding to Expert Voices*. Annual conference of the American Association of Colleges for Teacher Education. San Diego, CA.

Torrez, C., & Krebs, M. (2011, February). *Cooperating Teachers and Reflection in Education: Efficacious Practice vs. Jumping Through the Hoops*. Annual conference of the Association of Teacher Educators. Orlando, FL.

Torrez, C. (2010, November). *Web 2.0 and Oral/Local Histories: Technology Integration in Elementary Classrooms and Social Studies Methods*. The College and University Faculty Assembly /National Council for the Social Studies Annual Conference. Denver, CO.

SELECTED GRANTS

External

Brinkerhoff, J., & Torrez, C. (2009-2010). *Library of Congress, Teaching with Primary Sources*. Funded for \$10,000. Developed, authored, and implemented this grant.

Internal

Torrez, C. (2010). UNM Teaching Allocation Grant. Funded for \$3,000. *Technology Integration in Social Studies Methods*.

SELECTED SERVICE ACTIVITIES

International

Board of Reviewers, Journal of Technology in Teacher Education, Association for the Advancement of Computing in Education, 2007-present.

Board of Reviewers, Contemporary Issues in Technology & Teacher Education (CITE).

Association for the Advancement of Computing in Education, 2007-present

Program Committee Member, Society for Information Technology and Teacher Education (SITE) International Conference, 2005- present. San Diego, CA.

National

Co-Chair, Teacher Education and Professional Development Community, National Council for the Social Studies. 2010- present.

Reviewer, Discussant and Session Chair, College and University Faculty Assembly/ National Council for the Social Studies Annual Conference. 2000-present.

Regional

Vice President, New Mexico Council for the Social Studies. 2011-present.

University

Chair, Scholarship Committee, College of Education, University of New Mexico. 2010-present

Member, OFAC Committee, College of Education, University of New Mexico. 2008-present.

Kersti V. Tyson
Assistant Professor, Elementary Education
Department of Teacher Education
University of New Mexico

EDUCATION

- 2010 Ph. D., Learning Sciences, College of Education, University of Washington, Seattle, WA.
Dissertation: *How does listening matter? An examination of listening, learning and interaction in formal and informal educational settings.*
- 2001 MA, Intercultural Communication, University of New Mexico, Albuquerque, NM.
- 1992 BA, Liberal Arts, St. John's College, Santa Fe, NM and Annapolis, MD.

PROFESSIONAL EXPERIENCE

- 2009-present Assistant Professor, Teacher Education, University of New Mexico
- 2008 & 2009 Instructor, Master's in Elementary Teacher Education Program
College of Education, University of Washington, Seattle, WA.
- 2007-2009 University Supervisor for International Teacher exchange Program.
College of Education, University of Washington, Seattle, WA.
- 2004-2007 Adjunct Faculty, Post-Baccalaureate Alternative Licensure Teacher Preparation Program
Santa Fe Community College, Santa Fe, NM.
- 1998-1999 Instructor: Basic Mathematics, Algebra, and Human Development Studies
Santa Fe Community College, Santa Fe, NM.
- 2002-2004 Santa Fe Community College, Santa Fe, NM.
- 1999-2001 Instructor: Undergraduate Communication Courses
University of New Mexico, Albuquerque, NM.
- 1999-2001 Graduate Assistant for Teaching Assistant Resource Center
University of New Mexico, Albuquerque, NM.
- 2000 Summer School Algebra, grades 9-12, La Cueva High School, Albuquerque, NM.
- 1995-1997 Algebra, grades 8 & 9, Taos Junior High School, Taos NM.
- 1994-1995 8th Grade Interdisciplinary & Thematic Team, Capshaw Middle School, Santa Fe, NM.

SELECTED PUBLICATIONS

- McDonald, M., Tyson, K., Brayko, M., Delpont, J., & Shimomura, F. (2009).
Innovation and Impact in Teacher Education: Community-Based Organizations as Field
Placements for Preservice Teachers. *Teachers College Record.*
- Mertl, V., O'Mahony, K., Howard, S., Tyson, K., Herrenkohl, L.R., & Hoadley, C. (2008). Analyzing
collaborative contexts: Professional musicians, corporate engineers, and communities in the
Himalayas. In S.A. Barab, K.E. Hay, & K. T. Hickey, (Eds.), *Proceedings of Eighth International
Conference of the Learning Sciences.* Utrecht, The Netherlands. Mahweh, NM: Lawrence
Erlbaum Associates.

SELECTED PRESENTATIONS

Tyson, K. (April 2010). On Goats and Grades: An Examination of Hearing Voices and Being Heard in Education Today. AERA. Denver, CO.

McDonald, M., Bowman, M., Brayko, K., Delpont, J., Shimomura, F., & Tyson, K. (April 2010). Trying to Close the Local Knowledge Gap: ‘Community Teachers’ and the Expansion of Participation in the Activity of a Teacher Education Program. AERA. Denver, CO.

SELECTED HONORS

2008 Graduate Student Leadership Award, College of Education, University of Washington.

2009 Fellowship for Global Understanding, University of Washington and Michigan State University.

Deborah Roberts-Harris
Assistant Professor, Elementary Education
Department of Teacher Education
University of New Mexico

EDUCATION

- 3/18/2011 Ph.D. in Teacher Education/Professional Development
University of Maryland, College Park
- 2000 Master's in Science Education, University of Maryland, College Park
- 1996 B.A. in Elementary Education, University of Maryland, College Park

PROFESSIONAL EXPERIENCE

- 2006-2009 Grade 4 and 5 teacher, Desert Mountain ES, Queen Creek, AZ
- 2005-2006 K-8 Science Specialist, Maryland State Department of Education
- 1991-2005 Montgomery County Public Schools
- K-5 Instructional Specialist for Science (2003-2005)
- Coordinator for Howard Hughes Medical Institute Elementary
Teacher Leadership Grant (2003-2006)
- Fourth grade teacher/Team Leader (2001-2003)
- Oak View Elementary School, Silver Spring, MD
- Science teacher (2000-2001) Mathematics teacher (1999-2000)
- Silver Spring International Middle School, Silver Spring, MD
- Curriculum Developer (consultant) (2000-2002)
- National Aeronautics and Space Administration
- Mentor Teacher (student teachers and new teachers) (1997-2003)
- for Montgomery County Public Schools and University of Maryland
- First grade/second grade teacher (1996-1999)
- Rolling Terrace Elementary School, Takoma Park, MD
- Chapter 1 instructional assistant (1991-1996)
- Instructional System of Mathematics Assistant (1992-1996)
- Rolling Terrace Elementary School

SELECTED PUBLICATIONS

McGinnis, J.R., & Roberts-Harris, D. (2009, Sept/October). A new vision for teaching science.
Scientific American Mind, 62-67.

Roberts, D., Bove, C., & van Zee, E.H. (Eds.) (2007). Learning about motion: Fun for all! in

Teacher Research: Stories of Learning and Growing. Arlington, VA: National Science Teachers Association Press.

SELECTED PRESENTATIONS

van Zee, E.H., & Roberts, D. (December 2009). Science and Literacy. National Science Teachers Association, Phoenix, AZ.

Roberts, D. (March 2008). Co-chair Teacher Researcher Day, National Science Teachers Association. Boston, MA.

Roberts, D. (April 2007). Co-chair Teacher Researcher Day, National Science Teachers Association. St. Louis, MO.

SELECTED HONORS

2009 Outstanding Performance, Queen Creek Unified School District

2001-present K-12 Carnegie Foundation Scholar

1990 Governor's Outstanding Volunteer Achievement Award

1990 Community Service Partnership, Inc.

Vanessa Svihla

Assistant Professor, Secondary Education

Department of Teacher Education

University of New Mexico

EDUCATION

Ph.D., Science Education, The University of Texas at Austin, 2009. *Dissertation*: How differences in interaction affect learning and development of design expertise in the context of biomedical engineering design. *Committee*: Anthony Petrosino, Taylor Martin, John Bransford, Tasha Beretvas, Jill Marshall, and Kenneth Diller.

M.S., Geological Sciences, The University of Texas at Austin, 2003.

B.A., Geology and Russian, Smith College, 1997.

PROFESSIONAL EXPERIENCE

Graduate School of Education, University of California, Berkeley, Co-taught with Randi A. Engle. Video Analysis Seminar. Spring 2011. Qualitative methods course for Science and Mathematics Education graduate programs.

Post Doctoral Scholar, The University of California, Berkeley, Cumulative Learning using Embedded Assessment Results (CLEAR, NSF # 0822388). Summer 2009-Summer 2011.

Consultant, Learning in Informal and Formal Environments (LIFE) Center, (NSF grant # 0354453), Fall 2007-Spring 2010. 21st Century Science Assessment, with John Bransford, and Nancy Vye.

Assistant Instructor, The University of Texas, Fall 2008 - Spring 2009. Taught core classes in UTeach, the natural sciences teacher education program. Instructor ratings 4.0-4.5 out of 5

Don Severino Pagalilauan High School, Peñablanca, Cagayan, Philippines, July 1998- May 2000. Taught environmental education as Peace Corps Volunteer.

SELECTED PUBLICATIONS

Svihla, V. and Linn, M.C., (2011) A design-based approach to fostering understanding of global climate change, *International Journal of Science Education*. 2010 Impact Factor: 1.063

Svihla, V. (2011). Formulating WISE Learning Experiences. In H. Spada, G. Stahl, N. Miyake & N. Law (Eds.), *Connecting computer supported collaborative learning to policy and practice: Proceedings of the CSCL*, (Vol. I, pp. 232-239). International Society of the Learning Sciences.

Svihla, V. (2010) Collaboration as a dimension of design innovation *Journal of CoDesign: International Journal of CoCreation in Design and the Arts*, 6(4), 245-262.

Svihla, V. (2010). Contingent Identification in a Biomedical Engineering Classroom. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th ICLS* (Vol. 1, pp. 913-920). International Society of the Learning Sciences.

Svihla, V., Gawel, D. J., Brown, M., Moore, A., Vye, N. J., & Bransford, J. D. (2010). 21st Century Assessment: Redesigning to Optimize Learning. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th ICLS* (Vol. 2, pp. 474-475). International Society of the Learning Sciences.

Svihla, V. (2010). Measuring cumulative learning across disciplines. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th ICLS* (Vol. 2, pp. 257-259). International Society of the Learning Sciences.

- Svihla, V.**, Vye, N. J., Brown, M., Phillips, R., Gawel, D. J., & Bransford, J. D. (2009). Interactive Learning Assessments for the 21st Century. *Education Canada*, 49(3), 44-47.
- Visintainer, T., & **Svihla, V.** (2010). Redesigning global climate change for cumulative learning. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Learning in the Disciplines: Proceedings of the 9th ICLS* (Vol. 2, pp. 255-256). International Society of the Learning Sciences.
- Svihla, V.** (2009). Collaboration and framing as dimensions of design innovation. In N. Bryan-Kinns, M. D. Gross, H. Johnson, J. Ox & R. Wakkary (Eds.), *Everyday Creativity Shared Languages and Collective Action: Proceedings of the seventh ACM conference on Creativity and cognition* (pp. 285-294). Berkeley, California: ACM.
- Svihla, V.**, Petrosino, A. J., Martin, T., & Diller, K. R. (2009). Learning to design: Interactions that promote innovation. In W. Aung, K.-S. Kim, J. Mecsí, J. Moscinski & I. Rouse (Eds.), *Innovations 2009: World Innovations in Engineering Education and Research* (pp. 375-391). Arlington, VA: International Network for Engineering Education and Research.
- Svihla, V.** (2009). Methods for triangulation and revealing interaction. In A. Dimitracopoulou, C. O'Malley, D. Suthers & P. Reimann (Eds.), *CSCL Practices: Proceedings of the 8th CSCL 09* (Vol. 2, pp. 43-45). International Society of the Learning Sciences.
- Svihla, V.**, Phillips, R., Gawel, D. J., Vye, N. J., Brown, M., & Bransford, J. D. (2009). A tool for 21st century learning and assessment. In A. Dimitracopoulou, C. O'Malley, D. Suthers & P. Reimann (Eds.), *CSCL Practices: Proceedings of the CSCL 09*, (Vol. 2, pp. 46-48). International Society of the Learning Sciences.
- Weusijana, B. K. A., **Svihla, V.**, Gawel, D. J., & Bransford, J. D. (2009). MUVes and Experiential Learning: Some Examples. *Innovate: Journal of Online Education*.
- Svihla, V.**, Petrosino, A. J., & Diller, K. R. (2008). Distributed cognition and interactions in the context of bioengineering design. In P. A. Kirschner, F. Prins, V. Jonker & G. Kanselaar (Eds.), *International Perspectives in the Learning Sciences: Creating a learning world: Proceedings of the ICLS*, (Vol. 3, pp. 136137). International Society of the Learning Sciences.
- Gawel, D. J., Phillips, R., **Svihla, V.**, Vye, N. J., & Bransford, J. D. (2008). Considerations for the development of a Preparation for Future Learning Assessment. In P. A. Kirschner, F. Prins, V. Jonker & G. Kanselaar (Eds.), *International Perspectives in the Learning Sciences: Creating a learning world: Proceedings of the 8th ICLS* (Vol. 1, pp. 273-280). International Society of the Learning Sciences.
- Petrosino, A. J., **Svihla, V.**, & Kapur, M. (2008). Models of expertise in process- and content-dominated areas of bioengineering. In P. A. Kirschner, F. Prins, V. Jonker & G. Kanselaar (Eds.), *International Perspectives in the Learning Sciences: Creating a learning world: Proceedings of the ICLS* (Vol. 3, pp. 111-112). International Society of the Learning Sciences.
- Svihla, V.**, Marshall, J., & Petrosino, A. J. (2008). *K-12 engineering education impacts* (Commissioned Paper): National Academy of Engineering Committee on Understanding and Improving K-12 Engineering Education in the United States.

SELECTED GRANTS

NSF MSP Grant, (funded, 12.5 Million), Summer 2008. UTeach Engineering: Training Secondary Teachers to Deliver Design-Based Engineering Instruction, University of Texas at Austin (PI: David T. Allen). Substantial writing, designed research plan.

SELECTED SERVICE ACTIVITIES

Journal Reviewer, *Journal of the Learning Sciences* (2010-present); *Cognition and Instruction* (2010-present); *International Journal of Science Education* (2011-present).

Committee member, ISLS Education Committee. 2011-current. Head of evaluation subcommittee.

Chair, AERA SIG Learning Sciences, 2011-2012 (Co-Chair 2010-2011)

Academic Advisory Board, The Journal of Experimental Secondary Science, 2011- current.

Program Assessment Subcommittee, Secondary Education, fall 2011.

APPENDIX 25 – Faculty Vitae (Abbreviated) – Non-Tenure Track Vitae

Dr. Thomas P. Keyes
Lecturer, Elementary Education
Department of Teacher Education
University of New Mexico

EDUCATION

1999 Ph.D., Multicultural Teacher and Childhood Education (MTCE), University of New Mexico, Albuquerque, NM

1974 M.A., Education, Boston College, Boston, MA

1973 B.A., English Literature, Kenyon College, Gambier, OH

TEACHING EXPERIENCE

2007-present Elementary Education Coordinator, Teacher Education Dept. (TED)
2003-present Lecturer III, College of Education
1985-2003 Program Manager/Coordinator, APS/UNM Teacher Enhancement Program
2005-2011 Director, Scholars' Program, Golden Apple Foundation of New Mexico
1983-1985 Clinical Supervisor, APS/UNM Partnership Programs
1974-1983 K-8 classroom teacher

PUBLICATIONS

Teacher Empowerment and Renewal: A Fourteen-Month Mid-career Enhancement Program, ERIC SP-029-904 (Dissertation)

SELECTED HONORS

1990 ATE National Distinguished Program in Teacher Education Award: Granted to APS/UNM Teacher Enhancement Program by the Association of Teacher Educators

PROFESSIONAL CONTRIBUTIONS

For the past 28 years, I have participated in the design and implementation of a number of innovative, undergraduate and graduate, teacher preparation and professional development programs. For the past four years, I have also coordinated the Elementary Education Program.

Janet M. Lear
Lecturer, Elementary Education
Department of Teacher Education
University of New Mexico

EDUCATION

M.A. Education - Language, Literacy, and Culture

University of California, Berkeley, 1998

B.A. Education - University of Wisconsin-Madison, 1990

PROFESSIONAL EXPERIENCE

Lecturer II 9/99-present

University of New Mexico, Albuquerque, New Mexico

Literacy/Bilingual Resource Specialist K-5 8/97-6/99

San José Unified School District, San José, California

Teacher Grade 8 9/96-6/97

Bret Harte Middle School, San Jose, California

Teacher Grades 3/4/5 6/95-8/95

SummerGate, San Francisco, California

Teacher Grades 4/5 9/95-6/96

Horace Mann Whole Language Magnet School, San Jose, California

SELECTED PUBLICATIONS

Krebs, M., & Lear, J. (2009). Service-learning and nonfiction texts: Connections for comprehension. *Social Studies and the Young Learner*, (27)/3, 17-20

Kitchen, R.S. & Lear, J.M. (2000). Mathematizing Barbie: Using Measurement as a Means for Girls to Analyze their Sense of Body Image. Secada, W. (Ed.), *Changing the Faces of Mathematics*. NCTM: Author.

SELECTED PRESENTATIONS

Pre-service Teachers' Preparation for Teaching Reading and Subsequent Practices as Student and Inservice Teachers. Presented at NCTE Assembly for Research Midwinter Conference, Seattle, WA, February 2000.

Whole Literacy: Critical Language Arts in the Upper Elementary and Middle Grades. Presented at the California Reading Association Conference, San Diego, CA, November 1997.

Proportionality. Presented at the Mathematical Power and the Latino Child Conference, Los Angeles, CA, May 1997.

Measuring Barbies to Provoke Critical Thinking and Self-Reflection With Latina Girls. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, March 1997.

Michele L. Raisch, Ph.D.
Lecturer, Secondary Education
Department of Teacher Education
University of New Mexico

EDUCATION

- 1992 Doctor of Philosophy in Multicultural Teacher and Childhood Education
College of Education, University of New Mexico, Albuquerque, NM
Dissertation: —Description and Analysis of Secondary Student Teachers & Their Cooperating Teachers as Teacher Researchers in Their Classrooms”
- 1974 Bachelor of Arts
University of Northern Colorado, Greeley, CO

PROFESSIONAL EXPERIENCE

- 8/07-Present Faculty/Lecturer III, Teacher Education Dept, College of Education
University of New Mexico, Albuquerque, NM. Courses taught:
- Reading and Writing in the Content Field (Online & Campus)
 - Issues in Secondary Education
 - Teaching Experience I
 - Advanced Field Experience (graduate)
 - Advanced Instructional Strategies (graduate)
 - Process of Reflection and Inquiry (graduate)
 - Capstone Masters Seminar (graduate)
- 8/95-5/05 Part-time Faculty, LLSS, College of Education , University of New Mexico, Albuquerque, NM. Courses taught:
- Teaching of Writing K-1
 - Practitioner Research (Graduate/Resident Teacher Program)
 - Language Arts Methods and Inquiry
- 8/93-5/95 Visiting Assistant Professor, CIMTE, College of Education
University of New Mexico, Albuquerque, NM. Courses taught:
- Teaching of Writing K-12
 - Practitioner Research
 - Language Arts Block/English Methods and Inquiry
 - Collaborative Processes in School and University Partnerships
 - Facilitator for Teacher Study Groups

Current Educational Consulting

Feb. 00-Present

Albuquerque Public Schools (hereafter referred to as APS), Albuquerque, NM

- Instructional Coach Reflection-in-Action Project District Workshops for K-12 Teachers in 6+1 Trait Writing
- Teacher Research with study group leaders in collaborative action research

SELECTED PUBLICATIONS

Lesson Study on Writing: Teachers Learning Together, *New Mexico English Journal*, Spring 2009

Action Research Aids Albuquerque, *International Journal of Staff Development*, Summer 2005 (vol.26, no. 3)

Voices in Collaboration: Teacher Research and Collaboration (co-author), *Teacher Research*, Spring 1995

SELECTED PROFESSIONAL PRESENTATIONS

4/13/09 American Educational Research Association Annual Conference, San Diego, CA. —“One School’s Lesson Study Experience: Discovering Efficacy”

2/25/09 International Reading Association 54th Annual Conference, Phoenix, AZ. —“Learn How Lesson Study was Used to Teach Writing: Helping a School Make Annual Yearly Progress”

10/08 New Mexico Council of Teachers of English Annual Conference Albuquerque, NM. —“Learning about Teaching Writing: Lesson Study”

10/08: Academy for Educational Studies 4th Annual Conference, Missouri State University, Branson, MO, —“Recharging Teachers: Ownership through Lesson Study”

SELECTED SERVICE ACTIVITIES

State of New Mexico

2010 Public Ed. Depart.: English Language Arts Common Core Committee University of New Mexico:

2011 College of Education Diversity Council

2009-2010 Teacher Education Advanced Programs Committee

New Mexico Council of Teachers of English, Board Member

National Council of Teachers of English Promising Young Writers State Coordinator

Teresa Sheldahl, Ph.D.
Lecturer, Secondary Education
Department of Teacher Education
University of New Mexico

EDUCATION

Doctorate, (Graduated with distinction) Multicultural and Childhood Teacher Education, University of New Mexico (Fall, 2007). Dissertation title: High School Instructional Coaches: Where are we now and where are we going?

Master of Arts, Educational Technology, University of New Mexico (Fall 1995)

Certification, Science teaching, University of New Mexico (1986)

Bachelor of Science, Biology, University of New Mexico (Fall 1982)

PROFESSIONAL EXPERIENCE

Assistant Program Coordinator/Lecturer III, University of New Mexico (2010-present)

Assist with coordination of the field experience working with student teacher placements in schools. Courses taught: Technology for Teachers, Advanced Instructional Strategies, Reflective Practice, Issues in Secondary Education, Field Experience.

Secondary Teacher Education in Math and Science (STEMS) Program

Manager/Lecturer III, University of New Mexico (Summer 2008-2010). Coordinate alternative licensure program for math and science teachers. Courses taught: Field Experience and Advanced Field Experience, Issues in Secondary Education, Advanced Instructional Strategies. Also taught high school Environmental Science, summer 2009 as a lab classroom for STEMS students.

Instructional Coach, Del Norte High School, Albuquerque Public Schools (Fall 2003-Spring 2008). Facilitated small group and large group professional development, coached, mentored, and collaborated with teachers, provided resources to staff, coached a school based Collaborative Learning Communities group as well as one for district instructional coaches. Also taught a conceptual chemistry class school year 2006/2007. MESA advisor (2004-2008). Coordinated a student tutoring program in which high school students tutored elementary students (2003-2005).

Adjunct Instructor, University of New Mexico (Fall 2002-Fall 2005), Courses taught: Field Experience, Methods of Science Teaching, Issues in Secondary Education, Advanced Instructional Strategies.

Lead Clinical Supervisor, Secondary Science/Math Student Teachers, APS/UNM Collaborative Programs (Fall 2001 to Spring 2003). Placed and supervised pre-service teachers in schools.

Clinical Support Teacher, APS/UNM Collaborative Programs (Fall 2000 to Spring 2001). Coached, mentored, and supplied resources to beginning teachers.

Rio Grande Ecology Institute Coordinator and Teacher, Rio Grande Nature Center (Summers 2000, 2001, 2002). Developed a program for and taught outdoor ecology program for high school students.

Science Teacher, Rio Rancho High School, Rio Rancho Public Schools (Fall 1998 to Spring 1999). Taught Biology, Chemistry, Conceptual Chemistry. Mentored a student teacher.

Science Teacher, Manzano High School, Albuquerque Public Schools (Fall 1992 to Spring 1998, Fall 1999 to Spring 2000). Taught Anatomy and Physiology, Biology, Chemistry. Coached the Academic Decathlon Team (1992/1993) and served as MESA advisor (1994-1999). Mentored 4 pre-service teachers.

Science Teacher, Bernalillo High School, Bernalillo Public Schools (Fall 1986 to Spring 1992). Taught A.P. Biology, Biology I, Basic Biology, Chemistry I, Chemistry II, Physical Science, Research Science. MESA Advisor and Science Fair Advisor (1986-1992).

SELECTED PROFESSIONAL PRESENTATIONS

Classroom Management workshops, Del Norte High School, 2008

Inclusion workshop, Del Norte High School, 2008

How Hard Can this be? (Video and discussion about special ed), Del Norte High School, 2008

Continuous Classroom Improvement, Del Norte High School, 2008

Teaching and Learning with Text literacy strategies, APS, 2007-2008

Teaching and Learning with Text literacy strategies, Del Norte High School, 2007-2008

Backward Planning and Developing Essential Questions, Del Norte High School (2008)

6 + 1 Traits writing, Del Norte High School (2006-2007)

Using science kits in special ed, Del Norte High School (2004)

Standards-based curriculum, Del Norte High School (2003)

Inquiry workshops in elementary science methods classes, UNM (2001)

NCSS Conference, Integrated science and social studies unit (1998)

Science workshops for elementary teachers , BPS (1991-1992)

SELECTED SERVICE ACTIVITIES

Scholarship Committee, UNM (current)

Dissertation Committee, UNM (2008, present)

Del Norte Governance Council (2003-2008)

Smaller Learning Communities, Del Norte High School (2006-2008)

Baldrige Team, Del Norte High School (2005-2007)

Literacy Team, Del Norte High School (2003-2008)

Instructional Coach Design Team, APS (2006-2008)
SBA Science test development (2007)
NES science content area test development for teachers (2004)
Cooperating Teacher Institute Planning Committee (2001-2003)
School Restructuring Committee, Manzano High School (1993-1999)
Breaking Ranks project for integrated curriculum, APS/UNM (1996-1998)
NCA Evaluation subcommittee chairperson (1988-1989)
Science curriculum writing (1988)
NMMESA executive committee (1987-1988)

SELECTED HONORS

- Graduate student scholarship (2006)
- Woodrow Wilson Fellowship to attend a workshop on global climate change and inquiry in Costa Rica (Summer 2000)
- American Physiological Society Fellowship to work at UNM Medical School (Summer 1996)
- Kiwanis club science fair teacher award (1991)
- SPURS Honor Society, UNM (1980)
- Bell Academic Scholarship, UNM (1978-1982)
- High School Honor Society (1976-1978)

Curriculum Vitae
EILEEN DUGAN WALDSCHMIDT
Department of Teacher Education
University of New Mexico

Educational Background

- Ph.D. 1995 University of New Mexico
Major: Multicultural Teacher & Childhood Education
Dissertation title: Teacher Stories: Bilingual Teachers and Creative Drama
- M.A. 1980 University of New Mexico
Major: Elementary Education (Bilingual Education)
- B.S. 1975 University of New Mexico
Major: Elementary Education (Minor-Spanish)
- New Mexico Teaching license: Elementary, Bilingual Endorsement

Professional Employment

- June 2011- Present Lecturer III, Institute for Professional Development, College of Education, the University of New Mexico.
- Jan.-May 2011 Lecturer III, College of Education, the University of New Mexico
- Sept.- Dec. 2010 Lecturer III, Interim Program Coordinator, Masters with Alternative Route to K-8 Licensure Program, College of Education, the University of New Mexico.
- Jan. 2006- Aug. 2010 Lecturer III, Program Manager, Career Development Program, Partnership Collaborative Program College of Education, the University of New Mexico.
- June 2003- Dec. 2005 Associate Professor, Elementary Education, Coordinator of ESOL/bilingual programs and Career in Teaching Program, College of Education, Oregon State University.
- 1997-2003 Assistant Professor, Elementary Education, Coordinator of ESOL/bilingual programs and Career in Teaching Program, College of Education, College of Home Economics and Education, Oregon State University.
- 1978-1997 Elementary Classroom Teacher, Albuquerque Public Schools, Albuquerque, NM.

Scholarly and Creative Work

Refereed Journal Articles and Book Chapters

Dantas-Whitney, M., Mize, K., & Waldschmidt, E. D. (2009). Integrating macro- and micro-level issues in ESOL/bilingual teacher education. In S. L. Groenke & J. A. Hatch (Eds.) *Critical Pedagogies and Teacher Education in the Neoliberal Era* (pp. 113-125). Springer Netherlands.

Dantas-Whitney, M. & Dugan Waldschmidt, E. (2009). Moving Toward Critical Cultural Consciousness in ESOL and Bilingual Teacher Education, *Bilingual Research Journal*, 32:1, 60-76.

Refereed Papers and Presentations

Waldschmidt, E.D., Ramirez, L., & Demick, J. (November 2007). Team Teaching a Dual Immersion 1st/2nd Grade: School/University Partnership. 12th Annual Dual Language Conference: La Cosecha. Albuquerque, New Mexico.

Dantas-Whitney, M. & Waldschmidt, E. D. (April 2006). Moving beyond technical views of teaching and towards critical cultural consciousness in bilingual/ESOL teacher education. Paper presented at the American Educational Research Association, San Francisco, California.

Dantas-Whitney, M. & Waldschmidt, E. D. (January 2006). Exploring Critical Classroom Practices in ESOL Teacher Education. Paper presented for the 2006 American Association of Colleges for Teacher Education, San Diego, California.

Service

Profession

Reviewer, Oregon TESOL Journal, 2007-2011.

Community

Volunteer at Zia Elementary to assist Alternative Language Task Force in planning for English Learners, 2010-2011.

College of Education

Session Chair for the 13th Annual COE Graduate Student Colloquium, April 2008, 2009, 2010.

Teacher Education

Faculty Advisor for the Teacher Education Graduate Student Association 2010-Present

COE Elementary Education Department

Member, Graduate Committee

Member, Undergraduate Committee

Reviewed Applicant Files for MA with Alternative Route to Licensure Program

Interviewer, Admissions Interviews for Elementary Education Program

Member, MA Committees for Farmington Branch students

Professional Organizations

American Educational Research Association

Dual Language Education New Mexico

National Council for the Social Studies

Irene Welch

Lecturer, Elementary Education
Department of Teacher Education
University of New Mexico

EDUCATION

PhD Teaching and Learning: Language and Literacy Education

Dissertation Title: La Sangre Llama: A Case Study of a Mexican American Teacher in Georgia, Georgia State University, Atlanta, Georgia

MS Advanced Studies in Early Childhood Education, Wheelock College, Boston, Massachusetts

BA Major: Spanish; Minor: Sociology, University of South Carolina, Columbia, South Carolina

State of New Mexico Certification: New Mexico Level Three-A Instruction Leader PreK-12 Specialty Area License with Endorsement in Bilingual Education, TESOL, Modern and Classical Languages and Language Arts.

PROFESSIONAL EXPERIENCE

Lecturer III, University of New Mexico, College of Education, Department of Teacher Education, Albuquerque, New Mexico, Fall, 2007 to present.

Dual Language Teacher, Fifth Grade Spanish and Literacy Leader. Valle Vista Elementary School, Albuquerque, New Mexico 2006-2007

SELECTED PUBLICATIONS

New Mexico English Journal, Fall 2010 Coauthored with Yoo Ykung Sung, Christina Desai, Betsy Noll and Elaine Daniels. *Creating Community Membership around Reading: Meeting New Mexico Authors of Children's and Young Adult Literature.* pp. 34-36.

Journal of Children's Literature, Fall 2010, V36(2) Coauthored with Christina Desai, Elaine Daniels and Yoo Kung Sung. *A Dozen Great Books: Dealing with Disaster: Ways of Coping, Healing and Fighting Back.* V36 (2), pp. 80-84.

SELECTED PRESENTATIONS

Invited Guest Speaker/Discussant in Graduate Methods and Materials for Reading course, Central New Mexico University (July 7, 2010). Translated two chapters from Spanish to English in Meyer, Lois and Maldonado Alvarado, Benjamin (2010). *New World of Indigenous Resistance: Noam Chomsky and Voices from North, South and Central America*, San Francisco: City Lights Books.

New Mexico English Journal, Spring 2010, *Miguel*. Albuquerque, NM: New Mexico Council of Teachers of English.

Three presentations at the New Mexico Association for Bilingual Education 37th Annual Conference: Incorporando Drama en el Salón Bilingüe, Teaching Spanish and English Cognates to Increase Vocabulary, and Infusing Drama in the Bilingual Classroom, September, 2009

Article in Action Research in the Classroom 2008-2009, Cross Age Interactive Journals: Preservice Teachers and Upper Elementary Students, Center for Teaching Excellence, Eastern New Mexico University

Presentation at Center For Teaching Excellence Action Research in the Classroom: Cross Age Interactive Journals: Preservice Teachers and Upper Elementary Students, Taos, New Mexico, May, 2009

Presentation at New Mexico Association of Bilingual Education 36th Annual Conference: Reclaiming Our Classrooms, Albuquerque, New Mexico, April, 2008

SELECTED SERVICE ACTIVITIES

Collective Voices Conference: Multiple Literacies and Literature in Young People's Lives. Assisted with planning, organizing and coordinating. October 30, 2010

Children's Literature Inquiry Project member (Fall, 2009-present)

University Wide Faculty Senate Teaching Enhancement Committee Member, Fall 2009-present.

Chair, Online Teacher of the Year Award Subcommittee (Spring, 2010)

Chair, Elementary Education Undergraduate Committee (Fall, 2009-Fall, 2010)

Invited Guest Speaker/Discussant in Graduate Teaching of Reading course, Central New Mexico University (July 7, 2010)

High Desert Writing Project Leadership Advisory Member, College of Education, University of New Mexico, Albuquerque, New Mexico (2006-present)

Visiting Scholar, Capella University, Doctoral Dissertation Committee Member, Katherine Sullivan. 2006

SELECTED HONORS

International Dyslexia Association Leadership in Literacy Award, 2011, in appreciation and recognition of dedicated service to education and outstanding efforts to promote and encourage literacy, reading and student achievement.

Nominated for Online Teacher of the Year and Lecturer of the Year Awards, 2010 and 2011, The University of New Mexico.

Leaders Among Us Certificate of Recognition, Armstrong Atlantic State University, Savannah, GA