



Language, Literacy, & Sociocultural Studies

Academic Program Review 2016

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Language, Literacy,
& Sociocultural Studies

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Criterion 0: Introductory Section and Background Information**Setting the Context**

This section provides a brief introduction to the study, but we could not do that accurately without including a brief description of our department within the New Mexico context.

The Department of Language, Literacy and Sociocultural Studies (LLSS) is situated in the College of Education at the University of New Mexico (UNM), designated as a Doctoral/Research University—Extensive, under the Carnegie Classification of Institutions of Higher Education. All of our programs and degrees are at the graduate level, except for some coursework for endorsement. The University is a Hispanic-Serving Institution because over 25% of our total enrollment consists of Hispanic students. Of Research Universities, we are the highest, by percentage of Hispanic students attending, of the Hispanic serving institutions. UNM could apply for native serving non-tribal university designation, but has not done so yet. We work to serve our Hispanic and Indigenous students through culturally responsive and sustaining teaching, scholarly and creative work, and service.

We are located in Albuquerque, New Mexico, which is in the center of a poor and largely rural state that also has pockets of extreme wealth. Los Alamos County has the highest per capita income in the US. As of 2013, 21% of the population and about one in three children (30%) live in poverty. The median household income in New Mexico is \$44,927 and 35% of children receive some sort of public assistance. As of 2014, our high school graduation rate was 69.3%. Young adults, ages 18-19, are enrolled in school at a rate of 70%, but that rate drops to 38.7% in the 20-24 age group. This data is from www.aecf.org. The rate of poverty in New Mexico affects our public education system as well as our programs because so many of our students also work full-time while pursuing their advanced degree.

New Mexico is considerably more culturally and linguistically diverse than the overall national population. As of 2013 census, 40% of New Mexicans are White (non-Hispanic), 46.7% of Hispanic or Latino origin, 8.6% American Indian, 1.8% Black, and 1.3% Asian. People of color account for 60% of New Mexico's population. According to the 2000 census, 37% of people five years or older in New Mexico speak a language other than English in their homes, compared with an average of 18% nationwide. Spanish is spoken in 78% of those homes, but New Mexico is also home to 92 languages other than English and Spanish. There are 94 languages spoken in the state, sixteen of those with over 1000 speakers. We have the highest percentage of Keres, Navajo, Spanish and Zuni speakers in the United States. And we rank second in the number of Apache, Hopi and Pima speakers.

These varied languages and culture provide a rich contact zone for learning, teaching, scholarship, and service and LLSS seeks to engage in work to enhance the lives of New Mexico's children and adults. Our areas of expertise and commitment to social justice are well suited to address the complex issues of our state.

0A. An executive Summary that provides a one to two-page summary/abstract of the information contained within the self-study.

Language, Literacy, & Sociocultural Studies in the College of Education at the University of New Mexico offers one master's degree with concentrations in:

- American Indian Education,
- Bilingual Education
- Educational Thought and Sociocultural Studies
- Language Arts/Literacy, Social Studies
- Teaching English to Speakers of Other Languages.

LLSS offers one doctoral program in which students may specialize in any of the master's areas at greater depth; we also house the intercollege Educational Linguistics Ph.D. We offer endorsements and minors in reading, TESOL, and bilingual education and a transcribed graduate certificate in TESOL. LLSS works closely with the Department of Teacher Education, Educational Leadership, and Policy (TEELP) to serve educator preparation programs. We are in the process of extending the work we do in areas of linguistic and cultural diversities to all educator preparation programs in the College of Education. Our qualitative research methods, language, literacy, diversity and race studies courses prepare our students to engage in critical conversations and make contributions to their fields.

LLSS goals are communicated to students in a variety of ways including syllabi, class sessions, the website, and student gatherings. Each concentration highlights the expertise of the faculty and their commitment to societal and educational change. Our learning goals are robust in addressing theory, research methods, and practices that prepare students as scholars and leaders in their fields. LLSS faculty are very active in their service to the university, local, state, profession, and tribal governments, and also participate in international work.

Our Department is engaged in ongoing processes in order to continuously improve. In addition to work with educator preparation national accreditation, we address issues of evaluation and assessment at the University, College, Department, and Program levels. Faculty work to assess their teaching effectiveness by having others observe them, using the UNM EvaluationKIT system for student evaluations of courses, monitoring progress towards student learning outcomes (SLOs) in courses, and in Program and Department meetings, completing annual and merit reviews, and engaging in systematic study of student work.

LLSS' vision towards social justice is embedded in our efforts to: recruit more diverse students and faculty, offer courses that are rigorous, timely, and convenient (through our cohort model, online offerings, and summer institutes), and locate funding through scholarships, teaching and research assistantships, and financial aid. Our faculty are committed to students success as evidenced by our high advising loads and multiple forums in which students' needs and interests can be addressed. Graduate student groups,

regular offering of meetings with the Department chair, an active student association, and semester professional gatherings for faculty and students help students transition into and remain in our graduate programs. Our persistence and graduation rates suggest that LLSS students tend to juggle many responsibilities at once while engaging in time-consuming qualitative research. Noteworthy are the placements of our graduates as they enter higher education, influence K-12, or do important activist and consulting work in their communities.

Our faculty maintains an impressive level of scholarship, making an impact in all areas of education, as they are experts in the fields of literacy, languages, cultures, and the social, political, and historic contexts of education. They study the marginalization of people and produce scholarship that challenges systems of oppression. Their academic and professional goals are aligned with our social justice vision and each faculty member is an expert on the complexities and intricacies of their field. They are also active in local, national, and international venues, as well as being involved in department, college and university committees, local, state, and tribal governments, and international advocacy.

While our student enrollment has remained steady since our last APR in 2007, we continue to suffer from insufficient faculty lines and support staff. We've worked to have graduate students teach more classes than part time hires or faculty from other departments (to provide our students with more marketable experiences). The scholarship and grant work in which our faculty engage coupled with our lack of funding for their travel is not acceptable for a department that is as active as ours at national and international conferences. Our need to move to a 2/2 remains apparent. The spring 2016 reduction in our staff from 4.0 FTE to 2.5 FTE had a significant impact upon support for both faculty and students. As of the end of July 2016, we received approval to move to 3.0 FTE; we also receive some support from the Provost's Office for fiscal issues.

Our space and technology in Hokona Hall, TEC, and the CBTL buildings are adequate for classes, meetings, and hearings. However, the wireless Internet connection in Hokona continues to be challenging for students and faculty because it is difficult to access in many parts of the building. The faculty has sufficient technology and the College's newer buildings have much better access to technology and modern class meeting spaces.

LLSS is as competitive and innovative as similar programs at other schools. Our curriculum is aligned with many of the peer institutions and even though our faculty is smaller than some of the programs across the country with similar depth and breadth of programming, we offer similar degrees, concentrations, and endorsements. Our American Indian Education program and Critical Whiteness Studies expertise are less common across similar programs while our language, literacy, and cultural studies are more prevalent. We have initiated a student run nationally refereed journal called *Intersections*, which we discuss later in this report.

There are many challenges that our department faces. The call for more of our coursework from teacher preparation programs will have a positive impact in addressing the diverse

needs of our state, but will place an increased demand on our expertise in TESOL, bilingual education, American Indian Education, and diversities. Our strengths continue to be: our productivity as scholars and producers of creative works, teaching, advising for dissertation and master's level students, summer institutes, and our deeply held commitment to respect, sustainability, responsiveness to injustices.

0B. A brief description of the history of each program within the unit.

A description of the history of each program is inextricable from a description of the history of the unit because our programs were created when the Department of Language, Literacy & Sociocultural Studies (LLSS) was created in 1999. Originating as a Division, we soon found that lacking the word *department* made some curriculum formwork, the creation of centers, and other work difficult. In 2001, then Chair Dr. Ann Nihlen completed the work to have us become a department. By 2004, a second restructuring was completed with the creation of Teacher Education as a department. It was formerly a Center, served by the other departments in the College. However, throughout all of these changes, two things remained constant: LLSS had the same programs that it has today and we exerted nearly 50% of our energies in direct support of teacher education (through coursework in our Department, coordinator and committee work, and more). From 2007 (the time of our last APR) until 2013, the College had six departments: Teacher Education; Physical Performance and Development; Individual, Family and Community Education; Educational Leadership and Organizational Learning; Educational Specialties; and LLSS. In 2014, Teacher Education absorbed Educational Leadership from Educational Specialties and the former became Teacher Education and Educational Leadership and Policy (TEELP); the latter became Special Education.

LLSS has one master's degree program, but students choose one of our programs as their concentration. They may select from: American Indian Education, Bilingual Education/Teaching English to Speakers of Other Languages (TESOL), Literacy/Communicative Arts (sometimes referred to as Literacy/Language Arts), and Educational Thought and Sociocultural Studies (ETSS). These are essentially the same master's programs that we've had since our inception, but we continually update content, develop new courses, lose and gain faculty, and study our relationships with other departments with the goals of support and collaboration. Bilingual and TESOL are situated together in one program, but students take different classes in order to specialize in one or the other. The advising sheets in Appendix 1 present the differences between these two tracks within the bilingual/TESOL concentration.

The College of Education and Latin American Studies (in the College of Arts & Sciences) offer a dual degree program leading to master's degrees in Language, Literacy and Sociocultural Studies and Latin American Studies. This program is intended to allow education professionals to enhance their secondary school teaching with Latin American topics in the humanities and social sciences. The program combines advanced professional development in education with advanced interdisciplinary study of Latin America and is designed to help students integrate the two fields through coordinated advisement and bridge courses.

The program requires 51 credits of course work for students who hold teaching certificates. It includes three components: 21 hours of Language, Literacy and Sociocultural Studies courses

with a concentration on social studies education; 21 hours of Latin American Studies course work divided between two of the following concentrations: Anthropology, Art History, Brazilian Literature, Economics, Gender Studies, History, Human Rights, Philosophy and Religion, Political Science, Sociology, Spanish American Literature, and Spanish Linguistics; and 9 hours of bridge courses: two core courses and one elective.

The New Mexico Public Education Department is the licensing agency for teachers in our state. LLSS students can take specific coursework leading to an endorsement, which is attached to their existing teaching license. We offer coursework leading to endorsements in: Bilingual Education, TESOL, and Reading (within the literacy/language arts concentration). Students often begin working towards an endorsement and then decide to complete the master's degree.

In 2015, Dr. Holbrook Mahn led the Bilingual/TESOL program in the creation of a transcribed TESOL graduate certificate. In the short span of time from fall 2015 to spring 2016, over 25 students have been accepted into the certificate program and seven completed it. The certificate is proving valuable to our international students because their home countries find worth in the certificate as evidence of expertise. The same program offers undergraduates minors in either Bilingual or TESOL. These minors are articulated with the requirements for the state's endorsement in those areas.

The literacy program initiated the use of cohorts in 2009, which we describe in greater depth later in this report. These cohorts of teachers working towards a master's degree have yielded a very high rate of completion (95%), mostly attributable to the facts that: the classes are offered at convenient (for the teachers) sites, they are taken in unison offering significant collegial support for students, and they fit the schedules of busy teachers' lives. All cohort classes are open to any graduate students and the cohort participants are not given any preferential treatment in terms of registration; that said, no student has even been turned away from a cohort class as long as they have graduate student status (degree or non-degree). The Literacy Program also offers a graduate minor in Literacy with a focus in either elementary or middle/secondary.

The Educational Media and Library Science Program (EM/LS) was a small program in the College of Education, situated within the Literacy Program. At its most active, it had .5 faculty (lecturer), fewer than 15 active students, and five courses. The purpose of the program was to make it possible for elementary and secondary school teachers to earn a library science endorsement through the NM Public Education Department so they could serve as school librarians. The program never offered degrees.

In 2010, the only faculty member, Leslie Chamberlain, retired. The COE Dean chose not to replace her. Since that time, the EM/LS Program has not been admitting students. Only one course, EM/LS 451/551: *Books and Related Materials for Young Adults*, was offered on a regular basis. This course is required of students in Secondary Education (in TEELP) who are preparing to become Secondary Language Arts teachers. The course is also an elective for students who have selected the language arts emphasis in Elementary Education.

Curriculum paperwork to move the one active course (EM/LS 451/551) to LLSS has been submitted. It is expected that the remaining EM/LS courses will sunset. New Mexico teachers

who want library science endorsements can now earn them through an online program offered jointly through Dona Ana Community College and New Mexico State University. One important facet of the EM/LS Program was Tireman Library. This facility was located in the large lobby area of the EDUC/TEC building and housed a large collection of children's books and teaching materials. When the Program was closed, most of the materials were trashed; this occurred during the summer and we could not rescue the materials. Some of the children's books were placed in Zimmerman Library's collection. Tireman Library also served as a collection site for materials that districts were considering adopting. Teachers would come to the site to view and assess materials and preservice teachers could spend time studying materials that were being used at their field experience and student teaching school sites. We will not discuss Tireman further in this report when we present information about libraries since this one no longer exists.

Some of our master's programs have a history of offering summer institutes that allow students to engage in intense learning while accumulating between six and nine credit hours. Since full time student status at UNM during the summer is six credit hours, students can take nine credit hours but only pay for six. This 'summer sale' encourages students in the six-credit hour institutes to seek a third three-credit course during the summer. The ESL (TESOL) summer institute is by far the best known and productive. In summer 2015, the institute had over 75 participants. These included doctoral and master's level students, involved working with children and ESL experts, and served as a pipeline into our master's program. The institute helps teachers and future teachers gain the skills they need to support students who are learning English.

The High Desert Writing Project was in full operation during 2007-2012 (and before, but we're reporting focusing on our most recent nine years), but was discontinued after the 2012 summer institute. The reading institute began in the summer of 2013, led by Dr. Rick Meyer. He knew the importance and power of a summer experience for teachers after he directed the HDWP site for seven years. The reading institute is six credit hours (two classes) focused on literacy processes and practices, which proves quite important during an era when teachers have been increasingly told what to do but not to consider issues beyond strict compliance. The reading institute is often populated by cohort students, but it is open to any graduate level student.

The success of the reading institute led to Dr. Penny Pence developing a literacy assessment institute, which has run for two summers and went into its third in summer 2016. Following a similar model as the other institutes, participants register for both literacy classes and engage in intense learning about assessment strategies, theories, practices, and issues.

The Native American Language Teachers' Institute (NALTI) is annually sponsored each summer by the American Indian Language Policy Research and Teacher Training Center on the UNM campus. NALTI is a one-week summer program for Native language speakers who teach their native languages in community-based or school-based language programs. Each summer a specific theme or focus is organized by the Center's staff ranging from topics related to language immersion approaches, language program planning, and materials development, to adult Master-Apprentice language initiatives. NALTI attracts speakers from various Native language groups in New Mexico as well as from states such as Alaska, North Carolina, Iowa, and Arizona.

With all of our summer institutes, students are required to register for all institute classes, providing a seamless experience for them, fully emerged in the topics and foci of the specific institutes.

The doctorate (Ph.D.) in LLSS is also one program. Similar to the master's degree as far as concentration opportunities, students may select from: Bilingual, TESOL, American Indian Education, Literacy, and ETSS as concentrations. Much more data about the Ph.D. is in the following criterion sections.

There is one more doctoral opportunity within LLSS, which is unique because it is an interdisciplinary program between our Department and the College of Arts & Sciences. Educational Linguistics has been housed in LLSS since before 2009 and has a 30+ year history at UNM. From part of the Ed Ling website (<https://catalog.unm.edu/catalogs/2011-2012/colleges/education/ed-linguistics/graduate-program.html>), the program is described as supporting “a variety of interrelated interests, such as language maintenance and language revitalization, language policy and planning, bilingualism, and issues of assessment. Communities and languages of the Southwest and signed languages are of particular interest.”

LLSS remains the most Ph.D.-productive unit in the College; the Department consistently has at least twice as many Ph.D. students as any other department in the College (see Criterion 4). We have, in the past few years, attracted students from all over the world, including: Korea, Saudi Arabia, Pakistan, China, Mexico, other central and South American countries, Thailand, Nigeria, Taiwan, Canada, Japan, and more.

0C. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.

The Department of LLSS is as much a democratic organization as is possible within the university system. We have a chair elected for a three-year term by the faculty and who serves at the pleasure of the Dean. We have two standing committees within the department: Graduate and Personnel. The Personnel Committee oversees and summarizes reviews for merit, making recommendations to the Chair. It is also in charge of organizing special department activities, such as retirements. Personnel also awarded travel grants to doctoral students presenting at conference during AY 2014-15 and 2015-16. Personnel oversees any scholarship awards that are distributed by the Department such as the university-wide Popejoy Award for Outstanding Dissertation. The Ortiz Award for a bilingual education student relies upon the Bilingual/TESOL program for awardee selection. Personnel works intensely on searches by developing descriptions of and cases for new, replacement, and needed faculty positions.

The Graduate Committee reviews curricular issues, graduate student excellence award applications, oversees our website, and presents decision items to the entire faculty for voting.

The Department has a regular meeting at least once a month for updates from the Chair and standing COE and LLSS committees, to discuss departmental issues, and to vote upon action items, such as our new comprehensive exam policy and master's and doctoral admissions. Decisions about faculty needs within the programs are based on needs of the community, our

students, and on our mission. For example, one recent hire was based on the numbers of students who need an expert in adult second language learning and literacy, leading to the hire of Dr. Pisarn “Bee” Chamcharatsri (2013). We hired one new literacy faculty to address two recent retirements (Drs. Noll and Calhoon).

LLSS also has working groups that provide oversight for each program. These working groups are comprised of faculty with expertise in that particular concentration and chaired by a faculty designated as the program coordinator; the coordinator currently is reassigned from one class to be able to complete the work. The programs work to update and design curriculum and prepare paperwork for curriculum change, oversee part-time faculty and graduate student instructors, review applications for new students, share advisement duties, and make recommendations for student honors. Faculty rotate responsibility for teaching required core courses and periodically conduct a group review of content and assessment of those courses. All faculty are informed of and vote on recommendations from the working groups. Faculty from LLSS also advise our graduate student organization, and a graduate student representative is invited to attend LLSS meetings as a nonvoting member when personnel issues are not discussed. Eight faculty also serve as program faculty in Educational Linguistics; Dr. Mahn currently serves as coordinator of that program.

In addition to more formal roles, leadership in the department is also informal and shared. Senior faculty are responsible for most committee work, advisement, and comprehensive examinations and dissertations, so that not-yet-tenured faculty can concentrate on their scholarship and teaching. However, not-yet-tenured faculty are not precluded from these roles and are quite active on master’s and doctoral committees as well as department and college committees.

The staff was organized with a Department Administrator (A2) at the top, overseeing our Accountant 1 and two Administrative Assistant IIs through spring 2016. We also typically hire a student employee with discretionary funds. In early spring 2016, there were severe cuts to UNM because our state relies upon gas and oil revenues to fund higher education. The decrease in prices of those led to: the loss of our Accountant, the Administrative II positions being eliminated, and the redefinition of the Administrative II positions to be of higher rank (Educational Specialist), but we only had 1.5 of them. Thus, we lost 1.5 positions effective spring 2016. The current (at that time) Administrative Assistant IIs were offered a career ladder opportunity to be able to remain employed, but only one stayed in LLSS. Our other .5 Admin II (also on a career ladder to be Educational Specialist) was shared with Special Education. In short, we moved from 4.0 FTEs in support of faculty work to 2.5 FTEs in support of faculty work. That change took place on April 1, 2016 but was deemed unsuccessful; in late July we were told we could hire a 1.0 Educational Specialist and the shared person would go back to Special Education full-time.

The two following organizational charts (Figures 0.1 and 0.2) show both faculty and the support staff. Faculty are organized by program. The staff chart will change by the time this report is read, as discussed above, but the structure with which we’ve lived for the past nine years is reflected accurately in the charts.

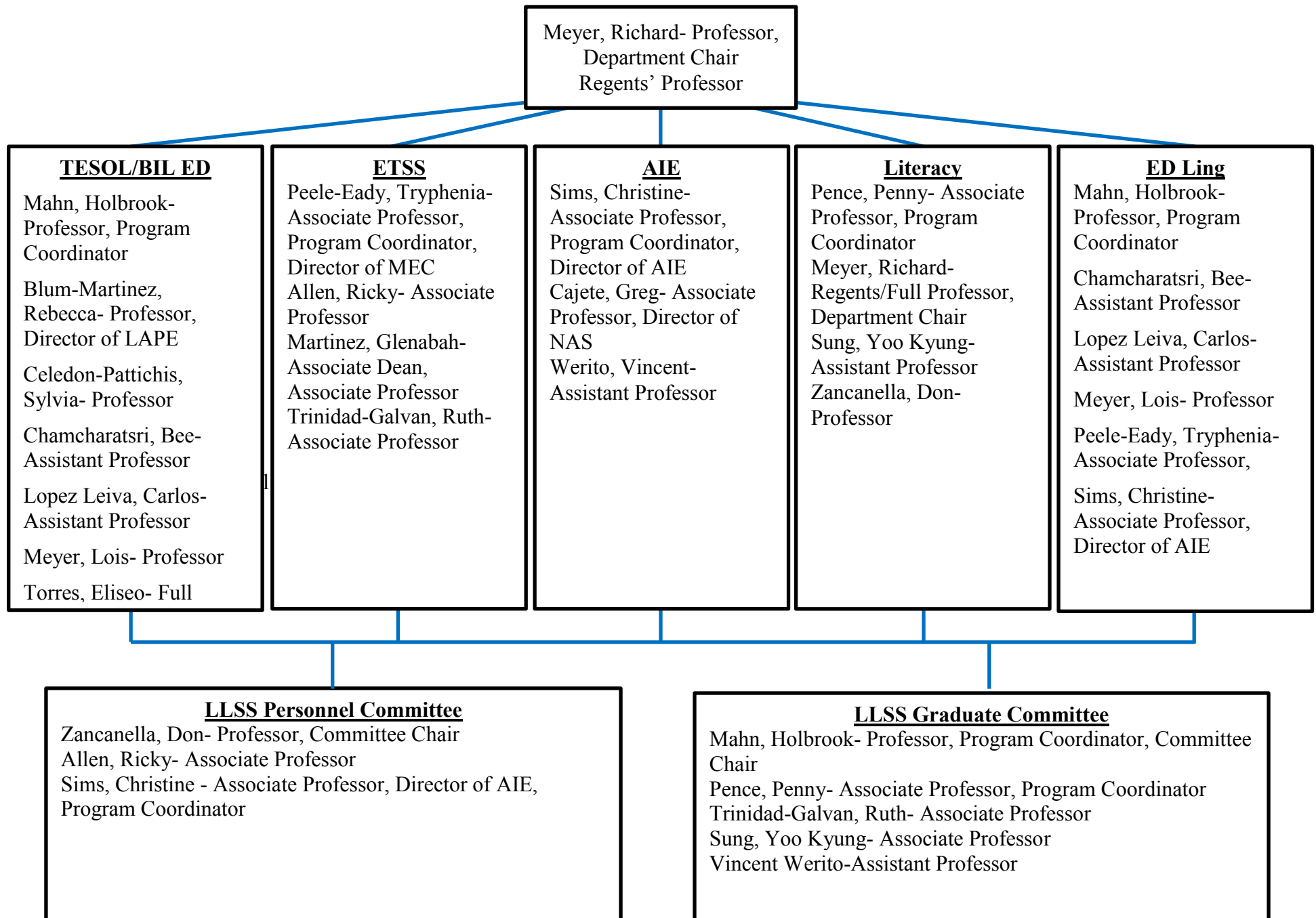


Figure 0.1. Organizational chart of LLSS faculty.

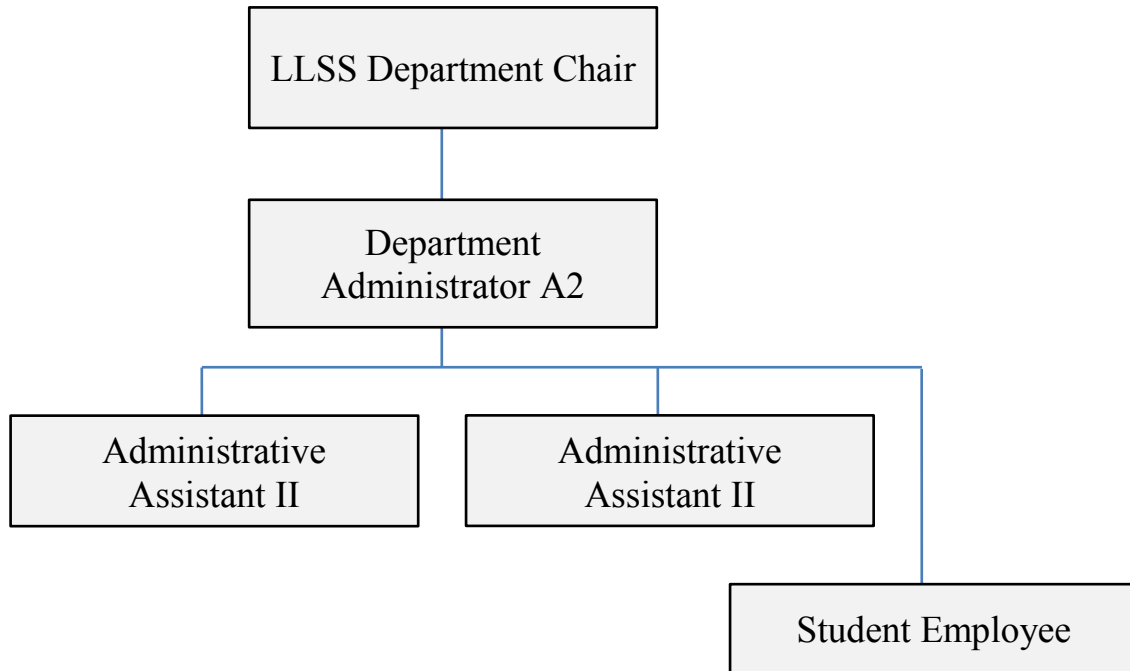


Figure 0.2. LLSS staff organizational chart.

0D. Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review.

The educator preparation programs within the College were evaluated during fall 2015 by the National Council for the Accreditation of Teacher Education (NCATE) and the New Mexico Public Education Department (NM PED or PED, for short). NCATE is a national group (<http://www.ncate.org/>) and the PED also read the self-study NCATE report the College completed. Both groups, NCATE and PED, visited the College one week apart. The NCATE report is complete at the time of this writing. The PED response has not yet been received.

LLSS supports teacher preparation by providing coursework in diversity, bilingual, TESOL, literacy, and Indigenous education for undergraduates (which NCATE refers to as *initial preparation*) seeking specific endorsements and working to address diversity requirements in their programs. We also provide graduate work via degrees, endorsement work, minors, and graduate certificates that support what NCATE refers to as *advanced programs*. The documents that were produced for the NCATE/PED reports are massive and focus on issues of licensure.

NCATE relies upon six standards in evaluating programs. A brief summary of those standards is presented here.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional

standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The College passed the NCATE review and received quite high and positive response to most areas. The NCATE Board of Examiners Final Report (Appendix 2) points out two main areas for improvement (referred to as AFIs). The first is that there were no delineated proficiencies for diversity for teacher education candidates. This is in reference to the lack of specificity in educator preparation programs for our preservice teachers to address: English language learners, new language learners, special needs students, and more. Interestingly, the diversities that are addressed in the AFIs are exactly what LLSS has been asking to provide the College's programs for over 15 years. As will be show later in this report, LLSS assumed a central role in addressing these issues (along with faculty in Special Education) since the arrival of the new dean in fall 2014.

The second area for improvement pointed out in the NCATE report was that the rubrics for advanced candidates were not reliable or valid because of too many categories in each rubric. This underscores the quantitative nature of NCATE and has been part of an ongoing challenge for LLSS. Our graduate programs have influenced many teachers in qualitative ways, yet the ongoing need for quantitative data of this nature (within the cells of a rubric) serves to reify the

mission, goals, and fundamental epistemologies that drive our Department. Our Student Learning Outcomes (discussed later in this report) are evidence of the learning we expect and the ways in which we verify that learning is presented in Criterion 3.

0E. A brief description of the previous Academic Program Review for the Unit.

We certainly understand that a brief summary should not be extensive, but the striking parallels between the current study and the 2006-2007 study in terms of needs, clarity of mission, intensity of our work, serving our students and the state, and the sheer quantity of what we do demands some depth.

This section is a review of the three reports completed during academic year 2006-2007 during which the self study was completed (fall 2006), the review team visited and reported (early spring 2007), and the action plan was composed (spring 2007). A brief discussion of the actions taken as a result of the previous academic review is also presented.

Summary of Self Study 2006

The study was completed during the fall 2006 semester during which time Dr. Rebecca Blum Martinez was department chair. She enlisted the help of Dr. Penny Pence as APR coordinator and Dr. Sandra Musanti as a postdoctoral fellow. Dr. Pence is an associate professor in LLSS; Dr. Musanti had recently completed her dissertation in the department. In the introduction, the reviewers were specifically asked to address three questions:

1. To what extent do we live out our mission statement in our work? In other words, do we walk our talk?
2. What suggestions do you have for achieving a more diverse student body, given our context? We are especially interested in addressing the low numbers of Hispanic doctoral students.
3. What suggestions do you have for garnering more resources for our work, given our current workload and fiscal situation?

The report consisted of nine sections intended to provide the reviewers with: 1) an overview of our unit; 2) an outline of our degree programs and curricula; 3) a summary of our contributions to UNM; 4) a profile of our students and how we support them; 5) an explanation of how we track student performance during and after the program, and some indicators of student performance; 6) a characterization of our faculty's expertise, diversity, teaching assignments, scholarly work and service; 7) an evaluation of our facilities and available resources; 8) comparisons of our program to similar programs in our peer and regional institutions; and 9) our self-evaluation and plans for the future.

The overview of the unit included a brief contextualization of the department within the college of education and the University of New Mexico, including our status as a Doctoral/Research University—Extensive, under the Carnegie Classification of Institutions of Higher Learning (IHEs). The state was portrayed as extremely financially impoverished, diverse in terms of languages (including pueblo and tribal languages and Spanish). The state, at that point in time, had already reached the status of majority minority. We suggested that our commitment to social justice coupled with our expertise should prove well suited to New Mexico.

The brief history of our department outlined our formation during the 1995-'96 academic year, at which time the acting dean organized the college into six divisions, with LLSS being one of those divisions. The Center for Teacher Education was created during that process and was to be served by the six divisions. At that time, the department worked with the other divisions to provide:

- Ph.D. and Ed.D., concentration in Multicultural Teacher and Childhood Education
- Educational Specialist Certificate, concentration in Curriculum and Instruction
- M.A. in Elementary Education
- M.A. in Secondary Education
- B.S. in Early Childhood Education
- B.A. Ed. in Elementary Education
- B.S. Ed. in Special Education
- B.A. Ed. or B.S. Ed in Secondary Education.

In 1999 the doctoral program in Educational Thought and Sociocultural Studies and a master's degree in Educational Foundations/Educational Thought were changed to Language, Literacy, and Sociocultural Studies. It took until 2002 for LLSS to be officially designated as a prefix. In 2004, the College was again reorganized and the Center for Teacher Education was dissolved and six departments were formed. The discontinuation of the 'division' structure brought the departments into a more consistent status with the rest of the university.

The 2006 document presented the LLSS Mission and its relationship to the UNM mission, something that has not changed significantly since that time and will be presented later in a different section. The department's commitment to the mission of the University of New Mexico was clearly articulated; we were and remain a leader in thinking, scholarly work, pedagogy, and service quite consistent with the University's missions and goals.

In 2006, the UNM Strategic Plan outlined seven broad areas for improvement: Vital Academic Climate, Public Responsibility, Diversity, Areas of Marked Distinction, Planning, Resources, and Management Systems and Support Functions. Our report explained the various ways in which we aligned with those broad areas. We did so through research, teaching, and service that centered on building relationships and enhancing our work focused on creating knowledge that were central to our mission. For example, LLSS was committed to addressing issues of diversity in our work, our recruitment and retention of students from diverse groups, and in working with diverse communities throughout the state and beyond. We also set goals within each of the seven broad areas. We also provided an overview of our faculty, staff, student, and community participants. In fall 2006, LLSS had 17 full-time faculty, something that has changed little; although there has been turnover, our total number has varied slightly. At that time, we celebrated the diversity of our faculty and continue to do so.

In fall 2006, we reported that we had six master's degree programs, which is also accurate today. For the most recent NCATE report, we did update this description to one master's with six concentration areas since, as was also true in 2006, the degrees have coursework, processes, and procedures in common. We also explained our doctoral program, a single PhD with six different concentrations. The scholarly work of the department was described, including the average of 107.4 pieces of scholarly work per year. Major areas of service were outlined, including service

to the department, college, university, professional organizations, and the public/communities. It was noted that LLSS underwent APR in 1997 and was part of an NCATE review in 1999.

The outline of our degree programs and curricula in 2006 explained our commitment to the complexity of education with a focus on our mission to “identify and address the educational needs of a community that contains wide diversity with regard to class, race, ethnicity, gender, sexual orientation, disability, and age, by providing leadership, resources, and expertise necessary to create programs that foster the collaborative creation and sharing of new knowledge, pedagogies, and programs.” We provided an overview of the programs with links to our advising sheets and other explanatory information about the degrees. Educational objectives were listed for each program in the MA. The doctoral degree was explained, including the admissions process, documents required for submission with the application (resume, letter of intent, letters of recommendation, writing sample), and selection of courses by students, under advisement.

In 2006, LLSS offered:

- Three overview core courses, one required for the master’s degree and two for the doctoral degree
- Seven courses in qualitative research
- 58 upper level undergraduate and graduate courses in concentration and support areas
- Two field experience/internship courses
- Four courses that support independent study
- Three courses that support the master’s comprehensive examination process for the M.A.
- Dissertation credits toward the Ph.D.

Every course in each program was listed. In summary, we offered five courses in American Indian Education, 20 in Bilingual/TESOL, 12 in Educational Thought, 14 in Literacy/Language Arts, 5 in Social Studies, and one in Educational Linguistics. Some of these classes were also listed as undergraduate/graduate sections but were only counted once. LLSS 593 is a topics heading under which we offered a variety of courses that we planned to regularize if there was sufficient interest. The new dual degree program leading to master’s degrees in LLSS and Latin American Studies was described as a 51-credit master’s degree for students holding a teaching certificate.

The doctoral program in Educational Linguistics was described as a joint venture between LLSS and the Department of Linguistics in the College of Arts and Sciences. The program was reported as having strengths in:

- 1) child language and language acquisition,
- 2) language maintenance and language revitalization (particularly indigenous languages),
- 3) language policy and planning,
- 4) educational sociolinguistics,
- 5) bilingualism,
- 6) language teaching and TESOL,
- 7) the linguistics of signed languages,

8) language assessment.

In 2006, LLSS provided non-degree endorsements in TESOL, Bilingual Education, Reading, and Educational Media/Library Sciences (EMLS). We also offered courses for the teaching endorsement in EMLS.

The summary of contributions to UNM explained our support of programs within the College of Education and in Arts and Sciences. We were very linked to the (new, at the time) College's Department of Teacher Education because we offered many of the required and elective courses for undergraduate, graduate, licensure, and endorsement seeking students. This included coursework in: children's literature, reading/literacy, TESOL, bilingual, social studies, and Indian education. Additionally, we were involved as program members and coordinators in elementary education and secondary education. From 2000 to 2005, about half of the courses taught by LLSS faculty provided requirements for Teacher Education Programs. LLSS courses were also part of programs in Art Education, PhD in Counseling, and the Educational Specialist in Educational Leadership. Our courses were also cross-listed in Native American Studies, Linguistics, Women's Studies, Communication and Journalism, Early Childhood, and more.

The work of Centers and Institutes reported in 2006 included discussions of: the Multicultural Education Center, Latin American Programs in Education, the American Indian Education Institute, and the High Desert Writing Project of the National Writing Project.

The description of our work to support collegial activities and graduate students included mention of our doctoral student organization and various visiting scholars as central to events we hosted. The Graduate Student Colloquium was initiated by our department and eventually included the entire College. We hosted forums and discussions for faculty and students on timely topics such as: No Child Left Behind Act, qualitative research, democratic teaching during times of war, and more. The work of the Center for the Mathematics Education of Latinos, which was a federal grant sited at multiple universities including UNM, was housed within LLSS as our faculty was central to that work.

The profile of our students and how we support them section showed that we averaged 57 master's degree students admitted per year and had 130 active doctoral students at the time of the report. We pointed out that the spike in admissions of master's students that began in 2005 and lasted for a few years was the result of the state instituting a three tiered licensure system with the third tier (highest salaries) requiring a master's degree or national board licensure. We had 20 active Educational Linguistics students. Our applications seemed to arrive in a sine curve, going up for a few years, then going down. This was due to the fact that we could only accommodate a given number of students as a function of available faculty. We tended to more actively recruit when numbers began to drop. We had a substantial number of non-degree students taking courses for endorsements, averaging about 58 per year. Predictably, spring semesters were the most common for degree completion. From 2000 to 2005 we had 215 MA degrees completed and 60 PhDs completed. In that same time period, our active graduate student body was: 48% Anglo, 39% Hispanic, 7% Native American, 6% Asian, 2% African American, and 1% Other. Our MA recipients during that same time period were 90% female and 10% male. At the doctoral level, only 19% of our students were Hispanic and 55% were Anglo. The rise in

international students was also reported; 46 international PhD students were part of our program, comprising 20% of the doctoral population. One of the items for which we requested help by the reviewers was strategies for having our enrollment more accurately reflect the diversity of our state.

The importance of the faculty advisor was stressed in the report. This individual remained central to our students' success in the program, especially at the doctoral level. We also found financial support for our students through graduate assistantships, projects, research, and teaching assistantships. About 21% of our students received assistantships.

Tracking of student performance occurred as they moved through the program and also in terms of accomplishments such as publications, presentations, awards, and even job placement. Course grades were monitored as well as status, including: taking coursework, program of studies filing, master's comprehensive exam, and status of doctoral work (doctoral comprehensive exam, committee formation, proposal, progress towards completion of dissertation, and dissertation defense). A small number of our master's students elected to write a thesis, which was tracked by their advisor in terms of quality and timeliness towards completion. The master's comprehensive exam rubric was presented. One option for master's students was completion of a document that could be submitted to the state as part of their application to move toward the third tier license. Specific criteria were laid out for that process, specific to each of the strands of the state's requirements. The doctoral comprehensive exam was discussed as a document in which students are expected to demonstrate 1) deep understanding of research and theory; 2) ability to synthesize, analyze, and critique that material in ways that contribute to new knowledge; and 3) skill in academic writing. The department was systematic in recording the work placements of our doctoral students. Most were awarded tenure track faculty lines; some were awarded non-tenure/part-time jobs and almost 20% went back to teaching. Most of our master's students were classroom teachers and remained in their positions within local districts. A very robust list of student and student/faculty presentations and publications was included in the report. Fifteen students were listed with awards they earned including: dissertation awards, teaching awards, scholarly incentive awards, graduate dean's dissertation year fellowships, distinction on comprehensive exams or dissertation, outstanding article within a journal's publication year, and FLAG scholarship.

The characterization of our faculty's expertise, diversity, teaching assignments, scholarly work and service showed LLSS with three full professors, seven associate professors, six assistant professors, and one lecturer in EMLS. An additional associate professor was listed as the department chair; another associate professor was listed as director of Native American Studies, another as associate dean, and another as African American Studies director. One professor was Vice President of Student Affairs; an adjunct in LLSS was Special Assistant to the Vice President of Research. Five emeriti faculty were also listed. The diaspora of LLSS faculty in administration, other programs, and serving in different capacities is both a problem and an asset. Our faculty were clearly valued, but this also created a dearth of faculty available to teach within the Department. This is mentioned because this chronic issue has put a strain on our department; the roots of that strain were evident in the 2006 review.

Although 46% of the faculty were reported as non-Hispanic White in 2006, we had achieved majority minority status, although not yet paralleling the diversity of the state. The load was 3/2 and for the 2000-2005 period the Department taught 868 total classes. The average graduate credit hour production per year during this period was 9,680, with a range of 8,864 to 10,768. Even though we had a slight decrease in 2004, we were still 687 graduate credit hours above our five-year average and 1.8 below our average number of faculty.

Scholarship within the department was broad and included contributions to literature on creativity and collaboration, the relationship between indigenous culture and education, literacies, critical race studies, gender, sociocultural and political issues in education, educational reform, teacher education, language revitalization, heritage language learning, second language and bilingual development, teaching the arts and literature, assessment, public policy, and social activism. Faculty averaged 1.2 refereed articles per year, 8 non refereed articles per year, 5 book chapters per year, and a host of other media and venues including CD-ROMs, videos, and works of fiction.

The 21 faculty upon which the report was based advised 161 doctoral students, averaging about 7.5 students per faculty. They also had a robust master's level load and a few advised undergraduates in their endorsement areas. This same number of faculty served on university and college committees, averaging service on 47 committees per year for the five-year period. They also served on over 25 editorial boards, reviewed papers for professional organizations, and were on advisory boards for tribal initiatives, state councils and task forces, and more. The service demands on the faculty were quite high because so many of them were so rooted within the state's linguistic, cultural, and racial groups. Members of the pueblos have responsibilities as leaders because of their status as scholars and well respected members of their communities. Faculty were awarded ten different awards for the research and dedication to their communities.

We reported on the retirements of faculty that were central to the formation of the department, including four that helped articulate the mission and goals to which we still adhere. These, as well as the remaining members of the department, were active across campus in a variety of capacities. We reported an excellent record of retention of faculty of color, with only one faculty member of color accepting a position at another institution for the period of the report.

The evaluation of our facilities and available resources showed the move from a predominantly professional staff to one that was more clerical in nature. The space available for meetings in Hokona Hall, as well as, office space were deemed quite sufficient. The Department remained well connected to all the libraries on campus, as needed. The technology section noted that each faculty had his/her own computer for office use. The department had two laptops and projectors. There were four computer labs, two smart classrooms, and a portable lab of wireless computers in the Technology Education Center (TEC), a building directly across from Hokona Hall. TEC resources were judged as outstanding with very good support. From 2000 to 2005, LLSS faculty members received funding for a total of 88 grants, totaling over \$15,000,000. Most of these grants are not funded through the department so LLSS receives minimal overhead funds for use in the department. Fully 83.20% of the Department budget went to faculty salaries; staff was 7.90%; GAs/TAs were 2.90%. Salaries comprised 94.14% of the budget. The need for

more faculty lines was made apparent in this section. However, the lack of realization of that need into actual lines led to an overreliance on part-time faculty in order to maintain sufficient course offerings. The need for seeking external funding was also mentioned, but a clear lack of College support for grant oversight was provided as a main discouragement for engaging in such work.

The comparisons of our program to similar programs in our peer and regional institutions included a comparison of mission/goals, organizational status, degree types (undergrad/grad), and specific coursework available. The LLSS graduate program was judged as fairly similar to departments and programs devoted to graduate study of bilingualism, TESOL, language development, literacy, racism, and sociocultural issues in education. Curriculum requirements and course selection were similar, and the interdisciplinary of our program and our commitment to an intellectual community were echoed in many of the other programs.

Our self-evaluation and plans for the future included a discussion of our strengths, including our: commitment to democratic governance, work with teachers to address the linguistic and cultural diversity of our state, work with marginalized students from varied background, efforts monitor our own and our students' progress, and our commitment to assuming leadership roles at the local, state, national, and international levels.

Our areas of concern in 2006 included our struggle under the high demands for master's degrees in bilingual education, TESOL, and literacy. Although we were committed to those students, our doctoral program suffered because faculty were stretched too thin. Since ETSS focused on developing their doctoral level work, students were often drawn to that program after entering the program to study in one of the other programs. The need for faculty in literacy, bilingual and TESOL was expressed as an urgency in order to realize our potential in serving teachers and, ultimately, children in our state. Our over reliance on TAs to staff some core courses was pointed out as a concern that needed immediate attention. Pending and recent retirements were not replaced on a one to one basis, adding to the reliance on part-time instructors. Other states were instituting repressive legislation about English language learners, yet without more full-time faculty, we feared not being able to capitalize on recruitment of students desiring what we could potentially offer.

Literacy reported being strained for other reasons, but ultimately also pointed to the need for more faculty to address pending as well as present students. Literacy was discussed as a high needs area of the state, but we did not have sufficient faculty to address the needs. The initiating of some recruiting in high needs (for literacy teaching and learning) districts was the beginning of some literacy cohorts, but we could not offer as many courses or cohorts to accommodate the need demanded.

Recruitment of diverse students and support for them was also discussed as an area of concern. Further, the need for more frequent tracking of student progress towards completion was mentioned. ETSS faculty were unable to develop courses or teach at the master's and undergraduate levels because of their intense engagement at the doctoral level. This stood in

contrast to the experiences of the Bilingual/TESOL and Literacy/Language Arts faculty who were deeply entrenched in master's and endorsement work.

The most important part of the past self study was the plan to address the concerns that were realized and raised. The plans focused on three areas: **data collection, programs, and support for students**. Under **data collection**, the plan called for: follow up on 75 students identified as inactive, refining of the database within the new Banner system to allow for more easily collectible reports, and development of an online survey system for contacting former and current students in order to store and access items such as their current employment, publications, and honors. Under **programs**, the report called for: faculty hires; expansion of online courses and distance learning; refining student outcomes; aligning coursework and assessment with outcomes; increased involvement in communities with our scholarship, teaching, and service; stretching the definition of scholarly work; increased policy and action research work that leads to social justice; and use our expertise to inform the public, including the legislature, in areas of language, bilingualism, social justice, and literacy. In the area of **support for students**, the report calls for active recruitment of more diverse students into the master's programs, seeking funding for master's students, continued attraction of diverse US and international students, and seeking of funding in order to support students' experiences with data collection and analysis.

The closing of the self study report is worthy of direct quote:

The data driven climate in education does not allow much time for re-imagining and reshaping the academy or K-12 schooling. Nevertheless, despite the negative educational climate, our faculty maintains a commitment to academic rigor, to research agendas that serve and promote social justice. Our students reflect the needs and aspirations of our state. Our programs are focused on understanding and improving educational practice in New Mexico, the nation and the world. This work is not easy, but its promise maintains our collective spirit.

Summary of the Review Team's Final Report

The review team consisted of Concepción M. Valadez, University of California, LA, Willard Sakiestewa Gilbert, Northern Arizona University, and Cameron McCarthy, University of Illinois, Urbana-Champaign, along with Antoinette Sedillo-López, University of New Mexico. The team received a copy of the report in advance of their visit and the first few pages summarizes the process, including their meetings with the Dean of the College, provost, vice provost, and other UNM administrators. It also summarizes their visits with students, faculty, community members, and a trip to Jemez Pueblo and three schools there. They followed the instructions submitted to them in that they were critical friends, celebrating the remarkable strengths of our Department while providing ideas and insights into strengthening our commitments.

Program Issues. The report noted at the outset that UNM, the state and our Department was committed to bilingualism, multilingualism, and the diversity of cultures in the state and that our curricular offerings reflected this commitment. The report stated that LLSS is a unit 'distinguished by a set of highly admirable goals and accomplishment.' Our collaborations

across campus were seen as noteworthy. The team studied our course offerings and found the curriculum to be strong in core foundations as well as rich in concentrations. Five of the programs were reported to have strong enrollments. The American Indian Education Program attracted students from across the world and was staffed by six faculty with specializations needed. The well respected research and leadership of the Bilingual Education Program were pointed out. The cohort based program of the Literacy/Language Arts master's were reported as unique. Further, the scholarship within that program was noted as visible at national and international levels. The range of qualitative research courses offered within Educational Thought and Sociocultural Studies was reported as an invaluable resource to LLSS, the College and the University. Educational Linguistics was noted as strong in terms of coursework as well as tracking students during and at completion of the program. The strength of these programs in terms of content, research, and pedagogy was viewed as having significant depth.

In stark contrast to the praises above, the master's degree in social studies was noted as posing a stark challenge due to the scarcity of faculty, having only one tenure track professor. The report called for serious attention to this matter.

The reviewers pointed out that the demands placed on faculty to teach in the TESOL/Bilingual and Literacy/Language Arts master's degree programs strained the quality of the doctoral program for students with these concentrations. The migration of students into the Educational Thought and Sociocultural Studies area for their doctoral work was suggested as problematic, again reflective of students' areas of interests.

The institutional contributions made by LLSS faculty to other programs within the College and to non-degree licensure and endorsement work were also cited as placing a strain on the work of TESOL, Bilingual, Reading, and Educational Media/Library Science faculty. The commitment of faculty to the work of practitioners was noted in a positive light but acknowledgement of the drain of time and energy for doctoral work and MA degree work was also pointed out. The reviewers agreed with the discussion in the self study about enrollments being strong and time to degree completion being timely, but also strained by the lack of full-time tenure/tenure track faculty.

The reviewers reported that teaching was valued and strong in LLSS. By reviewing syllabi, course readings, and even attending a class session, they were impressed not only by the teaching at hand but also the genealogy of our professors, coming from prestigious universities. Mentoring for students by faculty, in the graduate student writing studio, and commitment to scholarship were all noted positively.

The success of our doctoral students was noted, including their work for social justice. Work with the pueblos of New Mexico and the trip to Jemez underscored for the reviewers the commitment and depth of work of faculty in Native American communities. Further, although they did not have time to visit sites in Albuquerque Public Schools, they did note exemplary work with bilingual schools and other partnerships between the district and the Department. They also noted our deep involvement in educating the state and federal legislatures about issues

within our state and country. It was clear that the reviewers studied closely the self study that they reiterated many of the impacts discussed above.

Concerns. The reviewers were quite sensitive to the pressing concerns that came from the self study. The retirements of four senior faculty were noted as placing stress on the Department. They could find no efforts to ameliorate the relationship between LLSS and Teacher Education, even though the work of those departments had significant overlap. Further, non-degree programs were stressing faculty work, with faculty expressing feelings of being overwhelmed by increased teaching and advising loads. The social studies' master's was also mentioned as needing attention.

The extremely high teaching loads for a research institution was reported as being very heavy. The heavy dissertation load and lack of sufficient course releases to deal with these was seen as also adding stress, further articulating the need for more faculty lines. The lack of faculty at full professor status was viewed as problematic because of the importance of having senior faculty presence in LLSS programs.

The dearth of student funding for a research one institution was reported by the reviewers. They considered this a serious problem with longer time to completion as one precipitant of this issue. They urged faculty and the university to obtain increased funding for students.

The reviewers considered the space issue to be a challenge noting that scheduling of classes for the programs in LLSS was an issue. Some classroom spaces were considered too small, keeping some students from being able to register because rooms were at capacity. The need for many evening classes and lack of space to accommodate were noted. Although the reviewers noted the positive practice of holding some classes in the community, they also pointed out that locating classes there limits students' access to libraries, media centers and more (lectures, colloquia, exhibits etc.). They urged the completion of a new building for the College, while chiding the comfortable space of the administrative offices, including a spectacular stained glass window.

Scholarly Activity. Reflective of the self study information, the reviewers found the scholarly productivity of LLSS faculty to be at a very healthy rate. They were appreciative of the LLSS research agendas and also noted that some associate professors were not submitting their dossiers for advancement in rank even though they had a robust set of scholarly accomplishments. They called some of the research work by the Department seminal and worthy of recognition by the University. They noted the CEMELA grant work and encouraged increased funding for research and student support.

Recommendations of the reviewers. The reviewers reported that LLSS did, indeed, 'walk the talk' of its mission, as well as those of the College and University. They called our Department hard working and committed. They pointed out that we were a very diverse faculty and student body to the point of suggesting that the diversity accomplishments merited recognition by the College and the University. The work of LLSS faculty with underserved communities was reported as outstanding in many ways, including providing highly qualified bilingual education professionals as well as leadership in other ways. They praised the Department's innovative

thinking in teaching and scholarship, work with communities, and graduate student accomplishments in scholarly work. Their suggestions and recommendations were offered as ways for reaching higher degrees of success.

While applauding the work in qualitative methodology within the Department, the reviewers suggested that one quantitative methods class be added to the research requirements for doctoral students. We do now have one qualitative methods faculty member; another supports this by teaching more qualitative courses.

They pointed out a few times that the curricular and training work being done by LLSS is under-appreciated by the University. The faculty used their scholarship to drive practice and this practice driving scholarship, it was recommended, should be more systemically documented in order to advance theory.

The unique work of LLSS was viewed as something that should be a setting for a Research Center for the Study of Language, Literacy, and Sociocultural Studies. Such a center, they believed, would make an important national impact.

The work on American Indian Education was also cited as something poised for national recognition. The important projects led by Indigenous faculty were not substantially nor sufficiently recognized. Research in Hispanic communities was also noted as rich in expertise and commitment to those communities and ripe for national recognition.

The reviewers urged the Department to think big in terms of faculty needs and funding graduate students. They recommended an additional two faculty lines at the full professor level and the seeking of major funds for a research center. The faculty lines were in addition to the tenure track search slated for spring 2007. The need for a grants person was also explicitly stated; this person would do a large share of the work of procuring funding for the research center. Further, it was urged that LLSS consider ways to attract and keep our own top names by offering competitive salaries, start up funds, and other enticements.

It was urged that the University provide the Department with greater support for graduate assistantships and teaching assistantships, above the current .25 level of funding. The Department could attract more full-time students if funding were present, which it was not. Further, the doctoral experiences of students are reduced when lack of funding demands that they only attend part-time.

Our faculty were reported as overworked: their teaching loads were too high, compared to similar institutions; their advising load was too high, with little or no recognition for those loads. They suggested: a graduate advisement office within the College to deal with non-degree seeking students; replacement of four tenure track faculty positions as soon as possible; re-examination of the number of courses offered each semester, along with studying student enrollment; and possibly establishing cohorts to assist with streamlining course offerings. Later sections of this report will show that loads remain high for many faculty, we have no graduate advisement

office, some faculty were replaced, we have not systematically studied enrollment, and we have initiated cohort models in Literacy/Language Arts.

The reviewers concluded that LLSS had reached a significant identity within the College and University, specifically through: responsiveness to the pressing needs of New Mexico, diversity in faculty and student body, innovations in pedagogy, and leadership in scholarly work. They again pointed out the severe need for resources and the disadvantages facing doctoral students in certain specializations due to lack of faculty because those faculty were engaged in non-degree or master's programs. They called for an immediate search to fill the recently vacated faculty positions. They closed by expressing confidence that the Department would continue to do distinguished work.

Summary of the Action Plan

The Social Studies concentration was the first major area of concern addressed in the action plan. The goal of the plan was to bring together interested teachers to enroll by combining it with Language Arts and Social Justice and Diversity. Our work: We have not had sufficient time and resources to move ahead in this area, although Dr. Glenabah Martinez has reinitiated some work with the History Department in the College of Arts and Sciences.

The second area of concern addressed was the heavy teaching loads for MA endorsement areas and the goal was to develop certificate programs for Bilingual, ESL, and Literacy. (NOTE: We're not sure how this was intended to address the concern.) Our work: We do now have an ESL graduate certificate.

The third was the lack of doctoral level courses in those same three areas. The plan was to take the 2008-09 academic year to address and involved the development of doctoral level classes in TESOL, Bilingual, and Literacy. Further, the plan involved bringing in visiting scholars. Our work: We brought in one visiting scholar but continue to have so many master's students in these areas that doctoral level classes have not been developed to any large extent. The Language Study class was created but it is a 500 level class.

The fourth area of concern that was addressed in the action plan was to convert the EMLS endorsement program into an online program by May 2009. Our work: EMLS, intended to prepare librarians, was sunsetted in 2015 and any classes we kept were or are in the process of being converted to LLSS classes.

The fifth area of concern addressed by the action plan was to focus on showcasing practice to scholarship. Our work: In 2008, a group met to outline the mission statement of a Research Center that would study at one school (Longfellow ES) and use ideas learned there to develop a larger research center with a community base. A second center, Literacy Center/Institute, was planned to better serve K-12 students make the transition from learning to read to reading to learn. This would serve those students, provide undergraduates with experience, and articulate a research agenda in the area of literacy. Third, the Institute for American Indian Education, struggling after the retirement of two faculty members, would work to bring in increased funding and request legislative support at the graduate student level. Fourth, the American Indian Language policy Research and Training Center would continue its grant-funded work and seek

subsequent funding for language revitalization as well as support for graduate students in that same area. Fifth, the Academic Literacy for All Project, already (at that time (federally funded) would create a summer institute with APS, develop courses for teachers, develop PD for APS and Los Lunas, develop a website, and collect data. Sixth, the CEMELA grant would articulate and carry out research in four areas (teacher education, families/communities, student learning, and policy).

The sixth area of concern was enrollment/recruitment issues that needed to be addressed. The LLSS Personnel Committee would engage in systematic recruitment planning as a way of addressing this. Bilingual, TESOL, and Literacy faculty would develop more doctoral level classes. The LLSS website will be developed further. A proposal for doctoral level American Indian Education will be composed. LAPE would work on certificate pilot programs and a master's degree in conjunction with universities in Mexico. Our work: The continued stress on our programs, outlined in the many pages that follow, have led to little of this being accomplished. The Literacy faculty developed cohort models for Albuquerque and surrounding areas. There is now a graduate certificate in TESOL.

The seventh area of concern addressed in the action plan had to do with faculty issues. The large number of retirees and lecturers lost for a variety of reasons coupled with uncertain funding left programs lacking in faculty. Strategies were articulated to deal with Social Studies, including the writing of a position statement and identification of adjunct faculty. Social Studies would also meet with Literacy for purposes described above. Timeline was set up for the endorsements discussed above. Timelines were also laid out for increasing doctoral level classes in BLE/ESL and Literacy. Some would be covered by visiting instructors and others by rotation of existing and hopefully new faculty

Criterion 1. Program Goals

The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)

1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

Our unit is quite large in comparison to others on our campus resulting in a somewhat lengthy report. Since we have five active master's programs, one emerging/revising master's program, two distinct Ph.D. programs, and many certificates, endorsements, and minors, a review of our unit demands some depth, and therefore length.

The Mission of the Department of Language, Literacy and Sociocultural Studies is to:

- Create an academic community within the college in which democratic governance, open dialogue, authentic collegiality, and collaboration within and without the college are fostered. This community will create an intellectual culture conducive to maintaining and enhancing faculty vitality, productivity, and adherence to professional and ethical standards of conduct. We are also committed to the recruitment and retention of minority students and faculty.
- Identify and address the educational needs of a community that contains wide diversity with regard to class, race, ethnicity, gender, language, sexual orientation, disability, and age by providing leadership, resources, and expertise necessary to create programs that foster the collaborative creation and sharing of new knowledge, pedagogies, and programs.
- Facilitate the study of culture, language, and literacy in conjunction with the study of cultural, social, and political contexts in which educational events and practices are embedded.
- Provide courses and pursue scholarly inquiry in both traditional and anticipatory areas of foundational study. This includes historical, philosophical, sociological, and anthropological examinations of power, knowledge, technology, the media, and new cultural intermediaries and their impact on educational processes and institutions.
- Create a community of educators who will link efforts in multicultural education to social action efforts that promote social reform in the wider community. These efforts would be driven by the wider community and result in empowerment and change in both the college and the community.
- Begin a dialogue with other COE programs on the impact of language and culture on the varied fields represented in the College of Education, such as health, technology, leadership, policy, families, communities, etc.

Our vision is summarized as follows.

Language, Literacy and Sociocultural Studies (LLSS) is a multidisciplinary department committed to:

- the study of the social and political contexts of education;
- Scholarly inquiry using qualitative, critical, and innovative research methodology;

- Valuing differences of class, race, ethnicity, language, gender, sexual orientation, disability, and age as sources of leadership and expertise;
- creating a community of educators devoted to social justice.

Briefly, in what follows, we present summary statements about the ways that each program specifically addresses our mission and vision.

The American Indian Education Program aligns with the vision and mission of LLSS through its focus on building students' knowledge base, skill sets and a critical consciousness about key educational needs and issues that shape, influence and challenge American Indian students. Understanding the complexities of the political, economic, social and cultural contexts and histories of Indigenous peoples as well as the unique position American Indian Nations hold as sovereign entities is an especially important aspect of preparing students to work effectively with American Indian students, families and communities.

The Educational Thought and Sociocultural Studies (ETSS) concentration advances the mission and vision of LLSS through its research, teaching, and service. Diversity and social justice are major tenants in all aspects of the faculty's work. Research in the program focuses on the role of education in global communities; how power operates in education; the racial politics of schooling; and identifying educational inequalities to promote advocacy and change. Faculty work with communities of color and organizations and teachers in rural areas of NM and across the state that serve students from underprivileged communities.

The Literacy and Language Arts program provides opportunities for connecting with literacy professionals who seek to provide nurturing and supportive environments for all children and adolescents as they acquire the abilities to interpret the ideas of others, compose their own thoughts, and communicate with their communities and the world. Literacies are presented as sociopsycholinguistic processes and as discursive practices that are bounded in and specific to particular communities. The program promotes exploration of sociocultural and political issues and the role that literacy can play in achieving social justice. Central to the work of the program are the social and political landscapes in which literacy educators and scholars exist, as influenced by policy, mandates, legislation, and litigation at the local, state, national and international levels.

The Bilingual/TESOL Program has played a leading role in helping provide school districts surrounding UNM with teachers who are endorsed in TESOL and who understand the role that language and culture play in educating English language learners. Through cooperation with APS the BLETESOL program sponsors the UNM/APS ESL Endorsement Summer Institute, which addresses the LLSS mission of facilitating understandings of culture, language, and literacy in cultural, social, and political contexts. As exemplified in the TECLA project, faculty in the BLETESOL program promote the creation of a community of educators who, through grant work and teaching, link efforts in multicultural education to social action efforts.

The LLSS Ph.D. Program is fully shaped and articulated by the mission and vision of the Department. The doctoral degree has, at its heart, the development of new leaders and scholars

who will serve the state, country and world by relying upon the most recent research in their content areas and the most current research methodologies as they address issues and help shape the fields of language, literacy, and sociocultural studies. Language, culture, and the complexities of the many diversities that our students and we study contribute to a more just and equitable world. The doctoral program serves students across the College and University by bring these issues forward, raising consciousness, and engaging in activist and theoretical scholarly and creative work.

The Educational Linguistics Ph.D. Program exemplifies the mission and vision of LLSS in a number of ways, because its faculty, drawn from across the university, share an understanding of the influence that language and culture play in communities and educational contexts. The program supports a variety of interrelated interests closely aligned with the LLSS mission, such as language maintenance and language revitalization, language policy and planning, bilingualism, Spanish as a heritage language, English as a Second/Foreign Language, and issues of assessment. Communities and languages of the Southwest and signed languages are of particular interest.

Our Department is taking an increasingly active role in supporting other programs and departments within the college as a result of legislation, litigation, and an imposed restructuring (discussed in depth later). The importance of social justice work that is new to many other departments has been central to ours from our beginning, as indicated by our mission and vision statements.

1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission.

LLSS embodies the mission of the University of New Mexico by providing educational programs, conducting research, and serving the community. Our focus is on the educational needs of the citizens of New Mexico, the nation, and the world. We offer master's and doctoral degrees that enable our students to work in P-12 teaching, non-school learning environments, social action, communities, research, educational policy, and higher education. Our research contributes to knowledge of the social and political contexts of education, with a specialty in qualitative and critical methodologies. Our teaching is rooted in the needs of the community, state, nation, and world and focuses on addressing issues of critical importance as well as critique. Our courses are rigorous and demanding. Our service contributes to the quality of life in New Mexico through contributions to public policy, support for first and second language learners, language preservation programs, political activism, literacy, educational thought and philosophies, and advocacy for the disenfranchised.

In 2013, UNM2020Vision was brought online. A full description is at <http://unm2020.unm.edu/perspectives/index.html>, where "A View to a New Horizon" is articulated with a focus on: students, leadership & governance, teaching & learning, discovery & innovation, institutional culture, faculty & staff, health sciences, strategic partnerships, infrastructure & financial performance, and market position & brand. Each of these aspects of the View is articulated on the aforementioned website, where they are discussed as 'perspectives.' The View maps on quite well to the College's vision: Excellence and Diversity

through People, Ideas and Innovation. From this vision, the College developed a conceptual framework that is discussed elsewhere in this document. The fundamentals of our work rely upon the conceptual framework and its three broad ideas of: understanding, practices, and identities (UPI) (more at <http://catalog.unm.edu/catalogs/2015-2016/colleges/education/index.html>).

A very abbreviated summary of the Conceptual Framework of the College demonstrates that we seek to address University, state and national standards as follows.

Understandings: The following frames the identity and practices of educational professionals. We seek to help you better understand:

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

Practices: The understandings enable the student, as a professional, to value and engage in practices that embody the following qualities:

- Learner-Centered
- Contextual
- Coherent
- Culturally Responsive
- Technologically Current

Identities: Developing a professional identity is central to lifelong growth as a professional educator. The College of Education helps to develop the following attributes of a professional:

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

We view these vision and mission statements seriously as will be further explained and documented throughout this review. Further, we seek to embody the Core Values of the College, which were articulated in April 2010. As reviewers study the rest of this report, the voice of LLSS within the composition of the Core Values will become evident. Our presentation of documents in Appendices (Southwest/NM document) and the remaining Criterion are in full alignment with these Values.

College of Education Core Values



Figure 1.1 College of Education Core Values.

Advocacy: In response to evidence of educational, social and political inequities, we promote activism to advance change.

Building Professional Identities: We support the development of individuals as life-long learners and effective professionals who are grounded in their own identities.

Collaboration and Relationships: We engage in authentic, active participation with all community members to develop solutions for the individual, local and global challenges we face.

Dignity: We treat all people ethically, with respect and afford them the dignity that is their innate right.

Diversity and Social Justice: We are dedicated to the analysis of social structures and power relations that hinder equal access for all, especially historically underrepresented populations, and to the educational and political work that addresses these inequalities.

New Mexico: The peoples, cultures, histories and communities of New Mexico enrich our work. This sense of place influences all that we do.

Scholarship and Research: We challenge ourselves to engage in scholarship and research that enrich the human experience, inform educational policy and practice, and address the needs of a complex, diverse world.

Teaching and Learning: Teaching and learning are central to our work. We study, question, debate and revise these dynamic and robust areas of investigation in order to improve our practice. (From: <https://coe.unm.edu/administration/guiding-documents/core-values.html>)

LLSS faculty are relied upon throughout the College and University as leaders in every aspect of the Core Values and Mission Statement. Our active teaching and scholarly agendas are saturated with the values and mission of the College and the University. Rather than be excessively redundant of work presented later, we refer readers to Criterion 2 through 5 as a strong evidentiary base for this statement.

1C. List the overall learning goals for each undergraduate and/or graduate program within the unit. In accordance with the Higher Learning Commission’s Criteria for Accreditation, student learning goals and outcomes should be articulated and differentiated for each undergraduate and graduate degree/certificate program.

LLSS works within the College of Education and our courses follow the educational objectives outlined in the COE’s Conceptual Framework. Consistency with the conceptual framework is required for accreditation by the National Council for Accreditation of Teacher Education (NCATE) and it also serves to guide non-licensure programs as well as advanced degree programs. The conceptual framework outlines understandings, practices, and characteristics of identity valued by the COE. This is commonly seen on syllabi as UPI (understandings, practices, identity). Every course syllabus that serves students in a preservice or in-service educator degree, endorsement, certificate, or minor program is aligned to NCATE standards and New Mexico Public Education Department (NM PED) standards/competencies as well as with the College Conceptual Framework. Although Table 1.1 contains letter/number designations that may not seem particularly meaningful, they are signifiers of the ways in which the course goals for LLSS 453: *Theoretical and Cultural Foundations of Bilingual Education* align with the state level standards/competencies. State competencies have letter/number designations and are located at http://164.64.110.239/nmac/_title06/T06C064.htm. Every student in each class is made fully aware of this articulation because it is required as part of all syllabi. Further, in presenting syllabi to students, faculty discuss the competencies and framework in depth. The College of Education launched a new assessment website in April 2016 that contains student learning outcomes and many reports (coeassessment.unm.edu).

LLSS 453 Course Goals	NM PED Entry-level Bilingual Education Teacher Competencies	NM PED Entry-level TESOL Teacher Competencies	UNM COE Conceptual Framework
Examine theories and models of bilingual education	D1,2,4; G2,3	B3; F1; I1,2,3,4	U-1,U-2,U-3,U-4,U-6,U-7; P-1,P-2,P-3,P-4,P-5; I-1,I-2,I-3,I-4,I-6,I-7

Examine issues related to bilingual and ESL education	B9; C2,3; E8; F1; G1,4,5	E5,6; F3; E5; I5	U-2,U-3,U-4,U-6,U-7; P-2,P-3,P-4; I-1,I-2,I-3,I-4,I-7
Understand best practices in bilingual settings	B1,2,4,5,7,8,10,11; C1;D9; E1,7	A1; B4,5; C1,2,,3; E6,7,8,10,11; F2,4; G1	U-1,U-2,U-3,U-4,U-5,U-7; P-1,P-2,P-3,P-4,P-5; I-1,I-2,I-3,I-4,I-5,I-6,I-7
Understand the value of collaboration in bilingual settings	D8; E4,5,6; G6	H1,2,3; I6	U-6,U-7; I-2,I-4,I-6

Table 1.1. Alignment of LLSS 453: *Theoretical and Cultural Foundations of Bilingual Education* with NM teacher competencies and the College of Education Conceptual Framework. (NOTE: UPI= understandings, practices, identities.)

The educational objectives for each program are presented below. For most of our programs, the learning goals are written in alignment with the College’s Conceptual Framework, which, again, aligns with the LLSS Mission Statement. This alignment work was required of our fall 2015 NCATE and NM PED reviews.

American Indian Education (AIE)

The AIE program involves both master’s and doctoral level students in coursework. The program serves the undergraduate program in Teacher Education and Educational Policy (TEELP) by providing endorsement classes, but is largely a graduate program serving master’s and doctoral students. At the undergraduate level the program offers LLSS 175: *Foundations of American Indian Education*. The program’s overall learning goals are:

- Prepare educators who exhibit an understanding and ability to analyze the academic and Indigenous paradigms related to issues of identity, knowledge, epistemology, ontology, and practice.
- Prepare professionals who demonstrate cultural proficiency for teaching American Indian students and developing educational leadership in schools serving American Indian students.
- Prepare professionals who demonstrate the ability to understand, analyze and synthesize issues that impact Indigenous teachers and students in their efforts to achieve academically.

The program aligns with the College’s UPI (Understandings, Practices, and Identity) statement. AIE students will develop advanced understandings of:

- The history of Native American education in the United States.
- Local, state, and national issues of sovereignty, culture, language, poverty and oppression that influence American Indian education.
- The nature of American Indian thought and its relationship to western thought.
- How American Indian children and adolescents develop within their communities.
- The diversity of Native Nations differing cultural, social, governmental, and linguistic

practices and policies.

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AIE students will develop expertise in the following practices:

- Adapting to the learning styles and cultural norms of American Indian students in order to meet their needs.
- Developing curricula that honor and incorporate American Indian knowledge, philosophy, people, language, art, science and culture in partnership with tribal communities.

AIE students will develop the following characteristics of identity:

- Appreciation of the contributions that American Indian culture makes to the culture of the Southwest and the world.
- Sensitivity to the learning styles, cultural norms, and needs of American Indian students.
- Ability to work successfully with American Indian communities.

Bilingual Education (BILED)

The Bilingual Education program also aligns with UPI as follows. The program serves the undergraduate program in Teacher Education and Educational Policy (TEELP) by providing endorsement classes; it is largely a graduate program for master's and doctoral students.

BILED students will develop advanced understandings of:

- The history of bilingual education in the United States.
- Local, state, and national issues of culture, language, poverty and oppression that influence the education of the bilingual student.
- Their own language use and developing expertise in a second language.
- How children and adolescents develop fluency in two or more languages.
- Contexts and techniques for helping learners develop competence in speaking, reading, and writing in two or more languages.

BILED students will develop expertise in the following practices:

- Adapting to the learning styles and meeting the needs of bilingual students.
- Ability to provide content instruction in at least two languages.
- Developing curricula that honor and incorporate the cultures represented by all language learners in an educational setting.

BILED students will develop the following characteristics of identity:

- Appreciation of the contributions that Spanish and indigenous languages make to the culture of the Southwest and the world.
- Advocacy for immigrant children and all English language learners.

- Sensitivity to the learning styles and needs of bilingual students.
- Ability to work successfully with Spanish and indigenous communities.

Educational Thought and Sociocultural Studies (ETSS)

The central aim of ETSS is to highlight the counter-narratives of historically marginalized communities and their resiliency as examples of change in action (i.e. advocacy of Latin American women and Native and African American communities; school reform and professional development). The program's service in the community and across UNM reflects commitment to the betterment of education for historically underrepresented and underserved communities. ETSS offers qualitative research classes and a few courses that support the College's diversity requirement and serve TEELP students, such as LLSS 321: *School and Society*. The following are areas in which the ETSS program serves students.

- SOCIAL JUSTICE (a) Students should demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education; (b) Students should demonstrate practical applications of a social justice approach to education.
- THEORETICAL DEVELOPMENT: Students should be able to: [a] demonstrate an understanding of the various theories informing and explaining the field of education, and [b] situate their work among one or more theories.
- EDUCATIONAL FOUNDATIONS: Students should be able to describe, evaluate, and, if necessary, re-envision the contexts and processes of schooling through major theoretical lenses adapted from the social sciences (i.e., anthropology, history, philosophy, sociology, etc.).
- RESEARCH: Students should (a) be able to demonstrate a theoretical, philosophical as well as practical and concrete understanding of qualitative research as a whole and its multiple methodologies; (b) have a solid beginning understanding of quantitative research and be, at minimum, an educated reader of this paradigm; (c) be able to conduct research that reflects these understandings.
- INTERDISCIPLINARY/MULTIDISCIPLINARY APPROACH: Students should be able to develop a research agenda and approach to teaching that reflects a meaningful understanding of the interdisciplinary and multidisciplinary nature of educational thought and sociocultural studies.
- FACULTY: Students will develop working professional relationships with (a) faculty from diverse theoretical perspectives, philosophies and research interests, and (b) faculty who have conducted innovative and creative research surrounding issues of race, class and gender.

Literacy/Language Arts (L/LA)

The Literacy/Language Arts program is also largely a graduate program, although we do offer courses that serve Teacher Education and Educational Leadership and Policy (TEELP), such as *Children's Literature* and *Teaching Writing*.

L/LA students will develop advanced understanding of:

- The history and structure of the discipline of Literacy/Language Arts to include the study of language and literature and composing and interpreting in print and other media.
- How children and adolescents develop literacy in their first and second languages.
- Sociopsycholinguistic facets of learning to read, write, speak, and listen.
- The interrelationship between language, literacy and culture, especially as reflected in literature, popular culture, and the writing of students.
- Local, state, and national issues of access to literacy, appropriate reading materials for children and adolescents, and assessment.
- The relationship between language, literacy and knowledge.
- How technological advances influence the nature of language and literacy.
- Critical literacy

L/LA students will develop expertise in the following practices:

- Responding to the reading and writing of diverse students in ways that will promote literacy learning.
- Creating environments where students can practice literacy skills that they will use in contexts in the world outside the school, including critical literacy.
- Assessing literacy practices that students have had sufficient opportunity to learn.
- Developing curricula help students to understand their own cultures and cultures other than their own through responding to and composing text in print and other media.

L/LA students will develop the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about literacy and language arts.
- Reflection in light of theory and research in language arts teaching and learning.
- Understanding their own cultural and linguistic histories and their relationship to teaching language and literacy.

Social Studies (SS)

The master's degree in social studies has been dormant, but since work is being done to revive and revise it in collaboration with the history department, learning goals are presented consistent with UPI.

SS students will develop advanced understandings of:

- The history and structure of the disciplines included in social studies, including history, economics, geography, and sociology.
- How children and adolescents learn in the social studies classroom.
- the ways of participating in the disciplines included in social studies and how to create contexts in which students can authentically participate.
- How various cultures shape and are shaped by what is studied in the disciplines of social studies.
- Local, state, and national issues of marginalization of oppressed social groups, setting standards for learning, and what constitutes authentic assessment in social studies.
- How the various social studies disciplines construct knowledge.
- How technological advances can enhance the teaching of social studies.

SS students will develop expertise in the following practices:

- Analyzing student work to understand their conceptual development in the social studies.
- Creating environments where students can practice ways of thinking, writing, talking, reading, and analyzing that are indicative of the social studies disciplines.
- Assessing knowledge and skills that students have had an opportunity to learn.
- Developing curricula help students to understand the influence of the social studies on public perceptions of various cultural groups.
- Using recent advances in information technology to help students gather and critique information.

SS students will develop the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about social studies and student learning.
- Reflection in light of theory and research in social studies teaching and learning.

Teaching English to Speakers of Other Languages (TESOL)

The program serves the undergraduate program in Teacher Education and Educational Policy (TEELP) by providing endorsement classes, but it is largely a graduate program for master's and doctoral students.

TESOL students will develop advanced understandings of:

- The role that English has played in the development of the United States and globalization.
- Local, state, and national issues of culture, language, poverty and oppression that influence the education of the English Language Learner.
- Structure of the English language and its relationship to the structure and meaning of other languages.
- How children and adolescents develop fluency in English when it is not their native language.
- Contexts and techniques for helping English language learners develop competence in

speaking, reading, and writing in English.

TESOL students will develop expertise in the following practices:

- Adapting to the learning styles and meeting the needs of English language learners.
- Ability to provide sheltered and supported instruction in English.
- Developing curricula that honor and incorporate the cultures represented by the English language learners in one's educational setting.
- Ability to synthesize research and apply it in their classrooms and use it to participate in broader policy discussions related to ELLs.

TESOL students will develop the following characteristics of identity:

- Appreciation of all languages other than English.
- Advocacy for immigrant children and all English language learners.
- Sensitivity to the learning styles and needs of English language learners.
- Ability to work successfully with parents and communities in supporting English language learners.

All PhD students must fulfill the general admission requirements of the Graduate School and the College of Education. Doctoral applicants must also include a letter of intent, a vita, and a writing sample. Ph.D. applications undergo extensive review by program faculty, using criteria specific to success in the LLSS program. See Appendix 3 for these criteria. The bilingual concentration also requires fluency in a language other than English (primarily Spanish and indigenous languages).

Learning Goals for the Ph.D. in LLSS

The LLSS Doctoral degree program enables students to develop deep understanding of theory and research, contribute to the body of scholarship and new knowledge, and assume leadership positions related to the following concentrations:

Bilingual Education
Language Arts/Literacy
Educational Thought and Sociocultural Studies
Teaching English to Speakers of Other Languages
Educational Linguistics

Each concentration allows students to specialize in particular areas. Within those concentrations, students work to acquire the understandings, practices, and identities of scholars in their respective fields while working to make authentic new contributions to those fields.

The Language, Literacy, and Sociocultural Studies doctoral program seeks to enable students to design, conduct, interpret, critique, and share research and scholarly work that contributes to the

mission of the department and to become leaders in related academic disciplines and fields. Doctoral graduates will:

- Understand the fundamental concepts in their area(s) of study. (Understandings/Knowledge)
- Engage in research practices appropriate to their area(s) of study and the discipline(s) in which their research is situated. (Practices/Skills)
- Develop an ethical identity as a researcher and scholar. (Identity/Responsibility)

We elaborate on these overall goals throughout this review document.

Learning Goals for the Ph.D. in Educational Linguistics

The goals for the Educational Linguistics Ph.D. are also aligned to the UPI that guides work in the College and within each broader category.

Educational Linguistics students will develop advanced understandings of:

- Language maintenance and language revitalization, language policy and planning, bilingualism, first and second language acquisition, issues of assessment, and online language learning.
- Concepts, principles, and practices related to the study of language and literacy.
- Communities and languages of the Southwest and signed languages.
- Structure of the English language and its relationship to the structure and meaning of other languages.
- A cognitive-functional perspective that focuses on language structure as interacting with language use in diverse contexts.
- Language typology, change, discourse, interaction, variation, processing, and acquisition.
- Contexts and techniques for teaching English as a Foreign Language learners to develop competence in speaking, reading, and writing in English.

Educational Linguistics students will develop expertise in the following practices:

- Successfully develop a Dissertation Proposal.
- Ability to analyze research and theory and present an analysis in writing.
- Conduct research that contributes to the knowledge base in his/her selected field(s).
- Collaboration with the linguistic and educational communities in which they carry out research.
- Successfully defend a Dissertation.

Educational Linguistics students will develop the following characteristics of identity:

- Appreciation of linguistic diversity and the role of culture in language development.
- Commitment to the application of linguistics to social and educational concerns in diverse cultural contexts, including minority language maintenance and empowerment of minoritized and bilingual communities

- Knowledge of potential careers in Educational Linguistics including university teaching and research, public education, government, private research, TESOL program administration and teacher training, and language education programs in the United States or abroad.

The specific student learning outcomes (SLOs) are fully presented in Criterion 3 and will not be repeated here.

1D. Explain the manner in which learning goals are communicated to students and provide specific examples.

Learning goals are most often presented to students within the syllabi of the courses we teach. We also host orientations for our doctoral students at which expectations, goals, and more are discussed. In fall 2015, it was decided that the chair, in subsequent semesters, would visit LLSS 500, our master's program introductory seminar to orient students. At that seminar the chair discusses: the students' path/progress through the program, mentorship, relationship with one's advisor, roles of that advisor, changing advisors, course substitutions, due dates throughout a student's program, and the importance of relationships with other students. The goals of the program are also discussed. Since our unit has some important ideological stances, we make every attempt to help students understand our thinking about our mission, vision, and goals.

American Indian Education

An example of making goals clear to students is the syllabus excerpt from LLSS 564 (ITV): *Issues in American Indian Education*. This course is taught via ITV in order for remote students around the state, living in mostly rural areas, have access to the class. By taking it via ITV, they typically have a small group in one room at our satellite sites in Taos, Farmington, Gallup, and sometimes Los Lunas, NM. The course overview in the syllabus presents the goals of the class:

This course examines past and contemporary educational issues in American Indian (Indigenous) communities related to developing a positive sense of identity and well-being, maintaining/sustaining Indigenous languages and knowledge, community/language revitalization, land/water and human rights, cultural and environmental sustainability, and sovereignty. Participants will examine social, political, environmental, and economic factors that influence and/or impact on the education of Indigenous youth and communities while highlighting the experiences and knowledge of Indigenous youth and communities. The possibilities of developing, implementing, and using community based Indigenous research and Indigenous educational models will be explored.

The syllabus also states specific objectives:

This course is geared towards those who are interested in examining issues in American Indian education and Indigenous educational models beyond the classroom. The course is designed to provide background knowledge about and an in-depth look at critical issues in American Indian (Indigenous) education, so that students can begin to engage in Indigenous community based education and language/community revitalization efforts. This course values the importance of critical pedagogical praxis, meaningful dialogue,

intertribal, cross-racial and cross-ethnic alliance building, and fundamental educational change and transformation.

Students will be able to articulate ideas/thoughts through writings, in-class discussions and in-class facilitations/presentations, reflect upon and respond in writing through reflective essays, group projects and final papers to the following questions based on Indigenous knowledge, scholarship, and experience.

Key Questions:

- *How do past and present social, political, environmental, and economic factors influence and/or impact on the education of Native (Indigenous) youth in schools?*
- *The struggle of American Indian or indigenous communities for self-determination and community empowerment can be seen throughout their history. What are some of the critical issues in their continuing struggle to attain educational, economic, and political equity?*
- *What are some existing theoretical and empirical research studies on successful Indigenous educational models?*
- *What are successful Indigenous models of education for Native (Indigenous) students?*
- *How do current educational models integrate the concerns and issues of Indigenous communities into their policies, curriculum, and practices?*

Additional Questions:

- *Why is it important to understand the current state of American Indian (Indigenous) education and recognize its implications based on past historical, political, and social issues/events/persons?*
- *What are the contemporary experiences of Native (Indigenous) students in contemporary schools?*
- *What are some unique educational issues and experiences facing American Indian students and communities today? Are these issues and experiences similar to those of other cultural groups?*
- *What are some contemporary educational issues in Native communities related to community/language revitalization, land/water and human rights, sustainability, and sovereignty?*
- *What are some important research questions related to the education of American Indian youth? What do we need to know/do about issues of curriculum, assessment and parent/community involvement?*

Bilingual Education

When students first indicate an interest in Bilingual Education, they are interviewed to determine their fluency in the target language and as part of the advisement process to describe the options available for them to acquire their Bilingual endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals of the program are listed on each course syllabus and the fact that instruction in those courses is guided by these learning goals is made explicit. Both the Spanish Immersion Institute and the ESL Endorsement Summer Institute provide opportunities to communicate the learning goals to students.

The following are examples from course syllabi that demonstrate how the Overall Learning Goals are communicated to students.

LLSS 503: *Research in Bilingual Classrooms and Communities*. Description in the syllabus:
In this course we have two objectives: 1) to read the research of scholars who have been concerned with bilingual communities and classrooms, and the issues that have concerned researchers and, 2) to begin to understand the research process with bilinguals through some basic research exercises. For our purposes, bilingual classrooms will be defined as those settings either in schools or in communities where bilingual students, or those who are in the process of becoming bilingual are found. In order to better understand the varied research that exists we will first look at some of the research paradigms that have been used in the field. The primary focus of this course will be on school-aged students and/or their families. The specific interests of students will guide the readings and content of the course.

LLSS 580: *Seminar in the Education of the Bilingual Student*. Description in course syllabus:
The purpose of this course is to explore critical dimensions of bilingual education as it is implemented in the United States and internationally. The main focus of the course is the identification and analysis of issues, problems and societal dynamics that affect the quality of bilingual education programs in terms of their design, scope and actual implementation. The following are the general topics of discussion:

- 1) Sociolinguistic, psycholinguistic, political and educational perspectives of bilingualism;
- 2) Historic, political and legal aspects of bilingual education from international, national and state perspectives; especially as these relate to New Mexico;
- 3) Philosophical bases of bilingual education in the United States; models of bilingual education;
- 4) Issues related to the teaching of language minority students.

LLSS 556: *First and Second Language Acquisition and Development*. Description in syllabus:
In this course, we will study both first language and multiple language development. We will look carefully at both simultaneous bilingualism (early bilingualism, bilingualism as a first language, or “bilingualism from the crib”) and sequential bilingualism (learning a second language, or more, after the first language is established). We will look for comparisons and contrasts in the circumstances and developmental processes across these cases. Each of these fields of research is immense and complex. In our study we will consider thoughtfully, but certainly not exhaustively, such fundamental questions as:

1. What makes for a “good” explanation or theory of language acquisition?
2. How have our understandings of first and second language acquisition (our evidence and our explanatory theories) changed across time? Why have they changed?
3. What is acquired when one acquires a language? How do I know if I or someone else has acquired one? What does it mean to be fluent or proficient in a language?
4. How do we document and study the development of language(s) in their cultural contexts?

5. How are first languages (L1s) acquired? Or at least, what are the major theories that have been proposed to explain this process?
6. Why doesn't L1 acquisition work for all learners? What individual differences are seen in L1 acquisition? What are the sources of L1 delays and disabilities?
7. How are second languages (L2s) acquired? Or at least, what are the major theories that have been proposed to explain this process? Are L1 and L2 theories and processes identical? Why, or why not?
8. What is the process of Bilingual First Language Acquisition (BFLA)? Is this process the same as, or different, from monolingual L1 development, and why?
9. What are the similarities and differences between simultaneous and sequential bilingualism?
10. Why doesn't L2 acquisition (simultaneous or sequential) work for all learners? What individual differences are seen in L2 acquisition, and what are their causes?
11. Does the specific language being learned affect the acquisition process? If so, how? If not, why not?
12. What is the role of schooling in L1 development? How much of the L1 is acquired before schooling? How much is acquired during the school years? What factors at school promote (or limit) L1 acquisition? What happens when the learner is unschooled in the L1?
13. What about the role of schooling in the development of the L2, either simultaneous or sequential? Why is bilingualism so seldom developed at school, at least in the U.S.?
14. What factors influence literacy acquisition in L1? In L2?
15. How do L1 and L2 acquisition vary across cultures and social classes? What cultural factors influence first and second language development?
16. How do our attitudes about monolingualism and bilingualism affect our cultural, national and educational policies and practices, or those of other nations? What attitude does the *No Child Left Behind Act* take toward bilingualism and second language acquisition, and what are the consequences of this Act on the success of L2 learners? What attitude does the Common Core State Standards (CCSS) take toward bilingualism and second language acquisition, and what are the consequences of the CCSS on the success of L2 learners?

Educational Thought and Sociocultural Studies

The Educational Thought and Sociocultural Studies (ETSS) concentration communicates its learning goals to students through advisement, in course syllabi, and in course and final assessments. The program also provides students with a brochure outlining the ETSS Concentration Program of Study and requirements.

LLSS 502: Introduction to Qualitative Research

This course is an introduction to qualitative research. A major goal is to connect the theoretical bases of qualitative research methodologies with practical research design and experience. Students gain hands-on experience with qualitative research methods through simulation activities and exercises, in addition to reading about qualitative studies and methodologies and one book-length qualitative research study of their choosing. Much of the course is devoted to

probing various theoretical, ideological, and philosophical frameworks underlying the study and practice of qualitative research as well as examining methods of data collection, data analysis, and writing up qualitative research reports.

Students successfully completing this course will:

- (1) recognize the major concepts and essential characteristics of qualitative research;
- (2) understand the major approaches to qualitative research as well as key assumptions embodied within them;
- (3) critically read and evaluate qualitative studies, judging the quality of the research according to the adequacy of evidence used to support the claims put forth; and
- (4) practice using qualitative methods in activities and hands-on field experiences.

LLSS 511: History of U.S. Education

This course is designed to provide students with an avenue for thinking about the links between the events of the past with the state of education today. Some of the major themes addressed in this class include cultural domination in educational history, schools as a form of ideological management, the role of racism in the history of the U.S. and in public schools, and economic issues in public school history. This course is an opportunity for serious intellectual consideration of the critical role that history has in shaping curriculum, instruction, and policy in education today.

Students successfully completing this course will:

- (1) engage in critical analyses of primary and secondary sources;
- (2) examine one's life history as it relates to education;
- (3) examine the relationship between one aspect of education and the larger arrangement of institutions and systems outside of school sites;
- (4) conduct an interpretive critique organized around one historical theme common to a secondary, primary, and audiovisual source; and
- (5) synthesize and evaluate multiple perspectives and approaches to thinking critically about the history of U.S. education LLSS.

LLSS 521: Sociology of Education

Do schools act as a mechanism for social mobility? Or, do they act as a tool for social control? Using a sociological lens, this graduate course examines U.S. schools and schooling with a particular focus on social inequality, and how class, race, gender, and sexual orientation intersect in the experiences of students. The course is fully participatory and oriented towards generating discussion about topics related to the sociology of education. To this end, we will do a careful and critical reading of the research, paying attention to the theoretical frameworks, designs and empirical findings. A major goal is to encourage you to apply the concepts addressed in the course to your program of studies and to your profession.

Students successfully completing this course will:

- (1) engage in intellectual activity within a community of learners;
- (2) analyze the methodologies and standards of evidence researchers use to investigate the sociology of education;

- (3) explore key sociological approaches to the study of schooling and its role in a contemporary context;
- (4) examine issues of race, social class, culture, and gender in relation to curriculum, instruction, and policy;
- (5) examine the sources of educational change, the organizational context of schooling, and the impact on social stratification;
- (6) examine the relationship between education and power; and
- (7) explore the relationships between the educational system and other social institutions such as the workplace and the family.

LLSS 553: Education and African American Children

This course is designed to explore historical and contemporary issues in the education of African American children, pre k-12. A major goal of this course is to examine education through the lens of the African American experience, probing various historical, philosophical, social, political, and legal aspects of education, with considerations for teaching and learning practices in and outside of traditional school settings, and situating discussions of African American culture and history, language, community, and institutions within broad-based examinations of education and schooling in the United States and worldwide.

Students successfully completing this course will:

- (1) understand the historical context of education in the African American experience;
- (2) be familiar with some major issues in the education of African American learners as they relate to language, culture, race, gender, policy, and social context;
- (3) critically analyze multiple ways of thinking about issues and concepts related to African American education; and
- (4) explore through discussion, the implications these issues have for education and schooling in the United States and globally.

LLSS 588: Feminist Epistemologies and Pedagogies

This seminar sets out to engage feminist epistemologies from a (her)storical, theoretical, methodological and literary standpoint. Through questioning the basis of knowledge and what counts as valid knowledge, the class tackles various claims to knowledge as it functions to explain and understand theories of epistemology, research, and pedagogy. The course also utilizes feminist epistemologies to understand its relation to pedagogy and moves to deconstruct traditional notions of teaching and learning as it is enacted in various spaces. The course mainly utilizes Third World feminist literature as well as global feminist and decolonial works to engage these issues.

Students successfully completing this course will:

- (1) explore through dialogue readings that expand the field of epistemology from a feminist perspective;
- (2) engage in the critical reading, analysis, and writing of young people's literature and children's books;
- (3) make connections between feminist understandings of epistemology and its relation to pedagogy, classroom teaching, and informal teaching and learning spaces; and

- (5) utilize various films on the topic at hand to generate discussions and connections to real life events, society, popular culture, and the media.

LLSS 645: *Seminar in Educational Studies*

Students should be able to discuss the presuppositions and nuances of structural theories of education and apply them to their own area of research interest.

The *ETSS M.A. Comprehensive Exam Evaluation* rubric is another specific example of communication of learning goals because students have access to the rubric, thus they work on their comprehensive exam knowing the criteria. They also have access to these early in the program, providing an early understanding of the program’s goals.

ETSS M.A. Comprehensive Exam Evaluation Rubric		
Component of the Exam	Yes/No	Comment
1. Did the student demonstrate an understanding of the question(s)?		
2. Were the arguments or points clearly articulated and presented in an organized format?		
3. Did the student support the discussion with evidence from empirical research, literature in the field, and theory?		
4. Did the student present the response consistent with the guidelines set by APA?		

Table 1.2. ETSS M.A. Comprehensive Exam Evaluation Rubric.

In addition, faculty reading the exams respond to these open-ended prompts about the exam:

Strengths:

Areas for improvement:

Concerns:

Questions:

Literacy/Language Arts

Syllabi, assignments, and criteria for success introduce and reinforce the intent of our courses. For example, the syllabus for LLSS 567: *Family Literacy Research* (Spring 2014) contains the following Course Description:

In this course, we engage in, as well as rely upon, ethnographic research to explore the out-of-school literacy practices of families and the ways in which those practices influence and affect life in and out of school. This includes gaining a deeper understanding into the literacy and more general contexts of families and their perspectives on literacy in schools. Our inquiries will consider 'traditional' families and the families of marginalized and disenfranchised groups that have been historically underserved in schools.

This course is focused on the following goals for understanding:

- How children and adolescents develop literacy in their first and second languages.
- Sociopsycholinguistic facets of learning to read, write, speak, and listen, specific to family contexts.

Through completion of a study of one family's literacy, it provides graduate students with the opportunities to try on the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about literacy and language arts.
- Reflection in light of theory and research in language arts teaching and learning.
- Understanding their own cultural and linguistic histories and their relationship to teaching language and literacy.

In most courses, as in LLSS 567, instructors review and engage students in the review of emerging products in light of course materials and experiences. This process of developing shared criteria for success engages students in reflection on what principles and knowledge were emphasized in the course, the qualities of expected products, and self-evaluation of their own performances. The focus of this course is not classroom practice, but provides experiences that contribute to all aspect of their practice of literacy teaching. For example, one pair of students studied literacy in a family with gang members. Their insights into family life enhanced their teaching, learning, and sensitivity to differences. Sadly, they found themselves deeply involved in the planning of a family/gang member's funeral, uncovering the many literacies involved in burials as well as the unique literacies of gang members.

Another example is drawn from the course goals for LLSS 536: *Reading and Writing Digital Texts*.

Through participation in the course, you will:

- become more familiar with a range of new texts created as a result of technology,
- understand and contribute to emerging theory and research on the effects of new texts on literate practices, schooling, knowing, and learning,
- become an amateur expert in a digital genre that is unfamiliar to you at the beginning of the course,
- adopt and adapt a new type of text into your literacy instruction,
- and, analyze how research is conducted into literacy development in these technological environments.

These course goals focus on the following overall understandings, as specifically related to interpreting and composing digital (multimedia) texts:

- The interrelationship between language, literacy and culture, especially as reflected in literature, popular culture, and the writing of students.
- Local, state, and national issues of access to literacy, appropriate reading materials for children and adolescents, and assessment.
- The relationship between language, literacy and knowledge.
- How technological advances influence the nature of language and literacy.

The course enables students to develop all characteristics of identity outlined in our overall goals but in the context of a digital environment. And the course focuses specifically on helping teachers in the practice of “Creating environments where students can practice literacy skills that they will use in contexts in the world outside the school, including critical literacy.” Instructor and peer review of emerging and final products promote self-evaluation of learning in light of these goals.

Teaching English to Speakers of Other Languages

When students first indicate an interest in TESOL, they are interviewed as part of the advisement process to describe the options available for them to acquire their TESOL endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals are listed on the course syllabi for the program and the fact that instruction in those courses is guided by these learning goals is made explicit. The ESL Endorsement Summer Institute provides opportunities to communicate the learning goals to students.

The following are examples from course syllabi that demonstrate how the Overall Learning Goals are communicated to students.

LLSS 556: First and Second Language Acquisition and Development

In this course, we will study both first language and multiple language development. We will look carefully at both simultaneous bilingualism (early bilingualism, bilingualism as a first language, or “bilingualism from the crib”) and sequential bilingualism (learning a second language, or more, after the first language is established). We will look for comparisons and contrasts in the circumstances and developmental processes across these cases. Each of these

fields of research is immense and complex. In our study we will consider thoughtfully, but certainly not exhaustively, such fundamental questions as:

1. How have our understandings of first and second language acquisition (our evidence and our explanatory theories) changed across time? Why have they changed?
2. What makes for a “good” explanation or theory of language acquisition?
3. What is acquired when one acquires a language? How do I know if I or someone else has acquired one? What does it mean to be fluent or proficient in a language?
4. How do we document and study the development of language(s) in their cultural contexts?
5. How are first languages (L1s) acquired? Or at least, what are the major theories that have been proposed to explain this process?
6. Why doesn't L1 acquisition work for all learners? What individual differences are seen in L1 acquisition? What are the sources of L1 delays and disabilities?
7. How are second languages (L2s) acquired? Or at least, what are the major theories that have been proposed to explain this process? Are L1 and L2 theories and processes identical? Why, or why not?
8. What is the process of Bilingual First Language Acquisition (BFLA)? Is this process the same as, or different, from monolingual L1 development, and why?
9. What are the similarities and differences between simultaneous and sequential bilingualism?
10. Why doesn't L2 acquisition (simultaneous or sequential) work for all learners? What individual differences are seen in L2 acquisition, and what are their causes?
11. Does the specific language being learned affect the acquisition process? If so, how? If not, why not?
12. What is the role of schooling in L1 development? How much of the L1 is acquired before schooling? How much is acquired during the school years? What factors at school promote (or limit) L1 acquisition? What happens when the learner is unschooled in the L1?
13. What about the role of schooling in the development of the L2, either simultaneous or sequential? Why is bilingualism so seldom developed at school, at least in the U.S.?
14. What factors influence literacy acquisition in L1? In L2?
15. How do L1 and L2 acquisition vary across cultures and social classes? What cultural factors influence first and second language development?
16. How do our attitudes about monolingualism and bilingualism affect our cultural, national and educational policies and practices, or those of other nations? What attitude does the No Child Left Behind Act take toward bilingualism and second language acquisition, and what are the consequences of this Act on the success of L2 learners? What attitude does the Common Core State Standards (CCSS) take toward bilingualism and second language acquisition, and what are the consequences of the CCSS on the success of L2 learners?

The syllabus of LLSS 581: *Teaching English to Speakers of Other Languages* provides more examples of informing students of goals.

Course Objectives – Students will learn to:

- Use knowledge of theory and schools of thought when designing instruction for students;
- Develop approaches, strategies, and learning activities with an emphasis on oral language for second language teaching, for teaching content areas in a second language, and for working with diverse student populations; and
- Adjust instruction according to identified needs of language learners through detailed data collection and analysis in a case study.

The syllabus of LLSS 559: *Second Language Literacy* offers this description and objectives:

Course Description and Rationale: This course will examine theories of language and literacy acquisition to provide a theoretical foundation for pedagogical approaches to the teaching of writing and reading in ESL classrooms and classrooms that have English Language Learners. Students will have an opportunity to put these theories into practice by tutoring and developing lessons to teach.

Objectives:

- To become familiar with recent theory and research in the teaching of second language literacy and to use this theory and research as the foundation for sound teaching practices.
- To develop sensitivity to the complexities of the reading and writing process for all students.
- To understand the similarities and differences of literacy acquisition for students learning English as a second language.
- To explore the processes of bilingual readers and writers.
- To develop the ability to respond to and assess second language literacy learners.

LLSS Ph.D.

These overall goals of our doctoral program are communicated to students in two introductory survey courses, LLSS 640: *Seminar in Language and Literacy* and LLSS 645: *Seminar in Sociocultural Studies*. In these courses, students are introduced to a range of scholarly work that represents focus areas within our interdisciplinary department and asked to complete tasks that engage them in critical analysis and synthesis of theory and research, scholarly inquiry and discussion, and creating products that are required for participation in research and/or social activist contexts. With ensuing course work, students are expected to develop their own specific areas of expertise in consultation with their academic advisor. These overall goals are reinforced in specialized courses related to theory, knowledge, and research methodology as it applies to their areas of expertise. Comprehensive examinations and dissertations are tailored to their areas of expertise within the context of our overall goal.

The syllabus of LLSS 645 makes clear the goal of becoming an active scholar by stating that, within the thought collective of the class...:

The key to creating a critical classroom is finding a way to make the dialogical interactions safe for learning, yet unsafe for structural blindnesses and oppressive ideologies. It is very important that all members of the class attempt to treat each other with respect when perspectives differ. The basic rule everyone should follow is that one

should not dehumanize a classmate. This does not mean that direct challenges to expressed views are unacceptable. In fact, vigorous debate is encouraged as it is one avenue to humanization vis-à-vis education. It also does not mean that one must hold back their emotions. A serious challenge to one's "blindnesses" or "privileges" does not constitute a threat or dehumanization, unless it is done with the implication that the challenged participant can never understand or change. All challenges should be conducted with the hope of building alliances.

Educational Linguistics

The goals of the Educational Linguistics doctorate are communicated to students through the Educational Linguistics website, which contains the program manual, available at <http://coe.unm.edu/departments-programs/llss/educational-linguistics/index.html>. These goals are also communicated in the application process as candidates are interviewed by faculty members. Additionally, the program holds orientation sessions at the beginning of each semester at which the program goals are communicated to students. The syllabi and introductions to the courses in the program also communicate the learning goals to students.

In addition to the above, Educational Linguistics students (as well as LLSS Ph.D. students) learn about the Overall Learning Goals for the program through the core doctoral seminar that they take in their first semester. This course is also taken by LLSS doctoral students as a core class so the following is applicable to the LLSS doctoral program discussed above.

The syllabus for LLSS 640 *Seminar in Language and Literacy* states:

This doctoral seminar is designed to explore theoretical issues and research in language and literacy as they pertain to education. Our course readings will be a springboard for investigating a variety of topics, such as language and literacy development and their relationship to learning, multilingualism, biliteracy, second language acquisition, oral traditions, discourse, digital literacies and more. Throughout the semester we will consider relationships between these topics and identity, power, schooling, gender, race, and policy.

1E. Describe the unit's primary constituents and stakeholders.

Overall, our constituents are teachers, at the master's levels, and those wishing to be scholars, researchers, or in need of a culminating degree to continue their current line of employment. That said, our programs do address needs and interests with specificity.

Our constituents are our students. Thus, they are teachers, inchoate scholars, and members of our communities seeking to return to schools and communities to serve them. Our doctoral student constituency is largely the same, but the scope of communities is broader, including work internationally at universities and in communities around the world. We present the locations of our graduates later in this report.

Our key stakeholders include members of communities, schools, students and their families, underrepresented and underprivileged communities of color, faith-based churches and organizations, native communities, transnational organizations, and local, national, and

international leaders. They include different racial groups, genders, sexual orientations, and socioeconomic statuses.

The primary constituents of the American Indian Education (AIE) master's degree include Native American teachers, pre-service teachers, both undergraduate and graduate students and educators working in Native American populations in New Mexico and across the nation. Native American undergraduate students have had access to AIE classes because we cross-listed some of the LLSS AIE classes with undergraduate classes in Native American Studies. Other stakeholders include members of New Mexico and other Native American tribes as well as other Indigenous populations.

The Bilingual and TESOL programs constituency is teachers that are increasingly aware of the importance of addressing linguistic diversities that they are encountering in their classrooms. New Mexico is the only state with a constitution that demands teachers be bilingual and/or prepared to teach bilingual students. We include Indigenous languages in this as well as Spanish; we also have an increasing number of teachers whose students come from around the world for various reasons.

The Educational Thought and Sociocultural Studies (ETSS) concentration aims to prepare graduate students for varied positions in academia as university scholars, teachers and researchers in education (including teacher education), community leaders and organizers, educational leaders, and allied professions.

The Literacy/Language Arts master's degree helps teachers address the complexities of reading and writing in the 21st century. Many teachers were students in the last century and do not necessarily understand the changes in our knowledge of literacy processes, digitality, assessment, critical literacy, literatures, and literacy research. These are the students we serve in L/LA with the ultimate goal of serving the students of our state and beyond.

1F. Provide examples of how satisfaction of the program goals serves constituents.

Our programs' goals address the critical need for preparing educators who are well-informed, knowledgeable, and able to apply their skills to working effectively with the many diversities of students, their families, and communities locally, as well as at state national, and international levels. We address the need for building educational leaders based in an informed understanding of literacy, languages, poverty, culture linguistics, race, power, and gender, within local, tribal, and Hispanic and non Hispanic communities.

When students satisfy the program goals, they are much more able to interrogate and critique issues of great importance within classrooms, schools, communities, governments, and other institutions. They are informed teachers, leaders, thinkers, and activists. Students that complete our master's degrees and/or endorsements and minors are reflective and prepared educators as they face the culturally and linguistically diverse populations of New Mexico. Depending on their area of concentration, they have increased expertise in Bilingual, TESOL, Literacy/Language Arts, American Indian Education, or Educational Thought. Our doctoral students have expertise in a central concentration, but since we have only one doctoral degree in

LLSS, we fully expect them to be cognizant of and sensitive to issues important in all of our programs. The earning of a master's is quite a service to our students because it often is accompanied by a raise in salary as they move to the next tier of state licensure. Further, bilingual and TESOL endorsements add increases to their base salary. Their work with their own constituency is enhanced.

Our doctoral students obtain leadership roles at universities and in other contexts as discussed in Criterion 4. Upon completion, they teach children and adults within the state, across the country, and internationally, including work in educator preparation, scholarly and creative work in other areas, and community work that has an impact on quality of life.

1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit.

The faculty of LLSS are very involved in outreach and community activities and many different levels. We have categorized these, as noted below, and provided examples, but please know that an exhaustive list of these activities would cover many more pages.

We have categorized our work in Outreach and Community Activities as: Teaching/Professional Development, Judging, Board Member/Chairing/Advisory Council Work, Reviewing/Editorial Board Work, Consulting/Task Force Work/Evaluations, Addresses and Speeches, Mentoring, and Athletics.

Selected Examples of Outreach and Community Activities

NOTE: We've worked to include almost exclusively examples that involve long-term commitments, rather than single events. Single events, where listed, involved significant planning for long lasting impact. Our service to New Mexico and the Southwest and our work internationally are included in two separate documents. These are included in Appendix 4.

Teaching/Professional Development as a Form of Outreach/Community Activity

LOCAL

- The UNM/APS ESL Endorsement Summer Institute is an example of community outreach. Helping teachers become better educators for linguistically and culturally diverse learners has been a seventeen-year tradition and continues.
- Bridging classrooms with new children's books for expanding children's taste of books and igniting reading.
- Mountain Mahogany Community School weekly visits.
- Albuquerque Public Schools, AOLME Program at APS Middle Schools, Albuquerque, NM. Co-Coordinator and co-planner of afterschool program at Washington Middle

School, Polk Middle School and UNM through the Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) project (Summer 2012- Spring 2014)

- LLSS GSA faculty advisor (2013-2015) involved in the creation of the Critical Lecture Series that was open to the community.
- Organizing Board, Intercultural Education Symposium, Albuquerque, New Mexico, 2010.
- Co-coordinator of Nosotr@s Math and Arts Club, co-designing with 4-5 teacher candidates the curriculum integrating mathematics, social studies, language arts, and arts with activities that would promote learning.
- University of New Mexico, STEM Gateway Program, Albuquerque, NM. Consultant/Adjunct Advisor in the STEM Gateway Program.
- University of New Mexico, STEM Gateway Program, Albuquerque, NM. Consultant/Adjunct Advisor in the STEM Gateway Program.

REGIONAL

- New Mexico History Co-Instructor, Taos High School, Fall 2013.
- Facilitator, Common Core, Close Reading and Essay Writing. An institute for secondary teachers. Funded through the UNM Institute for Professional Development. (Two summers, two-week institutes.)
- Local Antiracism Outreach: Organizing Board, Intercultural Education Symposium, Albuquerque (2010); Antiracism Faculty In-service, Mountain Mahogany Charter School (2008); Antiracism Workshop for Staff, Santa Fe Community College.
- Dorn Charter Community School after school program for literacy.
- UNM, Zuni Pueblo & Mexican Indigenous Educators Exchange, Zuni, NM. Translator from Spanish to English in the event Transcending Boundaries: An indigenous dialogue on community education, colonial impediments and transformation.
- Work with Santa Clara Pueblo Tribal Council for Day School.
- Academic Language Development for All Students in New Mexico. Inquiry Project Team Member.
- The six-year Academic Literacy for All Project helped secondary content teachers understand how they could facilitate language and literacy development of English language learners while teaching them their content-area material.

- Presentation: Bridging Navajo Literacy with Dine Oral Language Development.
- Presentation: Bridging Navajo Literacy with Dine Oral Language Development.
- Presentation: “Think in Navajo”: Reflections on Effective practices for Teaching Navajo in the Home, School, and Community.
- Presentation: Connecting Navajo Academic Language and Literacy with Dine Oral Language Development.
- Developed and delivered many programs, institutes, and meetings focused on language maintenance in the pueblos.

INTERNATIONAL

- Committee member for a doctoral candidate at the Centro de Investigación y Estudios Superiores en Antropología Social (CIESAS), Mexico, DF. Defended Sept. 10, 2014.
- Educación inicial comunal/ Initial Communal Education. Two-day workshop planned and facilitated for 45 Indigenous teachers of Initial Education in Oaxaca, Mexico.
- Collection of video segments of Language Nests in Oaxaca, MX. Filmed and edited for professional development purposes with teachers and community members in Oaxaca, Oaxaca, MX.
- Three interviews with grandmothers and mothers of young children in indigenous communities of Oaxaca. Filmed for analytic and professional development purposes as part of continuing community involved documentation of early socialization practices in indigenous communities of Oaxaca. Oaxaca, MX.
- Indigenous language maintenance & revitalization in Oaxaca, Mexico.
- Guatemala, Teachers2Teachers and Common Hope, Teacher Professional Development through Practitioner Research Approaches, Santa Avelina, Quiché, Guatemala, and Chinautla, Guatemala, Guatemala.
- Co-coordinator and Facilitator of a project nurturing mathematical practices in Elementary school in rural areas in Guatemala by developing transnational workshops, practitioner research activities, and exchange of social, cultural, and mathematical knowledges between Guatemalan and U.S. teachers. This process also includes the maintenance of communication via online conferences (Summer 2014- to present).
- International Pen Pal Project with third graders in NM and sixth graders in Korea.
- Experiencing math centers and envisioning their application in my class. Workshop conducted at Teachers2Teachers Guatemala.

- Co-coordinator of Nosotr@s Math and Arts Club, co-designing with 4-5 teacher candidates the curriculum integrating mathematics, social studies, language arts, and arts with activities that would promote learning.

Judging as a Form of Outreach/Community Activity

LOCAL

- Member: Vista Grande High School Search Committee for School Director, Spring, 2013.
- Served as judges at local spelling bees and science fairs.
- Albuquerque Public Schools, Albuquerque, NM. Judge in several events such as Spanish Poetry contests.

Board Member/Chairing/Advisory Council Work as a Form of Outreach/Community Activity

LOCAL

- Albuquerque Public Schools, School Health Advisory Council (SHAC), Albuquerque, NM.

REGIONAL

- Co-chair and Board Member, Keres Children's Learning Center, Cochiti Pueblo and Santo Domingo Pueblo, NM.
- Vice-President, Taos Pueblo School Board, 2007 – 2009.
- Commissioner, State Bar of New Mexico Public Legal Education Commission, 2009 to present.
- New Mexico Office of African American Affairs (OAAA) African American Education Advisory Council.
- Board member: Advisory to the Institute of Pueblo Indian Studies (2012 to present)
- Board member: Native American Community Academy (2012 to 2013)
- New Mexico African American Education Solutions Summit Transition Coordination Team (AATT).
- New Mexico Coalition of African American Resourceful Educators (NM-CAARE), Albuquerque, New Mexico.

- UNM Health Sciences Center, Office for Diversity, STEAM-H Extravaganza Planning Team.
- Board member, African American Cultural Association (AACA).
- Board member: Advisory to the Institute of Pueblo Indian Studies

NATIONAL

- Community Health Charities African American Network, Tobacco Use Prevention and Cessation (TUPAC) Advisory Board member.

Reviewing/Editorial Board Work as a Form of Outreach/Community Activity

REGIONAL

- *Chamisa Arts: A New Mexico Journal of Arts & Literary Commentary*, editorial review board.
- Dr. Martin Luther King, Jr. Scholarship Award, reviewer.

NATIONAL

- NAACP Abraham Lincoln Mitchell Scholarship, reviewer.

INTERNATIONAL

- Reviewer of the draft version of a new Education Law for the State of Oaxaca, Mexico, especially sections focused on language issues and bilingual education, at the request of the committee composed of teachers' union, community and legislative members.

Consulting/Task Force Work/Evaluations as a Form of Outreach/Community Activity

REGIONAL

- Task Force Report: UNM Taos Native American Student Success Task Force.
- Research report: An Examination of Educational Experiences of Indigenous Youth in New Mexico Border Towns. Recipient: Taos Pueblo Board of Education.
- Co-Chair: UNM Taos Native American Task Force (2013 to present)
- Consultant: Educating Parents of Indian Children with Special Needs. (EPICS) Albuquerque, NM. March 2011 to June 2015.
- Phase II of the EPICS Navajo Translation Project: Developing Culturally and Linguistically Appropriate Materials for Parents of Indian Children with Special Needs. 2015 Educating Parents of Indian Children with Special Needs (EPICS) conference.

NATIONAL

- Expert consultant and witness for immigration lawyer Judith Seed Miller in Los Angeles

INTERNATIONAL

- External evaluator of the English Language Program at the University of Cuenca in Ecuador. July-Aug. and Nov. 2014.
- Consortium Member: Navajo Nation Teacher Education Consortium. Department of Dine Education, Office of Navajo Nation Scholarship. February 2010 to present.
- Nationwide, TODOS—Mathematics for ALL Organization, Task Force for Latina/o students. Member of the executive committee of the task force to select and disseminate through online website useful strategies to support ELLs in mathematics.

Addresses/Speeches as a Form of Outreach/Community Activity**REGIONAL**

- Pursuing liberty in the face of injustice. Keynote address presented at NAACP Martin Luther King, Jr. Commemoration, New Mexico State Capitol Rotunda, Santa Fe, New Mexico.
- Women as Christian leaders: Faithful, firm, and fearless. Keynote address presented at Grant Chapel African Methodist Episcopal /church, 2014 Annual Women's Day, Albuquerque, New Mexico.

Mentoring as a Form of Outreach/Community Activity**REGIONAL**

- Southwest Consortium for Innovative Psychology in Education (SCIPIE), Graduate Student Poster Session Mentor
- Consortium Member: Navajo Nation Teacher Education Consortium. Department of Dine Education, Office of Navajo Nation Scholarship. February 2010 to present.

Athletics as a Form of Outreach/Community Activity**LOCAL**

- Cross Country Volunteer Assistant Coach, University of New Mexico, 2012 to present.
- Cross Country Assistant Coach, Highland High School, Albuquerque Public Schools, 2005 to 2011.

LLSS FACULTY SERVICE

In addition to the community service, listed above, there is a huge amount of faculty energy within LLSS that is expended upon service to professional organizations, the University, the College, the Department, and Programs. We could find no other place to report this important use of faculty time so it is contained in Criterion 5D, prior to presentation of abbreviated CVs.

Criterion 2: Teaching and Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

A Brief Introduction

The relevance and impacts of our programs are profound on many different levels. Our undergraduate coursework serves to disrupt many erroneous preconceived notions about literacies, languages, sociocultural contexts, power, race, gender, learning and teaching. Many of our students are the first in their families to earn degrees (especially advanced degrees) and our work with issues of subjectivities/identities remains central to what we do; but that is not sufficient for teaching. We focus on expertise consistent with the College and Department goals, visions, and missions. A fuller discussion of those is presented in Criterion 1.

Our graduate programs provide forums in which to interrogate, challenge, deeply study, engage in research, and make contributions to the respective areas and fields listed below. Our courses, programs, and degrees are life-changing events in our students' lives. The faculty of LLSS, as productive scholars in their fields, bring to teaching the complexities and intricacies of what it means to be a learner. Central to our teaching is our awareness of the New Mexico context as a unique place for teaching and learning. With nineteen different Pueblos, according to the website of the Indian Pueblo Cultural Center, there are, "three distinct language groups that are further differentiated to 5 separate languages and many discrete dialects. The New Mexico Pueblo language groups are: Keres, Tanoan and Zuni which encompass the Keresan, Tewa, Tiwa, Towa and Zuni Languages" (<http://www.indianpueblo.org/19pueblos/language.html>, retrieved March 5, 2016). Two reservations are also in New Mexico. All of our state's indigenous groups have unique cultural linguistic, social, and cultural characteristics.

Of the 2,059,197 people in New Mexico, just under one million are Hispanic. We are the first minority majority state in the US and part of our Department's work is understanding, respecting, and valuing the many facets of the Hispanic population here, including histories, languages, cultural nuances, politics, and much more. For many of our students, understanding the often ignored, marginalized or bracketed histories within New Mexico provides them with a sense of pride, distinction, and possibilities. Our students are often activists at some level as they work as teachers, community organizers, and project leaders in their own locales and beyond. Our work in LLSS is instrumental in provoking ideas that may ultimately lead to greater senses (and realities) of justice. Each program offers its own sensibilities of relevance and impact. Our advising sheets for each program provide even greater specificity about the curriculum and are presented in Appendix 1.

Relevance and Impact of the TESOL and Bilingual Curriculum

New Mexico is considerably more culturally and linguistically diverse than the overall national population. The numbers of linguistically and culturally students in New Mexico and around the United States attests to the need for both bilingual and TESOL teachers at the national level. The Bilingual Education and TESOL programs in LLSS are specifically devised to address the

instructional needs of teachers in our linguistically and culturally diverse Southwest border context, and nationally.

Relevance and Impact of the Educational Thought and Sociocultural Studies Curriculum

The MA in LLSS with a concentration in ETSS offers courses that promote diversity and social justice, foster advocacy, and interrogate different forms of knowledge in learning and teaching environments – historically, socially, anthropologically and philosophically, to question the power dynamics that marginalize certain communities. Students learn how to organize and foster community relationships by engaging in activist and social action projects that provide opportunities to collaborate and build relationships across entities and communities.

Relevance and Impact of the Literacy/Language Arts Curriculum

New Mexico is chronically at the bottom of lists and reports of literacy efficacy in the United States. Teachers in our state are provided with professional development that focuses on specific programs, rather than understanding literacy/language processes. Most undergraduate programs prepare students to deliver curriculum with little understanding of those underlying processes. This program focuses on the research, theories, and practices that inform effective literacy educators.

Relevance and Impact of the American Indian Education Curriculum

The MA in LLSS with a concentration in AIE provides students the opportunity to focus specifically on American Indian Education issues through an historical and contemporary lens. For New Mexico educators, this is especially critical given the significant number of American Indian students in New Mexico schools and the continuing need to address the intersection between education, language, sociocultural, and sociopolitical issues.

Relevance and Impact of our Advanced Degrees

Master’s and doctoral level degrees afford our students time, coursework, and a thought collective in which to delve deeply into issues that touch their lives and motivate their thinking and actions. The reviewers of this self-study will have time to meet with our students to verify this in greater depth and with the specificity that individual narratives provide. The list of our students’ dissertations ([Appendix 5](#)) provides a glimpse into the variety of interests that we serve.

2A. Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program- specific components for both the undergraduate and graduate programs.

Compared to our last APR report, we are still offering three overview core courses, one required for the master’s degree and two for the doctoral degree. We are now offering nine qualitative research classes, compared to seven in 2007. In 2007, we offered 58 upper level undergraduate and graduate courses in concentration and support areas; at the time of this writing we offer 85 upper level undergraduate and graduate courses. We continue to offer directed readings, internships, and dissertation hours as we did then, with the first two available at both graduate and undergraduate levels. Since 2007, we have added cohorts of master’s students (rather than

rely upon individual students registering, we recruit groups); we've also added three minors (TESOL, Bilingual, and Literacy) and one graduate certificate (TESOL); we have one graduate certificate (Children's Literature) in progress.

Language, Literacy and Sociocultural Studies Undergraduate Program in Bilingual Education

The Bilingual Education minor is designed to help pre-service teachers gain a Bilingual endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students are able to have a Bilingual endorsement attached to their teaching license through the New Mexico Public Education Department. In addition to the courses listed below, students must also pass La Prueba de Español para la Certificación Bilingüe. La Prueba de Español para la Certificación Bilingüe is an instrument designed to measure the Spanish language proficiency of prospective bilingual education teachers in New Mexico. Depending on their language proficiency, students may also have to take additional language courses. Students must complete and submit an application for the Bilingual Education minor, available on the LLSS Web site, and have it be reviewed by the LLSS Bilingual/TESOL program faculty.

Requirements

Core Requirements

- LLSS 300 Bilingual Teaching Methods, Materials and Techniques
- LLSS *453 Theoretical and Cultural Foundations of Bilingual Education
- LLSS *455 Teaching Spanish for Bilingual Classroom
- LLSS 456 First and Second Language Development within Cultural Contexts
- LLSS 479 The Teaching of Reading in the Bilingual Classroom
- LLSS 482 Teaching English as a Second Language

Total

18 Credit Hours

Corequisites

Linguistics:

- LING 101 - Introduction to the Study of Language
- LING 440 - Introduction to Linguistics
- or any other Linguistics course

Language:

- SPAN 301 - Topics in Hispanic Culture and Language
- SPAN 302 - Developing Spanish Writing Skills

Sociocultural/History/Arts: 3 credit hours

- See LLSS Web site under Bilingual Endorsement for a list of courses.

Teaching English to Speakers of Other Languages

The Teaching English to Speakers of Other Languages (TESOL) minor is designed to help pre-service teachers gain a TESOL endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students are able to have a

TESOL endorsement attached to their teaching license through the New Mexico Public Education Department. This minor is also available to undergraduate students who are not enrolled in a teacher licensure program, but who want to teach TESOL to adults domestically or abroad. Students must complete and submit an application for the TESOL minor, available on the [program Web site](#), and have it be reviewed by the LLSS Bilingual/TESOL program faculty.

Requirements

Core Requirements

- LLSS *453 Theoretical and Cultural Foundations of Bilingual Education
- LLSS 456 First and Second Language Development within Cultural Contexts
- LLSS 458 Literacy Across Cultures
- LLSS 459 Second Language Literacy
- LLSS 482 Teaching English as a Second Language

Total

15 Credit Hours

Corequisites

Linguistics: 3 credit hours

- LING 101 - Introduction to the Study of Language
- LING 440 - Introduction to Linguistics
- or any other Linguistics course

Second Language: 6 credit hours

- Spanish, Navajo, or another language
- or demonstrated proficiency in a language other than English

Graduate Programs in LLSS

Degrees/Certificate Offered (See Criterion 1 for more information)

- **Master of Arts in Language, Literacy and Sociocultural Studies (M.A.)**
- **Doctor of Philosophy in Language, Literacy and Sociocultural Studies (Ph.D.)**
- **Graduate Certificate in Teaching English to Speakers of Other Languages (GCERT)**

Master of Arts in Language, Literacy and Sociocultural Studies

All Master of Arts (M.A.) students must fulfill the general admission requirements and the **Plan I** (with thesis) or **Plan II** (without thesis) requirements. The M.A. in Language, Literacy, and Sociocultural Studies may be pursued in one of the following concentrations:

- American Indian Education
- Bilingual Education
- Educational Thought and Sociocultural Studies
- Literacy and Language Arts
- Social Studies
- Teaching English to Speakers of Other Languages (TESOL)

Rigorous coursework culminates in either a comprehensive examination or a thesis.

A core seminar (LLSS 500, taken in the first year of the program) provides a set of foundational perspectives on practice. The purpose of the master’s program is to contribute to the development of professionals in education and related fields. The following courses, listed under each concentration, are described more fully in Appendix 6.

Concentration in American Indian Education

Program Core Requirements

- LLSS 500 Issues in Language/Literacy/Sociocultural Studies
- LLSS 590 Seminar

Research

6 Credit Hours

Choose two from:

- EDUC 500 Research Applications to Education
- LLSS 501 Practitioner Research
- LLSS 502 Introduction to Qualitative Research
- EDPY 502 Survey of Statistics in Education

Concentration in American Indian Education

9 Credit Hours

Choose three from:

- LLSS 551 History of American Indian Education
- LLSS 554 Teaching the Native American Child
- LLSS 564 Issues in American Indian Education
- LLSS 583 Education Across Cultures in the Southwest

Curriculum

9 Credit Hours

Choose three from:

- LLSS 560 Language and Education in Southwest Native American Communities
- LLSS 570 Science and Native American Education
- LING 515 Native American Languages

Finally, in consultation with an advisor in the program, students *also* select an **additional 6 credit hours** related to the program concentration.

Plan I Total

30 Credit Hours

(30 + 6 thesis hrs.)

Plan II Total

36 Credit Hours

Concentration in Bilingual Education (Spanish and Indigenous Languages)

Admission requirement: 9 credit hours of college course work in a second language or fluency in a second language.

NOTE: This concentration includes Plan II only in order to meet very specific requirements of state endorsement.

	Program Core Requirements	6 Credit Hours
LLSS 500	Issues in Language/Literacy/Sociocultural Studies	
LLSS 590	Seminar	

	Research (two courses)	6 Credit Hours
LLSS 503	Research in Bilingual Classrooms and Communities	

- Choose remaining course from:**
- EDUC 500 Research Applications to Education
 - LLSS 501 Practitioner Research
 - LLSS 502 Introduction to Qualitative Research
 - EDPY 502 Survey of Statistics in Education

Students must take a minimum of 24 credit hours from courses in the following areas. The total number of credits is either 33 (thesis plan) or 36. Courses which are required of all students are indicated by being listed first. Electives must be selected in conjunction with their faculty advisor. A maximum of 6 credit hours of course work outside of the Department may be taken after consultation with the student's faculty advisor.

I. Language and Literacy

- LLSS 556 First and Second Language Development within Cultural Contexts (Required)
- Suggested electives:*
- LLSS *449 Teaching the Native Language to the Native Speaker
- SPAN 547 Seminar in Southwest Spanish
- LLSS 558 Literacy Across Cultures
- LLSS 560 Language and Education in Southwest Native American Communities
- LLSS 567 Home Literacy and Schooling Research
- LLSS 579 The Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura)

II. Culture

- LLSS 583 Education across Cultures in the Southwest
- Suggested electives:*
- LLSS 560 Language and Education in Southwest Native American Communities
- LLSS 566 Issues in Hispanic Education

III. Educational Thought

- LLSS 580 Seminar in the Education of the Bilingual Student (Required)
- Suggested Electives:*
- LLSS *453 Theoretical and Cultural Foundations of Bilingual Education

LLSS 551 History of American Indian Education

LLSS 566 Issues in Hispanic Education

IV. Curriculum Development and Pedagogy

Suggested electives:

LLSS 581 Teaching English as a Second Language

LLSS 557 Language, Culture, and Mathematics

LLSS 558 Literacy Across Cultures

LLSS 559 Second Language Literacy

LLSS 568 Alternative Assessment Practices for English Language Learners

LLSS 579 The Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura)

LLSS 582 Curriculum Development in Multicultural Education

Total

36 Credit Hours

* Indicates 400 level course (typically undergraduate) is available for graduate credit.

Concentration in Educational Thought and Sociocultural Studies (ETSS)

I. Core Requirement (take during first semester): 3 Credit Hours

LLSS 500 Issues in Language, Literacy and Sociocultural Studies

II. Research Courses (choose two from): 6 Credit Hours

EDUC 500 Research Applications to Education

EDPY 502 Survey of Statistics in Education

LLSS 501 Practitioner Research

LLSS 502 Introduction to Qualitative Research

III. ETSS Concentration Courses (choose four from) 12 Credit Hours

LLSS 510 Paulo Freire

LLSS 511 History of U.S. Education

LLSS 513 Globalization and Education

LLSS 515 Philosophy of Education

LLSS 521 Proseminar: Sociology of Education

LLSS 523 Education and Anthropology

LLSS 530 Whiteness Studies

LLSS 553 Education and African American Children

LLSS 587 Education and Gender Equity

IV. Support Area Electives (choose three from): 9 Credit Hours

Graduate-level courses offered by LLSS or any other UNM department. Consult advisor.

V. Degree Completion Activity (choose one from): 3-6 Credit Hours

	Consult with Advisor	
Plan I	Thesis	
	Completion of a Master's Thesis	
LLSS 599	Master's Thesis	6 Credit Hours
Plan II	Non-Thesis (Choose one from):	
A.	Professional Paper	
LLSS 590	Seminar	3 Credit Hours
	Completion of a literature review of licensure dossier	
B.	Master's Exam	
LLSS 598	Directed Readings	3-6 Credit Hours
	Completion of a comprehensive exam	
	Total credit hours (I-V):	
	Plan I – Thesis	36 Credit Hours
	Plan II (A) - Professional Paper	33 Credit Hours
	Plan II (B) - Master's Exam	33-36 Credit Hours

Concentration in Literacy and Language Arts

	Program Core Requirements	
LLSS 500	Issues in Language, Literacy and Sociocultural Studies	3 Credit Hours
LLSS 590	Seminar	3 Credit Hours
	Research	6 Credit Hours
	<i>Choose two from:</i>	
EDUC 500	Research Applications to Education	
LLSS 501	Practitioner Research	
LLSS 502	Introduction to Qualitative Research	
EDPY 502	Survey of Statistics in Education	
	Concentration	
LLSS 595	Advanced Field Experiences	3 Credit Hours
LLSS 532	The Reading Process	3 Credit Hours
	Two additional courses focusing on second language learning and/or cultural diversity in education, selected with advisement.	6 Credit Hours
	Support area elective(s)	
	Plan I	3 Credit Hours
	Plan II	12 Credit Hours
	Plan I Total	33 Credit Hours
	(27 + 6 thesis hrs.)	
	Plan II Total	36 Credit Hours

Concentration in Social Studies

Program Core Requirements

LLSS 500 Issues in Language/Literacy/Sociocultural Studies **3 Credit Hours**

LLSS 590 Seminar **3 Credit Hours**

Research 6 Credit Hours

Choose two from:

EDPY 511 Introductory Educational Statistics

EDUC 500 Research Applications to Education

LLSS 501 Practitioner Research

LLSS 502 Introduction to Qualitative Research

Sociocultural Studies 6 Credit Hours

Choose two from:

LLSS 511 History of U.S. Education

LLSS 515 Philosophy of Education

LLSS 521 Proseminar: Sociology of Education

LLSS 523 Education and Anthropology

LLSS 582 Curriculum Development in Multicultural Education

LLSS 583 Education Across Cultures in the Southwest

LLSS 587 Education and Gender Equity

Social Studies Education 3 Credit Hours

Choose one from:

LLSS 520 Seminar in Social Studies

LLSS 540 Instructional Trends in the Social Studies

LLSS 549 History Education

LLSS 550 Seminar in History Education

Supporting Curriculum/Instruction 3 Credit Hours

Choose one from:

EDUC 516 Integrating Curriculum and Inquiry in the Classroom

EDUC 542 Principles of Curriculum Development

EMLS 551 Books and Related Materials for Young Adults

Teaching Reading Through the Content Field

Supporting Area Electives

LLSS 538 The support area should focus on some aspect(s) of social studies including content from the various disciplines. In consultation with a faculty advisor, students may select from the previous list of courses as well as courses from other departments in the College of Education and/or other Colleges within the University.

Plan I	9 Credit Hours
Plan II	12 Credit Hours
Plan I Total (30 + 6 thesis hrs.)	30 Credit Hours
Plan II Total	36 Credit Hours

Concentration in Teaching English to Speakers of Other Languages (TESOL)

Admission requirement: 9 credit hours of college course work in a second language or fluency in a second language.

NOTE: This concentration includes Plan II only in order to meet very specific requirements of state endorsement.

	Program Core Requirements	6 Credit Hours
LLSS 500	Issues in Language/Literacy/Sociocultural Studies	
LLSS 590	Seminar	
	Research	6 Credit Hours
LLSS 503	Research in Bilingual Classrooms and Communities	
	Choose remaining course from:	
EDUC 500	Research Applications to Education	
LLSS 501	Practitioner Research	
LLSS 502	Introduction to Qualitative Research	
EDPY 502	Survey of Statistics in Education	
	Concentration	24 Credit Hours
	Students must take a minimum of 24 credit hours from courses in the following areas. Courses which are required of all students are indicated. Electives must be selected in conjunction with their faculty advisor. A maximum of 6 credit hours of course work outside of the Department may be taken after consultation with the student's faculty advisor.	
	I. Language and Literacy	
LLSS 556	First and Second Language Development within Cultural Contexts (Required)	
	<i>Suggested electives:</i>	
LLSS *449	Teaching the Native Language to the Native Speaker	
LLSS 560	Language and Education in Southwest Native American Communities	
LLSS 567	Home Literacy and Schooling Research	
LLSS 558	Literacy Across Cultures	
LLSS 559	Second Language Literacy	

II. Culture

LLSS 583 Education across Cultures in the Southwest (Required)

Suggested Electives:

LLSS 560 Language and Education in Southwest Native American Communities

LLSS 566 Issues in Hispanic Education

III. Educational Thought

LLSS 580 Seminar in the Education of the Bilingual Student (Required)

Suggested Electives:

LLSS *453 Theoretical and Cultural Foundations of Bilingual Education

LLSS 551 History of American Indian Education

LLSS 566 Issues in Hispanic Education

IV. Curriculum Development and Pedagogy

Suggested Electives:

LLSS 581 Teaching English as a Second Language

LLSS 557 Language, Culture, and Mathematics

LLSS 569 ESL Across the Content Areas

LLSS 558 Literacy Across Cultures

LLSS 559 Second Language Literacy

LLSS 568 Alternative Assessment Practices for English Language Learners

LLSS 582 Curriculum Development in Multicultural Education

Total

36 Credit Hours

* Indicates course is available for graduate credit.

Dual Degree: M.A. in Language, Literacy and Sociocultural Studies and M.A. in Latin American Studies

The College of Education and the Latin American Studies Program offer a dual degree program leading to master’s degrees in Language, Literacy and Sociocultural Studies and Latin American Studies. This program is intended to allow education professionals to enhance their secondary school teaching with Latin American topics in the humanities and social sciences. The program combines advanced professional development in education with advanced interdisciplinary study of Latin America and is designed to help students integrate the two fields through coordinated advisement and bridge courses.

The program requires 51 credit hours of course work for students who hold teaching certificates. It includes three components: 1) 21 credit hours of Language, Literacy and Sociocultural Studies courses with a concentration on social studies education; 2) 21 credit hours of Latin American Studies course work divided between two of the following concentrations: Anthropology, Art History, Brazilian Studies, Brazilian Literature and Culture, Communication, Community and

Regional Planning, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, and Spanish Linguistics; and 3) 9 credit hours of bridge courses: two core courses and one elective.

Completed separately, the two degrees would require 69–72 credit hours. Under the dual degree program, full time students would be able to finish in approximately three years.

Students pursuing this program must meet admissions requirements of both the College of Education and Latin American Studies. Separate applications should be made simultaneously to the Departments of Language, Literacy and Sociocultural Studies and Latin American Studies. It is expected that applicants to this program have already have completed the licensure requirements for secondary teaching.

Students who are not licensed upon admission may pursue licensure through the Master's in Secondary Education with Licensure (concentration in social studies). This licensure requires 36 credit hours of course work (at the undergraduate and/or graduate level) in the social studies plus 24 credit hours of professional education course work.

Doctor of Philosophy in Language, Literacy and Sociocultural Studies

The Doctor of Philosophy (Ph.D.) degree program in Language, Literacy and Sociocultural Studies is a rigorous but flexible course of studies that can be tailored to meet a wide range of interests and needs, including: language and literacy education; educational diversities such as American Indian education, bilingual education, second language development, and global education; qualitative research methodologies; critical theory and education for social justice; and the social and cultural study of educational theories, institutions and practices. All students are expected to develop a program of studies combining course work in the LLSS Department with course work in related disciplines in the College of Education and other colleges. The program places special emphasis on helping students develop qualitative and/or mixed methods research and inquiry skills needed for the advanced study and analysis of education in its many social, cultural, economic and political contexts.

All Ph.D. students must fulfill the general admission requirements for both the University and the College of Education, as described on the [Graduate Program](#) and the [College of Education](#) sections of the University Catalog (<http://catalog.unm.edu/catalogs/2015-2016/>).

The doctoral program consists of a set of core courses focusing on Language, Literacy and Sociocultural Studies; a set of research courses and a research internship/field experience focusing on research methodology; an area of focus constructed by the student in consultation with an advisor and a program of studies committee; and a 24 credit hour minor or supporting area.

Multidisciplinary study is fundamental to the mission of LLSS. The specific elements of students' areas of focus are individualized to meet students' needs and can be drawn from, but are not limited to, the following areas: educational thought, critical theory, bilingual education,

teaching English as a second language (both K-12 and Adult), American Indian education, and literacy/language arts.

Doctoral Program in LLSS

(72–75 credit hours, minimum, of coursework, plus dissertation)

Core (24-27 credit hours, plus dissertation)

Seminars 6 Credit Hours

LLSS 645 Seminar in Educational Studies

LLSS 640 Seminar in Language/Literacy

Research. Choose from: 12 Credit Hours

LLSS 501 Practitioner Research

LLSS 502 Introduction to Qualitative Research

LLSS 605 Advanced Qualitative Research Methods

LLSS 623 Ethnographic Research

EDPY 502 Survey of Statistics in Education

EDPY 505 Conducting Quantitative Educational Research

EDPY 511 Introductory Educational Statistics

(Must include at least one quantitative and one qualitative course. Appropriate research methods courses from outside COE may be substituted.)

Research Internship / Field Experience 3-6 Credit Hours

LLSS 595 Advanced Field Experiences

-and/or-

LLSS 696 Internship

Dissertation Seminar 3 Credit Hours

LLSS 650 Dissertation Seminar

Area of Focus (24 credit hours) 24 Credit Hours

Selected from the Catalog by candidates in consultation with their committee.

Support Area (24 credit hours) 24 Credit Hours

The support area may consist of credit hours in a single field, usually within the COE, or may be an interdisciplinary support area, selected in consultation with their committee. At least 12 credit hours must come from outside LLSS. The support area is to be supportive of the focus.

Total 72-75 Credit Hours

Dissertation 18 Credit Hours

(Maximum transfer/applied credit: 36)

LLSS also administers the transdisciplinary Ph.D. in Educational Linguistics.

Ph.D. Educational Linguistics/Program Requirements

The Educational Linguistics Program Manual explains the program as follows.

The Department of Language, Literacy and Sociocultural Studies (LLSS) in the College of Education and the Department of Linguistics in the College of Arts and Sciences at the University of New Mexico offer an interdisciplinary program leading to the Ph.D. in Education with a concentration in Educational Linguistics. Educational Linguistics at UNM is an interdisciplinary program made up of faculty from across the university who share an understanding of the influence of communities and educational contexts on language learning. The program supports a variety of interrelated interests, such as language maintenance and language revitalization, language policy and planning, bilingualism, first and second language acquisition, issues of assessment, and online language learning. Communities and languages of the Southwest and signed languages are of particular interest. The strengths of the program faculty lie in our active collaboration and diversity of perspectives on common issues. (Graduate Student Manual, Program in Ed Ling, Revised August 2014)

The program of studies for each student is tailored by the individual in consultation with his/her faculty advisor and Committee on Studies, and is approved by the Committee on Studies. Requests for transferring courses are submitted to the Committee on Studies along with appropriate course descriptions and syllabi. If the transfer is approved by the Committee on Studies, the transferred courses will be listed on the Program of Studies submitted as part of the Application for Candidacy.

Each Program of Studies will meet the following requirements:

1. At least 72 semester hours beyond the Bachelor's degree. These 72 hours must include the following (the same course may be counted in two or more of the following areas, but only once for the 72 hour requirement):
 - a. **Core Courses (24 hours)**
 - i. LING 504: Phonological Analysis
 - ii. LING 522: Grammatical Analysis OR LING 523: Functional Syntactic Theories
 - iii. LING 531: Language in Society
 - iv. LING 567: Psychology of Language
 - v. LLSS 640: Seminar in Language/Literacy
 - vi. LLSS 645: Seminar in Educational Studies
 - vii. EDPY 502: Survey of Statistics in Education (or similar course as determined by advisor)
 - viii. One course in Advanced Research Methods in Linguistics and/or Education (Possible courses include: LLSS 605: Advanced Qualitative Research Methods, LLSS 623: Ethnographic Research). Note: Other Research Methods courses may be recommended by your advisor based on your area of inquiry.

b. Area Electives (24 Hours)

Courses selected to fulfill area electives should supplement and strengthen the student's professional preparation in education, educational research, linguistics, and the area of research focus, and should be selected in conjunction with the student's advisor and Committee on Studies.

NO MORE THAN 12 credit hours may be taken in any one department.

Possible courses to fulfill the area elective requirements include, but are *not limited* to:

- i. 500 or 600-level LLSS Courses (or 400-level courses carrying graduate credit)
- ii. 500 or 600-level LING Courses
- iii. 500 or 600-level Courses in Spanish & Portuguese
- iv. 500 or 600-level OILS Courses
- v. 500 or 600-level Educational Psychology Courses

c. Area of Focus (24 Hours)

At least 24 hours in an area of focus in Educational Linguistics. Courses in this area will be determined in consultation with your advisor and/or your Committee on Studies.

2. Dissertation Hours (18 Hours)

At least 18 hours of dissertation (699); no more than 9 hours each semester.

Other course requirements:

- At least 24 hours taken at UNM.
- A maximum of 45 hours transferred from other institutions.
- At least 18 hours at the 500 or 600 level.
- No more than 24 hours in 'problems, readings, or workshops'.
- Competency in a language other than English is required for graduation. The minimal acceptable level of competency is a grade of B in a fourth semester of a college level course, or its equivalent.

Transfer of Credit. The following regulations apply to the transfer of credits toward the doctoral degree:

1. Course must have carried graduate credit.
2. Coursework must be from an accredited institution.
3. Student must have obtained a grade of "B" or better. A maximum of 6 hours of thesis from a completed master's degree or other course work graded Pass or Credit (CR) is transferable.
4. Course must be approved by the doctoral Committee on Studies and the graduate unit.
5. Course must be listed on the Application for Candidacy form.
6. All courses must have final approval from the Dean of Graduate Studies.

Additionally, please note that:

- Courses more than 10 years old will be examined on a case-by-case basis.
- MA coursework may be applied to your PhD coursework with the prior approval of your advisor and Committee on Studies.

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

The TESOL Graduate Certificate is designed to help teachers add a TESOL endorsement to their teaching license, and to prepare other graduate and non-degree graduate students to teach English as a second or foreign language to adults in this country or abroad. For information on the TESOL endorsement and application procedures, students are urged to visit the New Mexico Public Education Department Web site for the most up to date information.

In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum, and across K-16 teaching contexts. They learn methods to appropriately apply this understanding in different cultural contexts.

Application Process

Program Requirements - 15 credit hours

LLSS 556	First and Second Language Development within Cultural Contexts	3 Credit Hours
LLSS 558	Literacy Across Cultures	3 Credit Hours
LLSS 559	Second Language Literacy	3 Credit Hours
LLSS 580	Seminar in the Education of the Bilingual Student	3 Credit Hours
LLSS 581	Teaching English as a Second Language	3 Credit Hours
	Total	15 Credit Hours

Graduate Minor in Literacy

LLSS offers a 12-credit graduate minor in Literacy with a focus on either elementary or middle school/secondary language arts. Courses are designed to help practicing teachers improve their language arts instruction.

Elementary Language Arts focus

Required courses:

- LLSS 532 The Reading Process
- LLSS 537L Assessment of Reading and Language Arts
- LLSS 567 Home Literacy and Schooling Research

Choose one from the following:

- LLSS 541 Seminar in Children’s Literature
- LLSS 534 Seminar in Teaching Reading

Middle School/Secondary Language Arts focus

Required courses:

LLSS 522 Seminar in English Curriculum and Instruction

LLSS 527 Studies in Rhetoric for Teachers

LLSS 528 Studies in Reading and Literature for Teachers

Choose one from the following:

EMLS 551 Books and Related Materials for Adolescents

LLSS 538 Teaching Reading Through the Content Field

LLSS 559 Second Language Literacy

LLSS 558 Literacy Across Cultures

Full Version at <http://catalog.unm.edu/catalogs/2015-2016/colleges/education/lang-lit-socio-studies/index.html>.

2B. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.

Institutional Contributions

LLSS contributes to other academic units across the College of Education and Arts and Sciences by offering students the opportunity to focus on diversity, multiculturalism, qualitative research, language, bilingualism, language acquisition, and literacy as they relate to their fields of study. We have had students from the College of Nursing earn Ph.D.s in LLSS. Students in American Studies also take some of our research and other graduate courses because of the focus on power, race, cultures, diversities, and languages.

Teacher Education and Educational Leadership and Policy (TEELP)

Our most symbiotic relationship is with the Department of Teacher Education and Educational Leadership and Policy (TEELP). We offer a large number of required and elective courses for undergraduate, graduate, and non-degree teacher licensure programs, and non-degree endorsement programs in reading, TESOL, and bilingual education. Many of our faculty serve as advisors to a large number of licensure students, sometimes as many as an entire cohort of 30 to 35 students, in addition to our LLSS graduate advisees. We collaborate with Teacher Education faculty in program development and oversight.

Specifically, faculty make the following contributions to Teacher Education:

- LLSS bilingual/TESOL faculty serve as advisors, teach and oversee courses, and participate in program development in the bilingual and TESOL concentrations/teaching fields (both B.A. and M.A. degrees in elementary education). This work helps students obtain the state's endorsement in these areas.

- Literacy faculty teach and oversee courses required for the language/communication arts concentration/teaching fields in elementary education. Even after four undergraduate courses were transferred into Teacher Education in fall 2004, our faculty continue to oversee, contribute to staffing and content decisions, and teach those courses.
- Four faculty, from different LLSS programs, serve or have served as advisors, teach and oversee courses, and participate in program development in the Secondary Education Program (both B.A. and M.A. degrees).
- ETSS and Literacy faculty regularly taught EDUC 500: *Research Applications to Education*, until the past few years when turnover in the chair position in that department made such cooperation less certain.
- Faculty from all concentrations participate in the admissions process and grading of M.A. comprehensive examinations for TEELP as invited.
- LLSS faculty have helped with chair searches in TEELP.
- NOTE: In the past five years, TEELP has had four different chairs. Our relationship changes as a function of the TEELP chair's desire to collaborate. The list, above, is inclusive of capacities in which we have regularly functioned over the past nine years.

From 2007-2016, just under half of all courses taught by LLSS faculty were to provide requirements for TEELP programs.

LLSS offers the following courses required in other undergraduate and/or licensure programs.

- LLSS 175 Foundations of American Indian Education (New class; will serve preservice teachers in the Early Childhood Education program as a required diversity class)
- LLSS 300 Bilingual Teaching Methods, Materials, and Techniques (Licensure endorsement in bilingual education)
- LLSS 315 Educating Linguistically and Culturally Diverse Students (Licensure in elementary education, required for those seeking general diversity area of concentration)
- LLSS 430 Teaching of Writing (Licensure in secondary communication/language arts; part of the elementary language arts concentration)
- LLSS 443 Children's Literature (required for elementary education majors)
- EM/LS 451/551 Adolescent Literature (Licensure in secondary communication arts)
- LLSS 432 Teaching of Social Studies (Licensure secondary social studies)
- LLSS 480 Second Language Pedagogy (Licensure secondary bilingual)
- LLSS 482 Teaching English as a Second Language (Licensure secondary TESOL)
- LLSS 436 Teaching of English (Licensure secondary communication arts)
- LLSS 583/481 Education Across Cultures in the Southwest (M.A. elementary)
- LLSS 556/456 First and Second Language Development within Cultural Contexts (M.A. elementary concentration in bilingual/TESOL)
- LLSS 538 Teaching Reading and Writing in the Content Fields (M.A. w/ licensure secondary education)

LLSS faculty have taught and worked with colleagues to influence content of these classes in TEELP:

- EDUC 330L Teaching of Reading (required in all elementary licensure programs)
- EDUC 331L Teaching Oral and Written Language in the Elementary School (required in language arts teaching field in elementary licensure program)
- EDUC 333L Teaching of Reading 2
- EDUC 433 Oral and Written Language Program in the Elementary School (required in language arts teaching field in elementary licensure program)
- EDUC 438 Teaching Reading and Writing in the Content Fields (required in all secondary licensure programs)

Across the College of Education, students from other graduate programs may take LLSS courses to fulfill their diversity, multicultural, and research requirements and/or to develop support areas. (See, for example, M.A. in Art Education, Ph.D. in Counseling, Education Specialist and Ed.D. in LEAD.) Many programs specifically suggest LLSS courses in their program requirements. Other changes in teacher preparation are described in Criterion 9; these will further affect the number of classes we teach for that Department.

In the fall of 2015, the College of Education engaged in an intense curricular reconsideration in terms of diversity. The changes that emerged from this work affect every teacher education/educator preparation program in the College. In the Elementary Education Program, students will now be required to have a 'diversity strand' as part of their preparation. Elementary Education students may take nine credit hours in: general diversity, bilingual education, or TESOL (Teaching English to Speakers of Other Languages). This will have a huge impact upon LLSS because our department provides every class in each of these categories. Secondary Education students will be required to take LLSS 321 and LLSS 175. Physical Education Teacher Education students will be required to take LLSS 321. Special Education students will be required to take one ESL class. Early Childhood students will be required to take one bilingual class and LLSS 175. The fiscal and staffing impact of these changes are discussed later in this report.

Other Graduate Programs at UNM

- LLSS 500: *Issues in Language, Literacy and Sociocultural Studies* (often taken by students in other College of Education Programs)
- LLSS 502: *Intro to Qualitative Research* [Taken by students from within and beyond the College; Serves MA and PhD students in a variety of departments. For example, spring 2016: 17 students came from Ed Psych (1), TEELP (1), Special Ed (2), Counselor Ed (2), Org. Info. & Learning Sci. (1), Phys. Ed, Sports & Exer. Sci. (1); Non-degree (1), and LLSS (8) – from TESL, BilEd, Language & Literacy, and Ed Thought programs.]
- LLSS 511: *History of US Education* (Taken by students in other colleges across the campus)
- LLSS 521: *Proseminar in Sociology* (Taken by students in other colleges across the campus)

- LLSS 523: *Critical Race Theory* (Taken by students in other colleges across the campus)
- LLSS 530: *Whiteness Studies* (Taken by students in other colleges across the campus)
- LLSS 551: *History of American Indian Education* (cross-listed with Native American Studies)
- LLSS 554: *Teaching the Native American Child* (cross-listed with Native American Studies)
- LLSS 564: *Issues in American Indian Education* (cross-listed with Native American Studies)
- LLSS 553: *Education and African American Children* (sometimes taken by students outside the College of Education)
- LLSS 557: *Language, Culture, and Mathematics* (M.A. elementary MSET concentration diversity requirement)
- LLSS 582: *Curriculum Development in Multicultural Education* (M.A. in elementary and secondary education diversity requirement)
- LLSS 583: *Education Across Cultures in the Southwest* (M.A. in elementary and secondary education diversity requirement)
- LLSS 593: *Discourse Analysis* (attracts students throughout the College of Education and UNM)
- LLSS 605: *Advanced Qualitative Research* (attracts students throughout the College of Education and UNM) (PhD in OILS)
- LLSS 623: *Ethnographic Research* (attracts students throughout the College of Education and UNM; Ph.D. in Multicultural Teacher and Childhood Education—MSET Concentration).
- LLSS 650: *Dissertation Seminar* (taken by students whose home departments do not offer a dissertation specific course)
- LLSS 681: *Seminar in Multicultural Teacher Education* (Ph.D. in Multicultural Teacher and Childhood Education—MSET Concentration)

Other Undergraduate Programs Served

Dr. Chamcharatsri taught both English 101 and English 102, both classes required for undergraduates at UNM. This is part of his regular load, teaching one of these each semester. These courses are now renumbered as English 110 and English 120, respectively; he continues to teach them.

In addition to the Native American Studies classes that are cross listed (discussed above), NATV 150 is offered in Native American Studies and taught by Dr. Greg Cajete, an LLSS faculty member who also directs NAS.

In 2014, the University passed a diversity requirement for all undergraduate students. LLSS 321: *School and Society* meets the criteria to serve as a diversity class.

Faculty Regularly Serving Other Departments

Dr. Jill Jeffries was a joint appointment with the English Department and split her time between the two. She left UNM to work in New York City in 2014.

Dr. Pisarn Chamcharatsri is currently a joint appointment with the English Department and splits his time between the two.

Drs. Penny Pence and Don Zancanella (retired spring 2016) regularly teach classes for TEELP and the latter served as coordinator of secondary education during the 2015-16 academic year. They both assume leadership roles as needed. They work with the Department of English to ensure a good connect between Secondary Education and English.

Dr. Glenabah Martinez regularly teaches social studies methods at the secondary level for TEELP.

Dr. Christine Sims co-teaches a Special Education that focuses on assessment, with Dr. Julia Scherba de Valenzuela.

Drs. Carlos LopezLevia and Sylvia Celedón Pattichis have taught math methods, especially for bilingual preservice teachers.

Cross Listed Courses

LLSS faculty work with other departments to have our courses cross listed. Some of the cross-listed classes are provided below. .

- LLSS 560/460: *Language and Education in Southwest Native American Communities* (Also offered as LING 436/536 and Nat Am 460) (3)
- LLSS 605: *Qualitative Research in Education* (Also offered as EDLEAD 605) (3)
- LLSS 545: *Spanish-English Bilingualism* (Also offered as LING 532) (3)
- LLSS 587: *Perspectives on Sex and Gender in Education* (Also offered as Women’s Studies 487) (3)
- LLSS 514: *Young Children Moving Into Literacy* (Also offered as ECME 514) (3)
- LLSS 528: *Studies in Reading and Literature for Teachers* (Also offered as ENGL 528) (3)
- LLSS 555: *Seminar in Educational Linguistics* (Also offered as Communication and Journalism/Linguistics 555) (1-3)
- LLSS 593: *T/Feminist Epistemologies and Pedagogies* (WMST 393) (3)
- LLSS 593: *T/Latino/a Identities and Schooling* (CHST 393/493) (3)
- LLSS 643: *Curriculum Theory Seminar* (Also offered as MSET 643) (3)

As stated earlier, the doctorate in Educational Linguistics is a joint venture between departments in Arts and Sciences and LLSS in the College of Education.

LLSS began to keep track of the number of non-degree students in our courses ten years ago. These are students that take the courses, listed above, but are not LLSS graduate or certificate

students. A figure in Criterion 4, shows the number of students taking such coursework since spring 2009 for semesters in which the data was collected. This data is now collected digitally (beginning spring 2016) and will be tracked much more easily that way.

Centers and Institutes

LLSS works closely with the Multicultural Education Center, directed by LLSS faculty member Dr. Tryphenia Peele-Eady. LLSS has also been instrumental in the success of the College of Education's Office of Latin American Programs in Education(LAPE), as it carries out collaborative educational programs with Latin America, Canada, Equatorial Guinea, and Spain, often in conjunction with the Latin American Iberian Institute (LAI). LAPE is directed by Dr. Rebecca Blum Martinez and is under the purview of the Multicultural Education Center; it has recently started submitting grants again. LAPE has become the hub for students seeking advanced degrees in the College. The MEC and LAPE directors are both LLSS faculty. Both MEC and LAPE are now college level centers, a move that occurred a few years ago in order to facilitate their serving of programs across all the departments of the College.

In 2004, the American Indian Education Institute was established through the hard work of the American Indian faculty, led by Dr. Joseph Suina, who conceived of the idea and presented the proposal to the COE faculty. The institute received funding of \$900,000 for a three-year period to support American Indian students seeking teaching and administrative licenses. In 2004-5, the AIEI admitted its first group of 31 students. By the end of June 2005, six had graduated and only two had dropped out. The rest continued toward their undergraduate and graduate degrees.

Dr. Christine Sims reinvigorated the Institute into its next iteration, the American Indian Language and Policy Research and Teacher Training Center. Her grant work on behalf of the Center is described in Criterion 6. From their website:

The Center aims to serve as a local and national center of collaborative research that examines major policy issues affecting the survival and maintenance of American Indian languages. The Center also provides a venue for building an international dialogue about language issues that extends to other indigenous languages of the Americas. Developing and providing native language teacher training programs and technical assistance support for American Indian tribes engaged in language maintenance and preservation initiatives is another key aspect of the Center's outreach and service. (Retrieved from <https://coe.unm.edu/administration/institutes-centers.html> on March 17, 2016.)

LLSS housed the High Desert Writing Project, an affiliate of the National Writing Project. Directed by Dr. Rick Meyer, the project offered summer institutes and follow-up workshops to improve the teaching of writing for seven years.

LLSS houses the UNM/APS ESL Endorsement Summer Institute (which has had different names across the years), directed by Dr. Holbrook Mahn, which provides teachers with courses in TESOL during the summer. The coursework eventually leads to a state endorsement in TESOL. This Institute completed its 17th summer program in the summer of 2015. The institutes involve

children as well as UNM students, both graduate and undergraduate. Our newly created TESOL transcribed graduate certificate has coursework that is now woven into the summer institute. Dr. Rebecca Blum Martinez has directed a bilingual institute that parallels the TESOL institute. Participants can earn credits towards the state's bilingual endorsement and the transcribed graduate certificate in bilingual education.

During the summer, from 2014 through the present, Dr. Rick Meyer has been running a summer reading in which teachers learn about reading process, strategies for teaching, and advanced methods for assessing reading. The participants in these institutes have been members of the literacy cohorts that we started to develop in 2009. For three summers (2009-2011), Dr. Penny Pence has directed an assessment institute for literacy cohorts and other interested students.

2C. Describe the modes of delivery used for teaching courses.

LLSS faculty engage in a variety of modes of course delivery. We follow face-to-face formats in a large majority of our classes. That said, many instructors use various learning systems, some belonging to UNM, and other platforms such as the use of wikis to supplement and enhance our students' experiences. We also offer online courses, at least one per semester, and our Literacy/Language Arts master's degree was completely online until recently when the number of literacy faculty decreased due to two retirements.

We have offered eight-week courses during the regular semester, quite frequently offering LLSS 321: *School and Society*, which almost always fills to capacity.

Since initiating the Literacy cohorts for master's degrees, we've been successful in an open cohort model. An open cohort model means that all the courses being offered are available to any student that can enroll in a master's level or doctoral level class. This format serves students in a number of ways. The students know that the sequence of courses that they are required to take will be offered in a timeframe that suits them (one or two per regular semester and two or three in the summer). They go through the program together and build a remarkable support system that helps them complete the degree. They typically take the reading institute in one summer (and earlier cohorts took the High Desert Writing Project) and the assessment institute the next.

New Mexico has a large rural population (by land mass) and I-TV has been historically quite supportive of serving this population. They met on one of our satellite campuses and could engage with students around the state (called children sites) with the parent site on campus. Indigenous teachers working in remote parts of the state benefitted from this form of delivery. Sadly, with the move towards Zoom and its subsequent iteration, many of these students may not be served because they will no longer be able to 'wire in' at a satellite campus; instead they will need access from their homes. This means that rather than groups meeting around the states, individuals will be on their own, making it somewhat more challenging to engage in dialogues in real time. Also, there are parts of pueblos and the reservations that do not have sufficient Internet access to be able to take courses this way. Historically, though, we've served students well using this technology.

The summer institutes are a unique mode of delivery because they provide students with an intense experience, meeting daily for four to six weeks, depending on which institute they attend.

The TESOL institute is six weeks; the others are four weeks. These full day programs not only help participants accumulate a significant amount of credit hours, they also afford participants a community of learners dedicated to their same areas of interest. Further, by involving children, as some of the institutes do, participants apply ideas and rely upon a strong and informed network of instructors right at the site of instruction.

We offer intersession courses between the spring and summer sessions as well as between the fall and spring semesters. The latter are fairly regular and faculty are paid the same as a summer school class. However, the spring/summer intersession is now considered part of the regular spring semester, with no extra salary, so faculty need to plan well ahead of time to adjust their spring/summer schedules accordingly.

We have offered classes on Saturdays in intense sessions, with five to six Saturdays constituting a three-credit class. These have the appropriate amount of contact hours and allow for a level of intensity that three clock hours weekly do not

Criterion 3. Teaching and Learning: Continuous Improvement

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports.

This section of our report demonstrates our assessment of student learning and use of that assessment to make program improvements. In the first section, we report on our master's degree, each master's concentration, and the doctoral program. In the charts, we reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports.

Master's Degree in LLSS

Given that the Department of LLSS offers one master's degree with four concentrations, the department seeks to develop Student Learning Outcomes (SLOs) and employ assessments that reflect the overall goals of our unit, as well as those specific to each concentration. What follows is a description of our SLOs and assessment process for all students in LLSS, followed by a description of the SLOs and processes for each concentration.

All LLSS Master's Degree Students

Student Learning Outcome: Students will synthesize foundational, theoretical, and applied knowledge of program content in writing.

In 2005, the department sought to better insure faculty agreement on criteria for the paper through the articulation of a Decision Guide (see Appendix 7) that is used by all programs. The Decision Guide assists faculty in making a rating of fail, pass, or pass with distinction. The criteria reflect the goal of candidates writing publishable articles and asks faculty to evaluate the quality of the argument presented, organization, accuracy of scholarship interpretation, as well as manuscript and language conventions. If two out of three faculty agree on a score, the score is reported to the administrator, the LLSS 590 instructor, and the student. The student then has the opportunity to revise, and the paper is re-evaluated.

To provide comparative data across programs, concentration faculty have agreed on a student learning outcome for all programs: Students will synthesize foundational, theoretical, and applied knowledge of program content in writing. This outcome incorporates the specific knowledge areas listed for each program through disciplinary faculty input into individual student projects and evaluates the shared goal for master's degree students that they understand, can synthesize, and communicate that knowledge to an academic or public audience.

Currently we have identified one direct measure of this SLO. All master's degree students must complete a final examination upon completion of coursework and prior to graduation. This outcome incorporates the specific knowledge areas listed for each program through disciplinary faculty input into individual student projects.

The Assessment Process for the Final Examination

The final examination is judged using a hermeneutic model of shared judgment and discussion of discrepancies among raters (Moss, 2005). With the help of their advisor and two other faculty members, each student composes a final synthesis paper that is then evaluated by those same three faculty members, using the Faculty Decision Guide (Appendix 7).

Most students enroll in LLSS 590 Seminar in Language, Literacy and Sociocultural Studies, a class devoted to supporting their writing endeavors. The Faculty Decision Guide is shared with students at the beginning of that course, or, if they elect not to take the course, by their faculty advisors in the early stages of their writing. The Decision Guide also guides student self-evaluation of their developing drafts.

Development, Data Analysis, and Improvements

In 2005, the department sought to better insure faculty agreement on criteria for the paper through the articulation of a Decision Guide that is used by all programs. The Decision Guide assists faculty in making a rating of fail, pass, or pass with distinction. The criteria reflect the goal of candidates writing publishable articles and asks faculty to evaluate the quality of the argument presented, organization, accuracy of scholarship interpretation, as well as manuscript and language conventions. In 2006, LLSS offered practicing teachers the opportunity to prepare a Professional Development Dossier in order to advance to their New Mexico teaching license to Levels II and III. This more practice-oriented version used the Guidelines for the Development of a Professional Development Dossier¹ to guide students in preparation, and we developed a Faculty Decision Guide (Appendix 7), based on the College of Education's Conceptual Framework. Our intent was to allow our students to be able to use their comprehensive examinations for the additional purpose of seeking licensure advancement. In the dossier version, students are expected to demonstrate their learning through portfolio-like documentation of their instruction (Strand A), student work (Strand B), and assessment of student learning (Strand C), supported by explanations of how scholarship in the field is evident in their teaching. We continue this practice.

We address inter-rater reliability of scores by requiring three reviewers. If two out of three faculty agree on a score, the score is reported to the administrator, the LLSS 590 instructor, and the student. A student who receives a score of Conditional Pass then has the opportunity to revise, and the paper is re-evaluated before the end of the term. If a student fails, they may retake the exam.

Because of recent accreditation requests for more fine-tuned analysis, we have experimented with analyzing completed Decision Guide ratings to generate sub-scores, but because the Decision Guide was not developed as an analytical scale, the faculty will need to decide if using the tool as an analytic scale is worthwhile. If we decide to pursue this endeavor, faculty will be

¹ These guidelines are available at <http://teachnm.org>

Moss, P. (2005). Toward "epistemic reflexivity" in educational research: A response to scientific research in education. *The Teachers College Record*, 107(1), 19-29.

advised of this use in advance of rating student papers and data will be collected to establish the existing categories as possible constructs. Currently, however, we are able to determine overall pass rates for the measurement, which we consider to be sufficient because of the summative nature of this exam.

Analysis of Overall Pass Rates

Table 3.1 provides a summary of student scores from the 2006-7 to the 2014-15 academic years. In each of the past nine years, an average of 39.5 students sat for the examination. Our analysis reveals that almost 100% of the students who qualify for the examination pass on their first try. Approximately 1% either fail and take it again or receive a conditional pass and revise and resubmit. 87% pass on the first attempt, and 13% pass with distinction.

Semester	No. Graduated	Comp Date	Failed	Passed	Passed W/ Distinction
Fall 2006	10	10/27/06	0	10	0
Spring 2007	22	03/29/07	0	22	3
Summer 2007	4	03/29/07	0	4	0
Fall 2007	13	10/25/07	0	13	0
Spring 2008	24	03/27/08	0	24	5
Summer 2008	5	06/27/08	0	5	2
Fall 2008	13	10/27/08	0	13	1
Spring 2009	28	03/30/09	1 (Passed 2 nd Time)	28	7
Summer 2009	6	03/30/09	0	6	0
Fall 2009	11	10/28/09	0	11	2
Spring 2010	19	03/26/10	0	19	4
Summer 2010	2	04/30/10	0	2	0
Fall 2010	17	10/25/10	1 (Passed 2 nd Time)	17	1
Spring 2011	20	03/25/11	0	20	1
Summer 2011	1	03/25/11	0	1	0
Fall 2011	24	10/24/11	0	24	1
Spring 2012	18	03/23/12	0	18	0
Summer 2012	3	05/02/12	0	3	2
Fall 2012	13	10/26/10	0	13 (1Conditional)	2
Spring 2013	16	03/25/13	0	16	3
Summer 2013	0	0	0	0	0
Fall 2013	21	06/28/13	0	21	1
Spring 2014	16	03/24/14	0	16	0
Summer 2014	1	03/24/14	0	1	0
Fall 2014	22	10/27/14	0	22	3
Spring 2015	10	03/26/15	0	10	3
Summer 2015	5	03/26/15	0	5 (1 conditional)	2
Fall 2015	10	10/29/15	0	10	0

TOTALS (28 Semesters)	354		2	354 (2Conditional)	45
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Table 3.1. LLSS M.A. exams 2006/07 to 2014/15 and results.

We attribute this success to three things: 1) LLSS 590 provides adequate information and support for those who are preparing their exams. 2) Students can revise their exams in response to faculty feedback if scored as Conditional Pass. 3) Master’s degree students who don’t do well in coursework drop out, rather than take the exam. However, the issue of the extent to which faculty are consistently rigorous in their scoring is a constant question that we investigate periodically.

Pass and Pass with Distinction

This year we reviewed student scores and discussed the extent to which the data indicates consistency in our judgments. Over a period of years, by looking at the distribution, we can gain insight into the range of scores assigned. When we analyzed the frequency of the Pass with Distinction score, we discovered that, over the past nine years, faculty, on average, assigned the score of Pass with Distinction to 12% of the exams. During this time period, the percentage of students who received a Pass with Distinction score ranged from 3% to 22%. While the overall percentage of 12% is reasonable, the wide fluctuation should provoke discussion among faculty about our shared vision. However, because consequences for students who receive these different scores in low, it is unlikely that we need to gather more differentiated data (e.g., score patterns of faculty). Generally, we feel that the data regarding the final examination indicates a relatively fair system of assessment with sufficient opportunities for students to be successful. Figure 3.1 graphically presents this information.

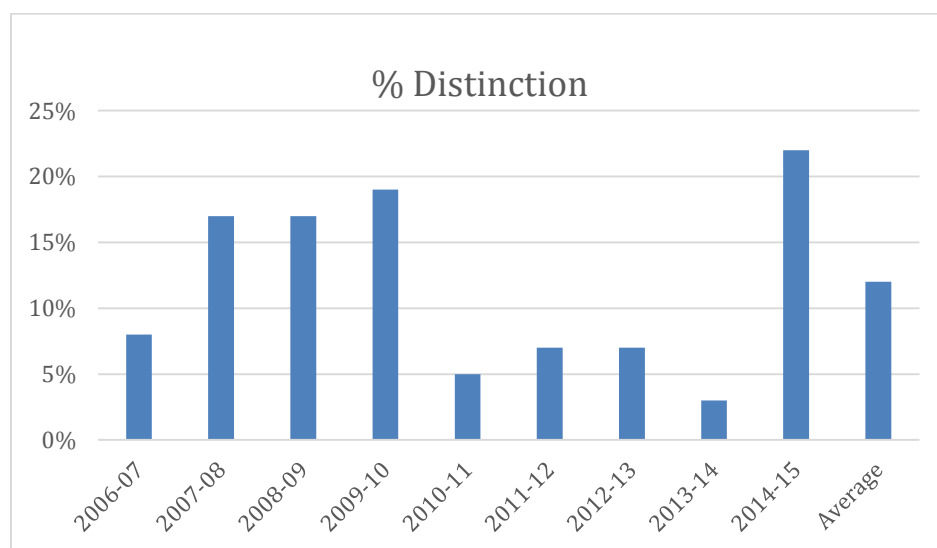


Figure 3.1. Percentage of students who passed master’s comps with distinction.

Student Learning Outcome: Identity/Responsibility/Disposition (Work in Progress)

In Spring 2014, our self-review indicated that we needed to more explicitly address characteristics of identity as defined by the College of Education Conceptual Framework, a concept that is parallel to UNM's concept of Responsibility and to the National Council of Accreditation for Teacher Education's (NCATE) concept of Disposition. Each concentration had some student learning outcomes related to this category, but we sought to define an outcome that would be appropriate for all concentrations and develop an assessment that would provide us with information about this aspect of student development. All LLSS students are required to take LLSS 500: Issues in Language, Literacy and Sociocultural Studies, so we conducted a study of existing assignments in that course to determine the possibility of positioning the assessment within this course. We felt that a high course grade indicated a general willingness to study issues related to equity and fairness in education, but, because the university and NCATE value direct assessments, we sought refine existing assessments to emphasize identity/responsibility/disposition.

The Assessment Process

Students are advised to take the course as their first course or sometime early in their program. It is taught every semester, and sometimes two sections are offered to meet the needs of off-campus cohorts. In Fall 2014, the LLSS department selected the final assignment for this course to be a key assessment that will provide more specific evidence about characteristics of identity/responsibility/disposition of course completers. This assessment will be a summative assessment that indicates that a graduate student met, did not meet, or exceeded program expectations related to the standards indicated. At our department meeting in December 2014, we began the validation process of this classroom assessment (Bonner, 2013). The final paper that takes three forms that will be evaluated using the same criteria for performance and allow program faculty to make inferences:

- Review of Literature and Issues
- Critical Study of Your Own Teaching
- Social Action Plan

Although the forms are different, we intend for students to have some choice in how they present the understandings and characteristics of identity that will allow our graduate students to “acquire and demonstrate knowledge, skills, and professional dispositions necessary to help all students learn” (NCATE Standard 4) and allow them to “demonstrate and apply proficiencies related to diversity.” (NCATE Standard 4).

Development and Improvements

Given that our department focuses on issues related to social justice and equity, we decided that we needed some indication of student willingness and ability to explore these issues. It is also necessary to explain that our program is required to develop outcomes in relationship to entities to which our Department is accountable. Hence it is necessary to situate the outcomes and assessment within frameworks provided by NCATE (see above), the UNM Knowledge, Skills, and Responsibilities; UNM College of Education Core Values; Conceptual Framework for

Professional Education; and the Level III New Mexico Teacher Competencies, the LLSS Mission Statement, and the learning goals for LLSS 500 Issues in Language, Literacy and Sociocultural Studies. Although we presented some of these in earlier criteria, we now move to a discussion of the ways in which they overlap and how we specifically address them in assessing our students. Early in our analysis, we realized that in this measure, we needed to focus on both knowledge/understanding and identity/responsibility/disposition.

Below you will find a list of segments of these frameworks that are applicable to the aspect of learning we are trying to address.

COE Core Values

Diversity and Social Justice: We are dedicated to the analysis of social structures and power relations that hinder equal access for all, especially historically underrepresented populations, and to the educational and political work that addresses these inequalities.

Advocacy: In response to evidence of educational, social and political inequities, we promote activism to advance change.

COE Conceptual Framework for Professional Education and UNM Knowledge and Responsibilities

Understandings (Knowledge)

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.

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.

Characteristics of Identity (Responsibilities)

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.

LLSS Mission Statement

Identify and address the educational needs of a community that contains wide diversity with regard to class, race, ethnicity, gender, sexual orientation, disability, and age, by providing the leadership, resources, and expertise necessary to create programs that foster the collaborative creation and sharing of new knowledge, pedagogies, and programs.

Facilitate the study of culture, language, and literacy in conjunction with the study of the cultural, social, and political contexts in which educational events and practices are embedded.

Create a community of educators who link efforts in multicultural education to social action efforts that promote social reform in the wider community. These efforts are driven by the wider community and result in empowerment and change in both the college and the community.

New Mexico Teacher Competencies—Level III

The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).

C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.

G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.

I. Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.

Course Objectives

- To engage in intellectual analysis and discussions within a community of learners.
- To analyze the methodologies and standards of evidence researchers use to investigate curriculum and teaching from a multiplicity of perspectives.
- To examine issues of race, ethnicity, social class, culture, gender, and language in relation to curriculum and teaching.
- To explore one's identity and critically examine one's lived experience as part of self-reflections and self-transformation.
- To utilize the self-reflection process as a means for developing an inquiry project focused on specific issues that relate to language, literacy, and sociocultural issues in education.
- To examine the relationship between education and power and understand its significance and implications in today's schools.

To determine the extent that proposed instructional targets align with the key assessment, we engaged in a two-step process, similar to that used in holistic scoring where a table leader selects exemplars and the raters discuss the qualities of those papers (Elliott et al, 1990). First, the Program Coordinator for the literacy concentration, who has experience in large scale assessment, reviewed these targets and several example papers to determine the relationship of the evidence provided and abilities listed in the course goals. The sample of student papers was a sample of convenience (Patton, 1990) and had no other intended purpose than to be used in an examination of evidence sufficiency. In her estimation, all three versions of the paper provide evidence of student's ability to:

1. engage in intellectual analysis;
2. examine issues of race, ethnicity, social class, culture, gender, and language in relation to curriculum and teaching; and
3. reflect on and critically examine one's lived experience.

A paper that demonstrates these abilities meets the following criteria:

- Identifies and clearly defines a cultural, language, or social justice problem or issue.
- Provides varying perspectives on the problem or issue;
- Theorizes probable reasons for the problem or issue; and
- Discusses appropriate action related to the issue or problem.

At the department's September 2015 meeting, LLSS faculty continued our ongoing discussion of the relationship between student work instructional targets. They reviewed and discussed the instructional targets and proposed criteria for success. Then they reviewed three examples of student work, one in each format. Four faculty members reviewed each example to determine the extent to which each version provided adequate data to make a decision about a student's identity/responsibility/ and identity related to social justice and equity. The faculty raised the following issues and made the following recommendations:

- There seems to be a mismatch between "Theorizes probable reasons for the problem or issue" and what the Critical Study of Your Own teaching evokes. Instead faculty recommended that criteria be replaced with, "Make personal connections to the issue" and "describes what brought the student to this issue." Upon further discussion, we decided to add a goal related to positionality to the course goals because positionality is a concept fundamental to study in LLS.
- Provides empirical evidence to support claims and actions" be added to the criteria.
- And "especially related to perspectives which are often silenced" should be added to the first criteria.
- It was also suggested that we also include judgments about the writing to provide early program data about students' ability to write academically that can be comparable to the paper prepared in LLSS 590 at the end of the program.

At the time of this report, our next steps are to 1) review papers from the current semester in light of these criteria, so that we can include the above outcomes and scoring criteria, 2) begin to delineate different levels of performance, and 3) decide into what framework we will situate these outcomes in order to best support our communication to students. Then the revisions will be placed in all syllabi and the same rubric will be used by all instructors for all versions of the assignment in all sections. The development of this SLO, different versions of the measure, and the criteria for success will lay the foundation for developing additional measures that allow us to track this important identity/responsibility/disposition as our students progress through their various concentrations.

Reports from Concentration Programs

NOTE: For each concentration, we respond to prompts 3A and 3B.

3A. The description of the assessment process and evaluation of student learning outcomes for each program begins with a chart that addresses the following questions:

- What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Criterion1)?
- What are the student learning outcomes for the program?
- What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?
- How have the program’s assessment methods been changed or improved?

Then the remaining questions are directly addressed:

- How are the student learning outcomes clearly defined and measurable?
- How are the SLO’s communicated to faculty and students?
- How have the student learning outcomes been changed or improved?

3B. The second section of the description of each program characterizes the impact of the program’s annual assessment activities by addressing the following questions:

- How have the results of the program’s assessment activities been used to support quality teaching and learning?
- How have the results of the program’s assessment activities been used for program improvement?
- Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?
- How does the program monitor the effects of changes?

Master’s degree concentrations are followed by the doctoral programs.

Master’s Degree with Concentration in American Indian Education

The AIE Program has developed Student Learning Outcomes using the College of Education’s Conceptual Framework to identify categories of learning including Understandings (U), qualities of Practice (P) and characteristics of Identity(I). We have also identified the broader UNM categories that are defined as knowledge (K), Skills (S) and Responsibilities (R). The following table presents each of our Goals, Criterion, How student achievement is measured, and our analysis of the effectiveness of the measures.

3A. The Assessment Process and Evaluation of Student Learning Outcomes

Criterion 1 Outcome	SLO	Measure	Analysis	Years in Use/2015 Action
U, K: Recognize the critical importance of the history of American Indian Education in contemporary	Recognize the critical importance of the history of American Indian	Direct: Final oral history project OR Final Paper	Course provides an advanced understanding of the history	Both Direct & Indirect assessment has been used for 3 years; in 2014 Program faculty

<p>curriculum, instructional practice and policy regarding Indigenous educational models.</p>	<p>Education in contemporary curriculum, instructional practice and policy.</p>	<p>including a final presentation</p> <p>Indirect: Course grade in LLSS 551 History of American Indian Education</p> <p>Cross listed as NATV 450 undergraduate course</p>	<p>of American Indian Education</p>	<p>identified a grade score range for a letter grade of A or B based on a total # of 300 points for the entire course. A rubric was also developed for the direct measure. Thus far, faculty have been satisfied with both direct and indirect assessments but will also continue to review rubrics and revise as needed.</p>
<p>U, P, K, S: Prepare educators who exhibit an understanding and ability to analyze the academic and Indigenous paradigms related to issues of identity, knowledge, epistemology, ontology, and practice.</p>	<p>Identify the critical aspects and historical significance of American Indian Education as presented in a pedagogical project</p>	<p>Direct: Final curriculum project OR Final Paper including a final presentation</p> <p>Indirect: Course grade in LLSS 554 Teaching the Native American Child</p>	<p>Course introduces students to the learning styles and cultural norms of Native American students and engages them in curriculum development practices that honor and incorporate American Indian knowledge, philosophy, language, art, science and culture.</p>	<p>Both Direct & Indirect assessment has been used for 3 years; in 2014 Program faculty identified a grade score range for a letter grade of A or B based on a total # of 300 points for the entire course. A rubric was also developed for the direct measure. Thus far, faculty have been satisfied with both direct and indirect assessments but will also continue to review rubrics and revise as needed.</p>
<p>I, R, S: Prepare professionals who demonstrate cultural proficiency for</p>	<p>As a student, teacher and educational leader,</p>	<p>Direct: Final Community Research</p>	<p>Course engages students in examining and</p>	<p>Both Direct & Indirect assessment has been used for 3 years; in 2014</p>

<p>teaching American Indian students and developing educational leadership in schools serving American Indian students.</p>	<p>articulate a project rationale that recognizes the unique qualities and complexities of Native American contexts (individual, community and cultural) and issues</p>	<p>project OR Final Paper including a final presentation Indirect: Course grade in LLSS 564 Issues in American Indian Education.</p>	<p>developing a deeper understanding and sensitivity to issues of tribal sovereignty and culture & how poverty and oppression influence American Indian education. Ability to work successfully with American Indian communities is incorporated into the final research project</p>	<p>Program faculty identified a grade score range for a letter grade of A or B based on a total of 300 points for the entire course. A rubric was also developed for the direct measure. Thus far, faculty have been satisfied with both direct and indirect assessments but will also continue to review rubrics and revise as needed.</p>
<p>U, K: Prepare professionals who demonstrate the ability to understand, analyze and synthesize issues that impact Indigenous teachers and students in their efforts to achieve academically.</p>	<p>Articulate in writing and present salient empirical research, theoretical and philosophical literature, and content-specific knowledge related to American Indian Education in research, curriculum, instruction, and/or policy.</p>	<p><i>Direct: Final Comprehensive Examination Paper for LLSS 590 MA Comps</i></p>	<p>The Comprehensive Examination is the culminating paper that is meant to bring together research, theoretical literature and content knowledge about a key issue or topic in American Indian Education.</p>	<p>A Department wide rating scale and rubric has been used for at least 5 years to determine a PASS or a FAIL of the written examination. Letter Grades are also assigned for the course with a passing grade of A or B. Until such time that it is determined by LLSS faculty that a change is warranted in the grading, the AIE faculty are satisfied with this direct measure</p>

Table 3.2. American Indian Education Program SLOs, measurement, analysis, years in use, and actions.

How are the student learning outcomes clearly defined and measurable?

Program faculty have clearly defined Student Learning Objectives that are measurable and meet university requirements for data reporting. Faculty are able to use these to assess the performance of students in each of the courses that comprise the AIE concentration.

How have the student learning outcomes been changed or improved?

Over the past two years, AIE faculty have added and revised additional SLOs to more clearly articulate expected outcomes and align them with our Program goals. We now meet the minimum number of SLOs required and have developed both direct and indirect measures to help track student progress through the AIE program.

How are the SLO's communicated to faculty and students?

SLOs for the AIE Program are communicated to students through our course syllabi and reviewed during the first day of classes by the instructor. As part of our annual program review process faculty engage in a yearly review of our program goals and SLOs and the extent to which we are fully implementing and using multiple assessment measures.

How have the program's assessment methods been changed or improved?

Over the last two years AIE faculty have more fully expanded our SLOs, adding two more SLOs to our original ones. We have also developed scoring rubric to be used in assessing direct measures where applicable. These changes have moved us to articulate more specifically the goals and expected outcomes for the AIE program.

3B. The Impact of the Program's Annual Assessment Activities**How have the results of the program's assessment activities been used to support quality teaching and learning?**

The annual program review that we are expected to comply with requires that we enter all data regarding the program's goals, SLOs, measures and criteria for assessment into the College's TK20 system. While the system itself is a bit cumbersome to navigate online, it has influenced course instruction to where faculty have had to develop more precise measures for assessing student progress as required by the TK20 and annual review process and have begun to identify samples of varying levels of student work in order to more fully understand the progression of student learning as they complete courses. This has also affected the quality of student learning as students are apprised of the various criteria they must meet for course assignments.

How have the results of the program's assessment activities been used for program improvement?

The program's assessment activities have influenced faculty to consider how the AIE program can expand in the future to better meet the coursework needs of our students. Due to the limited number of faculty who are identified as AIE faculty it has proven a challenge to develop

additional new courses that would expand program offerings. In 2016 we will offer for the first time an undergraduate level course specifically aimed at encouraging more students to consider the education field as a future career. Together the faculty developed an Introductory Course in American Indian Education that will be offered in Fall 2016.

Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

The AIE faculty meet monthly to discuss and share information about the courses they teach and the changing trends and needs in the field of American Indian Education that we attempt to address in our program. This has led in some instances to Native faculty either co-teaching a course to take advantage of faculty expertise in different areas. AIE faculty are also invited periodically to present a lecture in their area of expertise in other AIE classes. These developments usually come out of faculty discussions focused on curricular improvement. As well AIE faculty meet monthly with a broader group of College-wide Native faculty concerning research, program improvement and the courses we teach, especially in light of current movement in the College towards Re-imagining Teacher Preparation. This will potentially affect our program as there is current discussion in the College about creating an undergraduate teaching degree concentration in American Indian Education, Bilingual or Special Education. Should this become a reality, offering an undergraduate focus in American Indian Education may create a pipeline for additional graduate level students who wish to pursue a LLSS Master’s Degree with a concentration in AIE. The AIE faculty and other COE Native faculty have begun to develop an additional set of SLOs that will be recommended for integration across all COE courses. AIE faculty will continue to engage in these broader discussions with an eye towards continuous curricular and program improvement of the AIE Program.

How does the program monitor the effects of changes?

The AIE faculty currently utilize the Annual Program Review process to monitor the effects of change in the AIE Program. We also take into account student feedback that is now collected through the TK20 system as course evaluations. We also continue to discuss as a group the results of the Annual Program Review, which is reported back to us by the College.

Master’s Degree with a Concentration in Bilingual Education

3.A The Assessment Process and Evaluation of Student Learning Outcomes

Criterion 1	Student Learning Outcomes. Students will understand:	Measure	Analysis	Years in Use/2015 Action
Develop ability to synthesize	The history of bilingual education in the United	Comprehensive Exam	Three Bilingual MA students took the Comprehensive	Since inception of program/Discussion within program about feasibility of

<p>research on bilingualism and ability to apply it in their classrooms and use it to participate in broader policy discussions related to bilingual education.</p>	<p>States, with a focus on local, state, and national issues of culture, language, poverty and oppression that influence the education of the bilingual student. Contributions that Spanish and indigenous languages make to the culture of the Southwest and the world.</p>		<p>Exam and all passed, two with distinction.</p>	<p>changing the comprehensive exam. Will need to discuss this within the department</p>
<p>Prepare teachers who reflect on their practice and who, through professional leadership, advocate for bilingual education in school and community.</p>	<p>First and second language development as shaped by historical, social, and political contexts, which are reflected across generations in relation to their own language use and developing expertise in a second language.</p>	<p>Grade on Language Analysis Project in LLSS 556</p>	<p>Not all students in LLSS 556 are in the MA with a Bilingual Concentrate. Two students received an A and one a B.</p>	<p>Since inception of program/Discussion within program about the nature of this assessment.</p>

Prepare teachers who understand theoretical and practical aspects of effective curriculum, instruction, and assessment of bilingual students.	How children and adolescents develop fluency in two or more languages.	Written Assessment in LLSS 581	Not all students in LLSS 581 are in the MA with a Bilingual Concentrate. Two students received an A on this assignment.	Previously this assessment was in LLSS 453* but LLSS 581 was substituted for this course when it was created in 2015.
	Contexts and techniques for helping learners develop competence in speaking, reading, and writing in two or more languages.	Tutoring Reflection in LLSS 581	Not all students in LLSS 581 are in the MA with a Bilingual Concentrate. Two students received an A on this assignment.	Previously this assessment was in LLSS 453* but LLSS 581 was substituted for this course when it was created in 2015.

Table3.3. Bilingual Education Program SLOs, measurement, analysis, years in use, and actions.

How are the student learning outcomes clearly defined and measurable?

The Student Learning Outcomes for the MA in Bilingual operationalize the overall program goals of developing understandings, practices, and characteristics of identity that prepare our students to educate bilingual students. While the SLOs are clearly defined and measurable, the program has been having discussions about SLOs that can more specifically address the

question of students’ dispositions, particularly that all of our graduates have the disposition that all students can learn.

How have the student learning outcomes been changed or improved?

The Bilingual program is in the middle of an ongoing discussion about changing the SLOs to bring them in alignment with other programs in the department using the introductory MA course LLSS 500 to provide a bookend with the comprehensive examination. We are also wanting to make more explicit outcomes related to students’ dispositions.

How are the SLO’s communicated to faculty and students?

When students first indicate an interest in Bilingual Education, they are interviewed to determine their fluency in the target language and as part of the advisement process to describe

the options available for them to acquire their Bilingual endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals are listed on the course syllabi for the program and the fact that instruction in those courses is guided by these learning goals is made explicit. Both the Spanish Immersion Institute and the ESL Endorsement Summer Institute provide opportunities to communicate the learning goals to students.

How have the program's assessment methods been changed or improved?

As part of the implementation of the TESOL Graduate Certificate, LLSS 581 was created to take the place of LLSS 482*, which had two of the program's assessments. As we reviewed the number of students who were captured by the assessment, we decided to review the program as a whole in an effort to capture more of our students, which was the motivation for moving to include LLSS 500 in the assessment.

3B. The Impact of the Program's Annual Assessment Activities**How have the results of the program's assessment activities been used to support quality teaching and learning?**

Each semester, the program reviews the results of the program's assessment activities and uses them, in connection with curriculum mapping, to make sure that understandings, practices, and identity, particularly dispositions, are being conveyed and appropriated by our students.

How have the results of the program's assessment activities been used for program improvement?

As described above, the program has used the assessment activities as a starting point for a review of the Bilingual MA program to determine course sequence and align course assignments. In the course of this discussion, the program decided to implement a bilingual minor, which will help recruit students to the MA program.

Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

Through our biweekly meetings we typically have a point related to SLOs and the assignments we will use for our TK20 reporting. We review the assignments for each of our core courses and see if there is overlap and if those assignments are aligned with our SLOs. Through this process, we have also changed the prerequisites required for our core courses.

How does the program monitor the effects of changes?

By having students reflect on their experiences in the core courses and by the evaluation scores received in the courses. We also monitor the number of students who are enrolled in the MA program. We also monitor targeted data.

Master’s Degree with a Concentration in Educational Thought and Sociocultural Studies (ETSS)

The ETSS faculty have identified four student learning outcomes that we consider essential to our program and that support the key learning goal for students to engage in the study of broad educational concepts and theoretical debates in the social foundations of education and be able to understand social justice as it relates to education specifically. These four SLOs are as follows:

- 1) Students will demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education;
- 2) Students will demonstrate practical applications of a social justice approach to education;
- 3) Students will demonstrate general applications of qualitative research methodologies and methods; and
- 4) Students will demonstrate a theoretical and empirical understanding of the intersectionalities of race, class, gender and language within matrices of domination.

These SLOs align with the College of Education’s Conceptual Framework and Core Values and the mission and vision of the Department of LLSS. The following table summarizes the relationship of our broad learning goals, our SLOs, how we measure achievement of those outcomes, our analysis of the effectiveness of the measure, and our 2015 action plan for each SLO.

3.A The Assessment Process and Evaluation of Student Learning Outcomes

Criterion 1 Outcome (UPI=KSR)	SLO	Measure (Direct/Indirect/description)	Analysis	Years in Use/2015 Action
K, U	Students will demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education;	Indirect Grade of Pass, B, or better in coursework Direct <ul style="list-style-type: none"> • Plan-I-Master’s Thesis (LLSS 599) • Plan-II(A)-Literature Review (LLSS 590) • Plan II(B)-Comprehensive Exam (LLSS 598) 	100% successful completion of coursework is marked by a grade of Pass, B, or better.	We have determined that the current assessment system works well for our program. Overall student performance on the various assessment and measures (e.g. Plan I and Plan II A/B and end-of-coursework assessments) we implemented, were high. “High” refers to their scores on rubrics and grade of B+ or better.
K, S, R U, P, I	Students will demonstrate	Indirect Grade of Pass, B, or	100% successful	We developed a rubric to assess elements of

	practical applications of a social justice approach to education;	better in coursework Direct <ul style="list-style-type: none"> Plan-I-Master’s Thesis (LLSS 599) Plan-II(A)-Literature Review (LLSS 590) Plan II(B)-Comprehensive Exam (LLSS 598) 	completion of coursework is marked by a grade of Pass, B, or better.	social justice in the Plan II(B)—non-thesis Comprehensive Exam (e.g. SLOs 1, 2, 3, and 4
K, S, R, U, P, I	Students will demonstrate general applications of qualitative research methodologies and methods;	Indirect Grade of Pass, B, or better in coursework LLSS 501, LLSS 502 Direct <ul style="list-style-type: none"> Plan-I-Master’s Thesis (LLSS 599) Plan-II(A)-Literature Review (LLSS 590) Plan II(B)-Comprehensive Exam (LLSS 598) 	100% successful completion of coursework is marked by a grade of Pass, B, or better.	We have developed a working rubric for the LLSS 502 (Introduction to Qualitative Research) core assignment, which is a research prospectus in which students are required to identify an appropriate research question and design a qualitative study to address it (e.g. SLO 3).
K, S, R, U, P, I	Students will demonstrate a theoretical and empirical understanding of the intersectionalities of race, class, gender and language	Indirect Grade of Pass, B, or better in coursework Direct <ul style="list-style-type: none"> Plan-I-Master’s Thesis (LLSS 599) Plan-II(A)-Literature 	100% successful completion of coursework is marked by a grade of Pass, B, or better.	The ETSS faculty identified the need to add a fourth SLO in the fall of 2015 to explicitly and intentionally address race, class, gender, and language to ensure that our students develop a theoretical and

	<p>within matrices of domination</p>	<p>Review (LLSS 590)</p> <ul style="list-style-type: none"> • Plan II(B)- Comprehensive Exam (LLSS 598) 		<p>empirical understanding of these intersectionalities within power structures. The ETSS faculty will convene in January, 2016 to discuss this SLO and our assessment procedures for this SLO in relation to the other three. In the fall 2016 semester, the ETSS faculty will work to develop an actionable plan for how to integrate and assess the SLOs and SLO 4 especially, across courses and in the two comprehensive exam options. Last year, we identified a need to work closely with our students to enhance their communication skills of direct links between theory and praxis – this remains an important focus.</p>
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Table 3.4. ETSS Program SLOs, measurement, analysis, years in use, and actions.

How are the student learning outcomes clearly defined and measurable?

Through the ETSS monthly meetings and its semester and annual review of assessments, the ETSS faculty draw on data to guide improvements or changes to our program. When we meet, we discuss the results of the assessments as they are available. Further, we decided (in fall 2014) to work closer with students in their final semester to develop an annotated bibliography of theory, empirical research, and content-specific literature. We also conduct an annual comprehensive review when we collect and analyze data to enter into Tk20 Campus Wide. We have met university requirements for the minimum number of SLOs and data reporting. Our SLOs are clearly defined and faculty make on-going judgments of performance in the context of course assignments and criteria for success.

How have the student learning outcomes been changed or improved?

The ETSS faculty work consistently to identify and assess student learning objectives. Our main focus has been to explore ways to improve our assessment procedures in ways that maximize student learning. In the 2008-2009 academic year, we identified SLO 1 and held this focus through the 2009-2010 academic year. In the 2010-2011 academic year, we added SLO 2 and worked on the two SLOs (1 & 2) through 2012-2013. In the 2013-2014 academic year, we added SLO 3 and focused on these three SLOs through the 2014-2015 academic year.

In the 2015-2016 academic year, we added SLO 4 and will focus on the four SLOs for the remaining review period.

How are the SLO's communicated to faculty and students?

The ETSS faculty meets regularly to discuss student learning objectives (SLOs) and program assessment. We communicate SLOs to students primarily through discussions about course goals and criteria for success and end of program assessments. We continue to explore ways to incorporate ETSS SLOs across its body of courses and in every comprehensive exam option.

How have the program's assessment methods been changed or improved?

The ETSS faculty have determined that the current assessment system works well for our program, as such our methods have not changed. Overall student performance on the various assessment and measures (e.g. Plan I and Plan II A/B and end-of-coursework assessments) we implemented remain consistently high. Data indicate that fairly equal numbers of students who enter the ETSS program also graduate a consistent rates and within the anticipated two-year timeframe. Further, ETSS students are meeting anticipated learning outcomes by maintaining grades of B or better in courses and graduating with GPAs that are well above the 3.0 mark.

3B. The Impact of the Program's Annual Assessment Activities**How have the results of the program's assessment activities been used to support quality teaching and learning?**

The ETSS faculty meets regularly to discuss students' progress and think through our assessment process. We have made great strides to date in using results to support quality teaching and learning. To illustrate, we developed a rubric to assess elements of social justice in the Plan II(B)—non-thesis Comprehensive Exam; and we have developed a working rubric for the LLSS 502 (Introduction to Qualitative Research) core assignment, which is a research prospectus in which students are required to identify an appropriate research question and design a qualitative study to address it (e.g. SLO 3). In developing these rubrics, guided by our SLOs, we have considered and continue to think through the implications of using the rubrics to assess student progress. For semester evaluations, our measures are course grades and faculty consensus about students' overall performance. Additionally, the ETSS faculty review syllabi annually and have

committed to sit in and observe courses taught by colleagues and advanced doctoral students in an effort to maintain pedagogical consistency, content, and quality across our courses. In this way, we not only assess the assessment tools and measures, but also curriculum design and pedagogy.

In several courses, we engage students in self-assessment, and we are currently exploring how to incorporate that process into our assessment system.

How have the results of the program's assessment activities been used for program improvement?

The ETSS faculty will continue our monthly program meetings and semester and annual program reviews of data using our four SLOs as guide posts. This process will support our program assessment efforts and determine the need for additional assessment measures. In this way, through assessment of our SLOs, we are able to monitor avenues for program improvement. However, because so much of the focus and work that ETSS does surrounds doctoral education and students, a lot of our work gets concealed under strict programmatic evaluations or reviews since our doctoral degree is conferred at the departmental level. This could be addressed if a designation on the transcript confirmed a PhD in LLSS with a concentration in ETSS. Further, at the college level, access to pre-service teachers and teacher preparation has always been an area of interest for the program. Since the program is made up of former classroom teachers and faculty whose research and expertise address teacher education, we feel that this expertise is currently untapped.

Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

The ETSS faculty continually engage in discussions about curricular and program improvement. Drawing on these discussions and what we learn from the Annual Program Reviews, we recognize the importance of undergraduate education and collaborations with colleagues across campus to grow in the area of undergraduate education. At the master's level we are interested in increasing our MA program and recruiting: a) teachers who are working on their III-A licensure; b) individuals outside of education but interested in community work; and c) leaders in the community. At the graduate level we see a great need to grow in the area of policy and curriculum studies. This area is missing in our graduate education and offerings for students at the program and departmental level. Graduate students could benefit from exposure to the workings of educational policy as education becomes the hot topic at the national and state levels. Students also need to be able to interrogate how the curriculum is formed and what is left out. We also seek to keep our program current with emerging trends in our fields of study.

How does the program monitor the effects of changes?

At this time, we rely on the process of the Annual Program Review to monitor the effects of changes. We also rely on data outside the student achievement data that may be useful in documenting effects of changes. Additionally, because we have difficulty offering our content courses on a yearly basis, we keep our topic courses to a minimum and have instead allowed

outdated courses to sunset in order to add more relevant and timely courses that are new and relevant to our field.

Master’s Degree with a Concentration in Language Arts and Literacy

In criterion 1, the Language Arts and Literacy faculty articulated student learning outcomes organized according to the College of Education’s Conceptual Framework, in which the categories of understandings, qualities of practice, and characteristics of identity roughly correlate in meaning to the UNM categories of knowledge, skills, and responsibilities. The table below summarizes the relationship of our Criterion 1 Outcomes, our SLOs, how we measure achievement of those outcomes, our analysis of the effectiveness of the measure, and our 2015 action plan for each SLO.

3A. The Assessment Process and Evaluation of Student Learning Outcomes

Criterion 1 Outcome (UPI=KSR)	SLO	Measure (Direct/Indirect/description)	Analysis	Years in Use/2015 Action
All the goals listed in criterion 1 related specifically to reading U, P, I	Students will demonstrate understanding of the acquisition, teaching, and learning of literacy.	Indirect Course Grade in LLSS 532 The Reading Process	Course provides foundational knowledge for language arts and literacy and assessments provide opportunities for students to demonstrate that knowledge.	Direct assessment used for 3 years; indirect added in 2015. Program faculty are satisfied with the results of this assessment. However, we are currently in the process of developing a direct assessment that provides more detail about student understandings, practices, and identities related to reading.
U: How technological advances influence the nature of language and	Students will understand the changing nature of texts in the digital environment, be	Indirect Course grade for LLSS 536 Reading and Writing Digital Texts	As intended, our direct assessment (Final Project) focuses on a more specific aspect of the	In effect for 3 years. No changes were deemed necessary based on the assessments; however, the course

<p>literacy. P: Developing curricula help students to understand their own cultures and cultures other than their own through responding to and composing text in print and other media. I: Skill in professional communication about literacy and language arts.</p>	<p>able to produce a digital text to be shared on line, and hypothesize student learning needs, based on their experience in creating that digital text.</p>	<p>Direct Final on-line presentation</p>	<p>outcome than does the indirect assessment (course grade).</p>	<p>is being re-evaluated in light of the UNM criteria for quality on-line courses.</p>
<p>U: Sociopsycholinguistic facets of learning to read, write, speak, and listen. U: The interrelationship between language, literacy and culture, especially as reflected in literature, popular culture, and the writing of students.</p>	<p>Student will demonstrate understandings of how to help students read literature from an aesthetic stance and communicate those understandings to other professionals.</p>	<p>Direct Blog about the teaching of literature. Summarize, comment on, and critique a book about teaching literature--what techniques and strategies you might try in your classroom. Eight weekly, 500-word entries.</p>	<p>Student blogging in this on-line course is an effective vehicle to demonstrate understanding of how to help students read aesthetically. Blog entries serve to demonstrate this understanding; no specific levels of proficiency are used in a rubric, but instructor discretion and feedback is given.</p>	<p>In effect for 3 years. Program faculty did not deem any changes necessary.</p>

Table 3.5. Language Arts/Literacy Program SLOs, measurement, analysis, years in use, and actions.

How are the student learning outcomes clearly defined and measurable?

We have met university requirements for the minimum number of Student Learning Outcomes and data reporting. Our SLO's are clearly defined and faculty can make reasoned judgments of performance in the context of course assignments and criteria for success.

How have the student learning outcomes been changed or improved?

The Language Arts and Literacy program has not made significant changes in SLO's because yearly analysis has not indicated the need. However, in the future, we are trying to: 1) better align our SLO's and program goals, 2) develop SLO's and assessments that provide a balanced view of student achievement across all program goals, and 3) develop multiple measures of SLO's that can indicate growth as a student progresses through the program

How are the SLO's communicated to faculty and students?

SLO's are communicated to faculty and students primarily through course goals and criteria for success. As part of our self-study in this Academic Program Review, program faculty realized that we need to better align our stated program goals, course goals, and SLO's and refine our criteria for success. By engaging in a systematic review of course goals and activities, we can more effectively plan SLO's that represent the range of understandings, qualities of practice, and characteristics of identity that indicate overall program success and provide a coherent picture of program expectations. For example, students in LLSS 536 participate in developing criteria for their projects through examination of course goals, content, and examples of past student work.

How have the program's assessment methods been changed or improved?

Since 2008, we have been grappling with how to develop direct assessments that provide Evidence to meet the needs of our accreditors, students, and other stakeholders. We are at the beginning stages of our development of a culture of assessment, so most of our changes have been in the form of additions of SLO's and improvement of our data reporting. We are incrementally adjusting to uploading data into the tk20 system, but right now, such data collection is not yet our habit. We have also had difficulty navigating the constantly shifting waters of college, university, state, and national requirements for reporting student proficiency, tracking growth, and using data to evoke program improvement. Recent initiatives are unfocused and without overarching vision. Data creation has taken priority with constant changes in requirements. Although principles of large scale assessment have been foisted on us without the research and development necessary for such an endeavor, we work at the program level to develop SLO's that can be assessed within our program. These reflect our overarching vision of supporting teachers as reflective practitioners with a deep sense of cultural, linguistic, and other sociocultural facets of diverse teaching and learning. In the upcoming months and years, the language arts and literacy faculty seek to systematize our assessment system with a framework that can guide our assessment development and allow us to aggregate student performance data across programs. We need to clarify our purposes for assessment, the principles upon which we will base our assessment policies and procedures, and ground our research in questions we want to answer about our program, rather than compliance. In this endeavor, we seek to use the technology of tk20 and other resources to assist us in creating data that is meaningful to students, faculty, and our stakeholders.

3B. The Impact of the Program's Annual Assessment Activities**How have the results of the program's assessment activities been used to support quality teaching and learning?**

To develop Student Learning Outcomes and related assessments, the Language Arts and Literacy faculty have sought to synthesize our shared vision for the program, existing course goals and assessment practices, requirements imposed from outside stakeholders, and, most importantly, the needs of our students, the majority of whom are practicing teachers. We developed our assessments from existing assessment practices in our courses. Through the sharing of these practices, we have identified similarities and differences in our approaches to assessment. As a result, we have begun to articulate our shared vision for future development. We value our colleagues' professional judgments and our student's self-assessment. We have just begun sharing student work from our classes, accompanied by our colleagues' evaluations. In several courses, we engage students in self-assessment, and we are currently exploring how to incorporate that process into assessment system. We embed assessment in activities that have wider purposes and audiences than evaluators. For example, in our on-line courses, we have discovered that we can find evidence of student learning in blogs that students develop and maintain to inform their classmates of their discoveries related to their reading.

How have the results of the program's assessment activities been used for program improvement?

Through our development of research activities, the Language Arts and Literacy faculty identified the need for a curriculum audit to identify areas of overlap and gaps in our program.

Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

The Language Arts and Literacy faculty meets monthly to discuss curricular and program improvement. In this process, we seek to positively affect the instruction in K-12 schools. To do so, we recruit cohorts of local teachers so that we can design programs that meet the needs of particular groups. We also seek to answer questions that we have about our program through our assessment system. For example, we seek to investigate how teachers put into practice what they have learned in the program through the use of the Professional Development Dossier (New Mexico Public Education Department) as their final examinations. We also seek to keep our program current with emerging trends in our field. In response to changes in literate practices as a result of new technologies, we developed a course focused on reading and writing in digital environments. We do, however, need to improve on documenting these changes and the reasons for them.

How does the program monitor the effects of changes?

At this time, we rely on the process of the Annual Program Review to monitor the effects of changes. We also rely on data outside the student achievement data that may be useful in documenting effects of changes. For example, our cohorts have over a 90%-degree completion rate, so that data encourages us to continue the practice. The Reading and Writing Digital Texts gets consistently high student evaluations and always has from 15 to 30 students every time we offer it. It obviously meets a need.

It may also be time to develop an exit survey for all completers to assess their impressions of strengths and weaknesses in the program.

The students' comprehensive exams, work within individual classes, and projects and papers completed by students are important windows into the impact of changes that the program makes. Further, ongoing discussions on assessment and growth are part of at least three of the four or five department meetings held each semester; individual programs engage in discussions of this nature as a precursor to the department meetings. The issue of our students' writing remains one constant that we have noticed recently. Writing for coursework as well as the comprehensive exams has been the focus of preliminary conversations as of this writing. The high number of our students whose second (or third or fourth) language is English is one facet of this discussion; support for all students not accustomed to writing in academic registers is another facet of the discussion.

Master's Degree with a Concentration in Teaching English to Speakers of Other Languages

3A. The Assessment Process and Evaluation of Student Learning Outcomes

Criterion 1 Outcome	SLO	Measure	Analysis	Years in Use/2015 Action
Prepare teachers who understand theoretical and practical aspects of effective curriculum, instruction, and assessment of English Language Learners (ELL)	Understand first and second language development.	Grade on Language Analysis Project in LLSS 556	Only students who are accepted into a program actually submit their assessments into TK20. Students who have non-degree status are usually not counted in the total number of students who appear in the TK20 system. Four students were assessed - three received "A's" and one a "B"	Since inception of program/Discussion within program about the nature of this assessment
	Modification of lesson plans to meet	Tutoring Reflection in LLSS 581	Only students who are accepted into a	Previously this assessment was in LLSS 453* but

	the language and literacy needs of ELLs.		program actually submit their assessments into TK20. Students who have non-degree status are usually not counted in the total number of students who appear in the TK20 system. 4 Students received "A's" and two received "B's"	LLSS 581 was substituted for this course when it was created in 2015.
Prepare teachers who reflect on their practice and who, through professional leadership, advocates for ELLs in school and community.	Demonstrate ability to use effective instructional strategies for ELLs, including assessment.	Oral Assessment in LLSS 581	Only students who are accepted into a program actually submit their assessments into TK20. Students who have non-degree status are usually not counted in the total number of students who appear in the TK20 system 4 Student received "A's" and two received "B's"	Previously this assessment was in LLSS 453* but LLSS 581 was substituted for this course when it was created in 2015.
	Develop ability to synthesize	Comprehensive Examination	Five TESOL MA students took the	Since inception of program/Discussion within program

	research and apply it in their classrooms and use it to participate in broader policy discussions related to ELLs.		Comprehensive Exam in this timeframe and all passed it, one with distinction.	about feasibility of changing the comprehensive exam. Will need to discuss this within the department.
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Table 3.6. TESOL Program SLOs, measurement, analysis, years in use, and actions.

How are the student learning outcomes clearly defined and measurable?

The Student Learning Outcomes for the MA in TESOL operationalize the overall program goals of developing understandings, practices, and characteristics of identity that prepare our students to educate English language learner students. While the SLOs are clearly defined and measureable, the program has been having discussions about SLOs that can more specifically

address the question of students’ dispositions, particularly that all of our graduates have the disposition that all students can learn.

How have the student learning outcomes been changed or improved?

The TESOL program is in the middle of an ongoing discussion about changing the SLOs to bring them in alignment with other programs in the department using the introductory MA course LLSS 500 to provide a bookend with the comprehensive examination. We are also wanting to make more explicit outcomes related to students’ dispositions.

How are the SLO’s communicated to faculty and students?

When students first indicate an interest in TESOL, they are interviewed as part of the advisement process to describe the options available for them to acquire their TESOL endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals are listed on the course syllabi for the program and the fact that instruction in those courses is guided by these learning goals is made explicit. The ESL Endorsement Summer Institute provides opportunities to communicate the learning goals to students.

How have the program’s assessment methods been changed or improved?

As part of the implementation of the TESOL Graduate Certificate, LLSS 581 was created to take the place of LLSS 482*, which had two of the program’s assessments. As we reviewed the

number of students who were captured by the assessment, we decided to review the program as a whole in an effort to capture more of our students, which was the motivation for moving to include LLSS 500 in the assessment.

3B. The Impact of the Program’s Annual Assessment Activities

How have the results of the program’s assessment activities been used to support quality teaching and learning?

Each semester, the program reviews the results of the program’s assessment activities and uses them, in connection with curriculum mapping, to make sure that understandings, practices, and identity, particularly dispositions, are being conveyed and appropriated by our students.

How have the results of the program’s assessment activities been used for program improvement?

As described above, the program has used the assessment activities as a starting point for a review of the TESOL MA program to determine course sequence and align course assignments. In the course of this discussion, the program decided to implement a TESOL minor, which will help recruit students to the MA program.

Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

Through our biweekly meetings we typically have a point related to SLOs and the assignments we will use for our TK20 reporting. We review the assignments for each of our core courses and see if there is overlap and if those assignments are aligned with our SLOs. Through this process, we have also changed the prerequisites required for our core courses.

How does the program monitor the effects of changes?

By having students reflect on their experiences in the core courses and by the evaluation scores received in the courses. We also monitor the number of students who are enrolled in the MA program. We also monitor targeted data.

Ph.D. in Educational Linguistics

3A. The Assessment Process and Evaluation of Student Learning Outcomes

Criterion 1 Outcome	SLO	Measure	Analysis	Years in Use/2015 Action
<ul style="list-style-type: none"> Understand the fundamental concepts in 	Demonstrate the ability to analyze	Doctoral Comprehensive Examination	2 out of 2 students passed.	Since inception of the program. In spring of 2015 the

<p>their area(s) of study. (U/K)</p> <ul style="list-style-type: none"> Engage in research practices appropriate to their area(s) of study and the discipline(s) in which their research is situated. (U/K) Develop an ethical identity as a researcher and scholar. (I/R) 	<p>research and theory and present an analysis in writing.</p>	<p>taken at the end of coursework; 3-point scale with 1 meaning did not pass, 2 meaning passed, and 3 meaning pass with distinction. Score based on professional judgment of the faculty.</p>	<p>The comprehensive examination is sufficiently rigorous, is tailored to individual students' strengths, and provides evidence related to a student's ability to complete a dissertation. The process is inconsistent, and the examination period, in a few cases, has been sometimes extended indefinitely.</p>	<p>LLSS faculty approved the Comprehensive Examination Policy to make the process more uniform.</p>
	<p>Develop a research proposal</p>	<p>Written proposal followed by hearing. Pass, pass with revisions, or does not pass, determined by shared faculty judgment.</p>	<p>The one student who prepared and presented their Dissertation Proposals passed. The process of faculty review allows for refinement of theoretical framework and process for data collection and analysis.</p>	<p>Since the inception of the program. At this time, no change is planned.</p>

	<p>Conduct research that contributes to the knowledge base in his/her selected field(s).</p>	<p>All students who defended their dissertations received a score of pass or conditional pass.</p>	<p>Ed Ling students are capable of contributing the knowledge base in his/her selected field. However, the doctoral program needs to monitor student progress more closely in order to determine average time to degree and give students better feedback on their progress.</p>	<p>For 2015-16 academic year. The Ed Ling program has implemented a yearly progress report for all doctoral students. Students respond to a survey and faculty provide feedback on progress and suggest next steps.</p>
	<p>Students will understand concepts, principles, and practices related to the study of language and literacy.</p>	<p>Course grade for LLSS 640, taken at the beginning of a student's program. Measurement was added as an indicator of achievement of baseline understandings, practices, and principles related to language and literacy for students at the beginning of their studies.</p>	<p>Five Ed Ling students earned a grade of A. The course provides an excellent overview of concepts, principles, and practices related to language and literacy, and students are able to complete the course successfully.</p>	<p>Used since inception of the program. No actions or changes necessary at this time.</p>

	Students will understand concepts, principles, and practices related to sociocultural studies.	Course grade for LLSS 645: Seminar in sociocultural studies, taken at the beginning of their studies.	All 5 students successfully completed the course with “A”.	Program faculty did not deem any changes necessary at this time.
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Table 3.7. Ph.D. in Educational Linguistics Program SLOs , measurement, analysis, years in use, and actions.

How are the student learning outcomes clearly defined and measurable?

The Student Learning Outcomes operationalize the overall program goals of developing the understandings, practices, and characteristics of identity that prepare our graduate students to become researchers, scholars, and leaders in their chosen fields. The course grades in LLSS 640 Studies in Language and Literacy and LLSS 645 Seminar in Educational Studies indicate a basic knowledge of the related disciplines included in the Educational Linguistics program. The comprehensive examination, the dissertation proposal, and the dissertation are tailored to individual student knowledge through interaction with three faculty members for the exam and a committee of four or more faculty members for the dissertation. Fail, pass, or pass with distinction ratings are derived through individual and collective faculty deliberation. A majority of faculty members must agree on any score.

How have the student learning outcomes been changed or improved?

Throughout the years, the Educational Linguistics program faculty have developed Student Learning Outcomes that are consistent with program and university expectations of completing comprehensive examinations and preparing a dissertation.

How are the SLO’s communicated to faculty and students?

SLO’s are communicated to students through our mission statement, course goals and content throughout their programs. Each student’s academic advisor meets with students as they progress through the program to discuss their scholarly development.

How have the program’s assessment methods been changed or improved?

The Educational Linguistics program’s assessment methods for comprehensive examinations, dissertation proposals, and dissertation completion follow university policy and procedure. In the 2015-16 academic year, the graduate committee and program coordinators devised a

systematic yearly progress report. The results will be reported in our next annual review.

3B. The Impact of the Program's Annual Assessment Activities**How have the results of the program's assessment activities been used to support quality teaching and learning?**

All Educational Linguistics program faculty are committed to quality teaching and learning and providing individualized support for doctoral students. Faculty receive data about their performance from peer classroom evaluations, student evaluations, and evaluation of student work in light of their course goals. As a group, we are engaged in developing processes for monitoring student progress and providing additional support for doctoral students when needed (i.e., Annual Doctoral Student Progress Report).

How have the results of the program's assessment activities been used for program improvement?

Results of program assessment activities have resulted in changes to the Educational Linguistics program requirements that have been implemented and are now reflected in the course catalog.

Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

Each year results of assessments are compiled and presented to the entire Educational Linguistics faculty. The program maintains a data base of information related to student demographics, scores, and progress through the program.

How does the program monitor the effects of changes?

The Educational Linguistics program monitors the effects of changes through collection of targeted data. For example, we have calculated approximate time to completion in this report and in our past APR. We will be able to compare that figure to future estimates of time to completion to see if the newly implemented Annual Doctoral Student Progress Evaluation has achieved our intent of supporting students toward a timely program completion. In addition, we have been discussing along with the LLSS department the positioning and necessity of LLSS 650 Dissertation Seminar.

Ph.D. in Language, Literacy and Sociocultural Studies

The doctoral program in LLSS is an interdisciplinary degree, which allows students to pursue advanced study in any department specialty. All faculty participate in program decisions and operation. Students are assigned major academic advisors who assist them in tailoring program requirements to their interests. The LLSS faculty articulated student learning outcomes organized according to the College of Education's Conceptual Framework, in which the

categories of understandings, qualities of practice, and characteristics of identity roughly correlate in meaning to the UNM categories of knowledge, skills, and responsibilities. The table below summarizes the relationship of our Criterion 1 Outcomes, our SLOs, how we measure achievement of those outcomes, our analysis of the effectiveness of the measure, and our 2015 action plan for each SLO.

3A. The Assessment Process and Evaluation of Student Learning Outcomes

Criterion 1 Goals	SLO	Measure	Analysis	Years in Use/2015 Action
<p>Understand the fundamental concepts in their area(s) of study. (U/K)</p> <p>Engage in research practices appropriate to their area(s) of study and the discipline(s) in which their research is situated. (P/S)</p> <p>Develop an ethical identity as a researcher and scholar. (I/R)</p>	<p>Demonstrate the ability to analyze research and theory and present an analysis in writing.</p>	<p>Doctoral Comprehensive Examination taken at the end of coursework; 3-point scale with 1 meaning did not pass, 2 meaning passed, and 3 meaning pass with distinction. Score based on professional judgment of the faculty.</p>	<p>Nine out of 11 students passed; the two who did not pass are preparing their examinations again. The comprehensive examination is sufficiently rigorous, is tailored to individual students' strengths, and provides evidence related to a student's ability to complete a dissertation. The process is inconsistent, and the examination period, in a few cases, has been sometimes extended indefinitely.</p>	<p>Since inception of the program. In spring of 2015 the LLSS faculty approved the Comprehensive Examination Policy to make the process more uniform.</p>

	Develop a research proposal.	Written proposal followed by hearing. Pass, pass with revisions, or does not pass, determined by shared faculty judgment.	All five students who prepared and presented their Dissertation Proposals passed. The process of faculty review allows for refinement of theoretical framework and process for data collection and analysis.	Since the inception of the program. At this time, no change is planned.
	Conduct research that contributes to the knowledge base in his/her selected field(s).	All students who defended their dissertations received a score of pass or conditional pass.	LLSS students are capable of contributing the knowledge base in his/her selected field. However, the doctoral program needs to monitor student progress more closely in order to determine average time to degree and give students better feedback on their progress.	For 2015-16 academic year. The LLSS program has implemented a yearly progress report for all doctoral students. Students respond to a survey and faculty provide feedback on progress and suggest next steps.
	Students will understand	Course grade for LLSS 640, taken at the	Fourteen students earned a grade	Used since inception of the program. No actions or changes necessary at

	concepts, principles, and practices related to the study of language and literacy.	beginning of a student's program. Measurement was added as an indicator of achievement of baseline understandings, practices, and principles related to language and literacy for students at the beginning of their studies.	of A, and one student earned a grade of B. The course provides an excellent overview of concepts, principles, and practices related to language and literacy, and students are able to complete the course successfully.	this time.
	Students will understand concepts, principles, and practices related to sociocultural studies.	Course grade for LLSS 645: Seminar in sociocultural studies, taken at the beginning of their studies.	Out of 15 students, 14 students earned a grade of A, and one student earned a grade of B. All students successfully completed the course.	Program faculty did not deem changes necessary at this time.

Table 3.8. Ph.D. in LLSS Program SLOs, measurement, analysis, years in use, and actions.

How are the student learning outcomes clearly defined and measurable?

The Student Learning Outcomes operationalize the overall program goals of developing the understandings, practices, and characteristics of identity that prepare our graduate students to become researchers, scholars, and leaders in their chosen fields. The course grades in LLSS 640 Studies in Language and Literacy and LLSS 645 Seminar in Educational Studies indicate a basic knowledge of the related disciplines included in LLSS. The comprehensive examination, the dissertation proposal, and the dissertation are tailored to individual student knowledge through interaction with three faculty members for the exam and a committee of four or more faculty members for the dissertation. Fail, pass, or pass with distinction ratings are derived through individual and collective faculty deliberation. A majority of faculty members must agree on any score.

How have the student learning outcomes been changed or improved?

Throughout the years, program faculty have developed Student Learning Outcomes that are consistent with program and university expectations of completing comprehensive examinations and preparing a dissertation.

How are the SLO's communicated to faculty and students?

SLO's are communicated to students through our mission statement, course goals and content throughout their programs. Each student's academic advisor meets with students as they progress through the program to discuss their scholarly development.

How are the SLO's communicated to faculty and students?

SLO's are communicated to students through our mission statement, course goals and content throughout their programs. Each student's academic advisor meets with students as they progress through the program to discuss their scholarly development.

How have the program's assessment methods been changed or improved?

The program's assessment methods for comprehensive examinations, dissertation proposals, and dissertation completion follow university policy and procedure. In the 2015-16 academic year, the graduate committee and program coordinators devised a systematic yearly progress report. The results will be reported in our next annual review.

3B. The Impact of the Program's Annual Assessment Activities**How have the results of the program's assessment activities been used to support quality teaching and learning?**

All program faculty are committed to quality teaching and learning and providing individualized support for doctoral students. Faculty receive data about their performance from peer classroom evaluations, student evaluations, and evaluation of student work in light of their course goals. As a group, we are engaged in developing processes for monitoring student progress and providing additional support for doctoral students when needed (i.e., Annual Doctoral Student Progress Report)

How have the results of the program's assessment activities been used for program improvement?

Results of program assessment activities have resulted in discussions of the need for more writing and research support for our doctoral students. The result was the development of two doctoral level courses: LLSS 610 Academic Writing and LLSS 623 Ethnographic Research.

Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

Each year results of assessments are compiled and presented to the entire LLSS faculty. The department maintains a data base of information related to student demographics, scores, and progress through the program.

How does the program monitor the effects of changes?

The program monitors the effects of changes through collection of targeted data. For example, we have calculated approximate time to completion in this report and in our past APR. We will be able to compare that figure to future estimates of time to completion to see if the newly implemented Annual Doctoral Student Progress Evaluation has achieved our intent of supporting students toward a timely program completion. In addition, we have been discussing the positioning and necessity of LLSS 650 Dissertation Seminar. In fall 2015 and spring 2016, we are collecting reports from students regarding the value of the course (n=14). In spite of faculty doubts, the students in the fall semester (n=8) found the course valuable. We also discovered that this course serves more than LLSS students, with approximately 1/3 of students coming from other programs. Hence, an initial discussion of removing the course as a requirement will take place with this data in mind.

Criterion 4. Students (Undergraduate and Graduate)

This unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate.)

4A. Provide information regarding student recruitment and admissions (including transfer articulation).

Our program is proud to have a student body that reflects the diversity of New Mexico as well as students from broader international contexts. Historically, we've had little difficulty in recruiting students from the Albuquerque area because they are seeking advanced degrees that will help them earn increased salaries in the state's tier system of teacher licensure. The rigor and research interests within our programs make them very attractive to local teachers seeking to further their knowledge. The specificity of these programs, in contrast to the more general courses offered in TEELP, addresses the needs that teachers experience daily in their classrooms (such as struggling readers, emergent bilingual students, and children whose home cultures are unique). As a program committed to justice, we strive to recruit undergraduate and graduate students of color, from different SES groups, with a variety of sexual orientations, and more. We do so by emphasizing a cutting edge curriculum and situate the content of academic courses to be reflective of diverse issues.

Although our Department needs more systematic and program-wide strategies for recruitment, we have many vehicles in place that serve to recruit students. One of the most effective strategies is the development of cohorts in the Literacy Program. Our first cohort in Literacy was in Los Lunas, a city just south of Albuquerque. The cohort grew out of some summer professional development (PD) that Dr. Rick Meyer did with teachers from that district. Upon completion of the one week PD work, teachers and an administrator requested a meeting with Dr. Meyer to sustain the PD effort; Dr. Meyer suggested a master's program, but the impossibility of getting to main campus on time for the start of classes was an issue. Dr. Meyer suggested that the coursework be delivered to the Los Lunas teachers; the district has a Teacher Resource Center that has three classrooms and that site was offered by the principal. We have had three Los Lunas cohorts, two Rio Rancho cohorts, and two Albuquerque cohorts. The most recent Los Lunas group will complete their degree in fall 2016; a new Albuquerque cohort began in fall 2015. Because of capacity (faculty in literacy), we can rarely run two cohorts at once, but there is currently overlap as one starts and one completes.

We rely upon teachers to organize the cohorts. Using social media, their district's communication systems, and word of mouth, teachers have been instrumental in finding colleagues with whom to take the coursework. The appeal of the cohorts is rooted in the sense of community that teachers want as they work towards an advanced degree. They desire the increase in salary that comes with an advanced degree (up to \$10,000 as they advance in New Mexico's tiered licensure system). Teachers also may submit paperwork to the state for an endorsement in reading, once they complete the coursework and have their degree.

The cohort courses are almost always located at a location that is convenient for teachers. This includes the Teacher Resource Center, a school media center in northwest Albuquerque, and a

PD center in Albuquerque. The Rio Rancho cohort met at UNM's west campus for some of their coursework. It is important to note that the cohorts are not exclusive and are open to all qualified degree and non-degree students at UNM. For example, when Family Literacy Research was taught in Los Lunas, there were students that enrolled in that course who were not part of the cohort. The cohorts average twenty students and have a completion rate of over 92%.

Our summer institutes serve as a pipeline for our master's programs. Many students taking the TESOL, bilingual, reading, American Indian, assessment, or High Desert Writing Project summer institutes have either been in one of our programs or have enrolled in the institutes as a form of PD, but then quickly learned the joys and advantages of completing an advanced degree. Students in our programs and also in the institutes have shared their enthusiasm for our degree programs and provided the spontaneous publicity that has led to increased application numbers. Although not every single institute participant is or becomes a master's degree student, many do. Of non-degree students in our institutes, some work towards an endorsement while others apply to a program. We need to track these numbers better.

The cohort model and the institutes are rich in the kinds of relationship that support the retention of our students. The intensity of the summer institutes forges long-term relationships. The cohorts also serve as a place of sustained advising because each institute includes both formal and informal advising. Since many of our master's students are the first in their families to earn an advanced degree, advising sometimes includes discussions of how to engage in graduate work, study and writing strategies and skills, ways to navigate the UNM system for registration, form work, graduation, and more. This regular advisement not only provides information; it is also a forum in which students learn strategies to move towards completion in a timely fashion as they support each other as learners.

Doctoral recruiting is by word of mouth and via our website, the latter offering details about the program and presenting our strong faculty, their research work, and their areas of expertise as scholars and instructors. We have two broad categories of doctoral students. One group is local students who typically are very bound to the New Mexico region because of family obligations and work/job commitments, both of which support their work in the program. The second group is out-of-state students, some of whom are from the US and others are from other countries. Tables 4.1 and 4.2 present the points of origin of our doctoral students over the past nine years. We separated LLSS from Educational Linguistics to demonstrate the international nature of the latter program. We are only presenting the doctoral students in both LLSS and Educational Linguistics because they are the programs that typically attract international and out-of-state students. For the period of 2007 through 2015, LLSS accepted 126 students, 27 of which were from countries other than the US; thus, 21% of accepted students were from outside of the US. In contrast, Educational Linguistics accepted 29 students, 10 of which were from countries other than the US; this means that 62% of Ed Ling students were from outside of the US.

Year	States (US) /Countries of Origin* LLSS Ph.D.	Total Number Admitted
2007	New Mexico (5), Hungary, Egypt, Taiwan	8
2008	New Mexico (11), Illinois, New Jersey, Saudi Arabia, Taiwan (2), China	17
2009	New Mexico (4), Ohio, Virginia, China, Egypt	8
2010	New Mexico (4), New York, Minnesota, Egypt	7
2011	New Mexico (13), Arkansas, Missouri (2), Arizona	17
2012	New Mexico (11), Arizona, Madagascar, Egypt, Russia	15
2013	New Mexico (10), Arizona, New York, Saudi Arabia	13
2014	New Mexico (8), California, Arizona, Saudi Arabia (2), Taiwan, Indonesia, Brazil, France	16
2015	New Mexico (15), Ohio, Oregon, Saudi Arabia, Indonesia (2), Pakistan, Spain, South Korea, China, Vietnam	25
TOTAL	--	126

Table 4.1. Countries of origin of students admitted to the LLSS Ph.D.

*All numbers for each country are 1, unless noted differently in parentheses. Not all students that were admitted actually attended so these numbers may not match enrollment information.

Year	States (US) /Countries of Origin** Ed Ling Ph.D.	Total Number Admitted
2007	Puerto Rico, China	2
2008	China	1
2009	0	0
2010	New Mexico, Florida, Oregon, Saudi Arabia	4
2011	Saudi Arabia, Equator	1
2012	0	0
2013	New Mexico (2), Maryland, Thailand	4
2014	New Mexico (2), Washington, Turkey, Spain	5
2015	Indiana, Washington DC, Utah, Saudi Arabia (5), Kuwait, Ecuador (2), Panama	12
TOTAL	--	29

Table 4.2. Countries of origin of students admitted to the Educational Linguistics Ph.D.

*All numbers for each country are 1, unless noted differently in parentheses. Not all students that were admitted actually attended so these numbers may not match enrollment information.

A small number of students earning a master’s in TEELP (Teacher Education and Educational Leadership and Policy) often take courses within LLSS and subsequently apply for our doctoral

program. Further, as evidenced by our high scholarly productivity, some students apply here because they know or learn about our creative and scholarly work. We don't need excessive recruitment activities for our doctoral program because it is quite robust.

The LLSS website displays due dates for applications (two times/year for master's and once each year for doctoral degrees). We act quickly to make decisions about acceptance/denial (typically within one month of receipt of applications) and let students know their status in a timely fashion. The master's applications are reviewed by each program and those programs make decisions about acceptance/denial. Each program's recommendations are brought to the body of the whole for final approval.

All Ph.D. students must fulfill the general admission requirements of the Graduate School and the College of Education. Doctoral applicants must also include a letter of intent, a vita, three letters of recommendation that include ratings of the candidate's research and writing skills, and a writing sample. Ph.D. applications undergo extensive review by program faculty, using criteria specific to success in the LLSS or Educational Linguistics programs. See Appendix 3 for these criteria. The doctoral applications are reviewed in two rounds: first they're reviewed by a randomly assigned faculty member and second by the program in which the student expressed an interest. Those two reviews are brought to the body of the whole for final consideration.

Table 4.3 presents the history of fall applications, admits, and students enrolling in LLSS master's and Ph.D. programs (combined) 2007-2015. Since 2007, 251 people have applied to the master's program, of which 63% were admitted and 45% were enrolled. Of the 285 people who applied to the doctoral program, 59% were admitted and 48% of those actually enrolled. We have had no transfer students of which we are aware. Students might move between LLSS programs, but can find no record of students transferring from other colleges or departments within our college.

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Masters									
Applied	40	32	24	31	32	27	29	13	23
Admitted	23	23	18	21	16	14	19	8	15
Enrolled	15	19	16	15	10	12	13	5	9
Doctoral									
Applied	21	37	24	31	25	30	37	37	43
Admitted	12	24	12	14	17	22	23	21	23
Enrolled	10	22	9	10	15	17	17	17	19
Total									
Applied	61	69	48	62	57	57	66	50	66
Admitted	35	47	30	35	33	36	42	29	38
Enrolled	25	41	25	25	25	29	30	22	28

Table 4.3. Graduate student applications, admissions & enrollment, fall semesters only, M.A. and Ph.D.

Table 4.4 shows the history of admissions of our master’s students from 2007 through 2015, using all semesters (so the numbers will not perfectly align with Table 4.3, which shows only fall). Figure 4.1 is a graph of our admissions of master’s students for the same period. The graph is useful because it suggests a subtle sine-like curve in our admissions history; this is actually consistent with what we found in our last APR as well. The number of students we admit tends to be between one third and one half of applicants, which suggests that we are selective. Further, there are ‘bulges’ in the admissions, most notably 2013, which are caused by an increase in applications due to the beginning of a new Literacy master’s cohort. In fall 2014, New Mexico teachers were intensely influenced by new testing demands, new curricular demands, and other pressures, which we hold responsible for the dip in applicants that year. Further, we accepted just over half of the applicants that year.

Admitted 07	59
Admitted 08	45
Admitted 09	48
Admitted 10	63
Admitted 11	46
Admitted 12	52
Admitted 13	73
Admitted 14	25
Admitted 15	57
Total Admitted	468

Table 4.4. Master’s degree student admissions from 2007-2015.

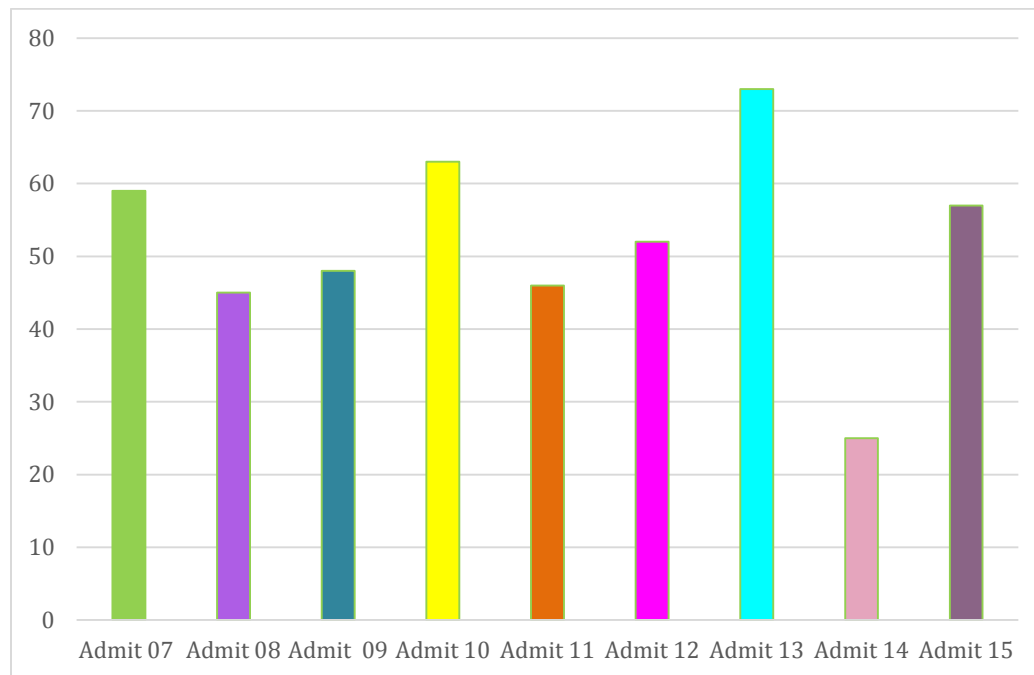


Figure 4.1. Master’s student admissions 2007-2015

Table 4.5 shows the history of our doctoral admissions for the LLSS Ph.D. We typically accept between one third and one half of the applicants to our doctoral program in LLSS. The range for 2007 through 2015 was from 21 to 43 applicants; we accepted between 12 and 24 each year during that same period. Figure 4.2 is a graphic representation of this data. There’s a spike in admissions in 2008, but overall the trend in our admissions was on a steady climb and then pretty much leveled off since 2012. From 2007-2015, we admitted a total of 196 LLSS PhD students. This is a large number of new students per year and intimates the heavy advising load many faculty carry.

Admitted 2007	12
2008	25
Admitted 2009	12
Admitted 2010	20
Admitted 2011	21
Admitted 2012	27
Admitted 2013	27
Admitted 2014	26
Admitted 2015	26
Total Admitted	196

Table 4.5. Ph.D. student admissions from 2007-2015.

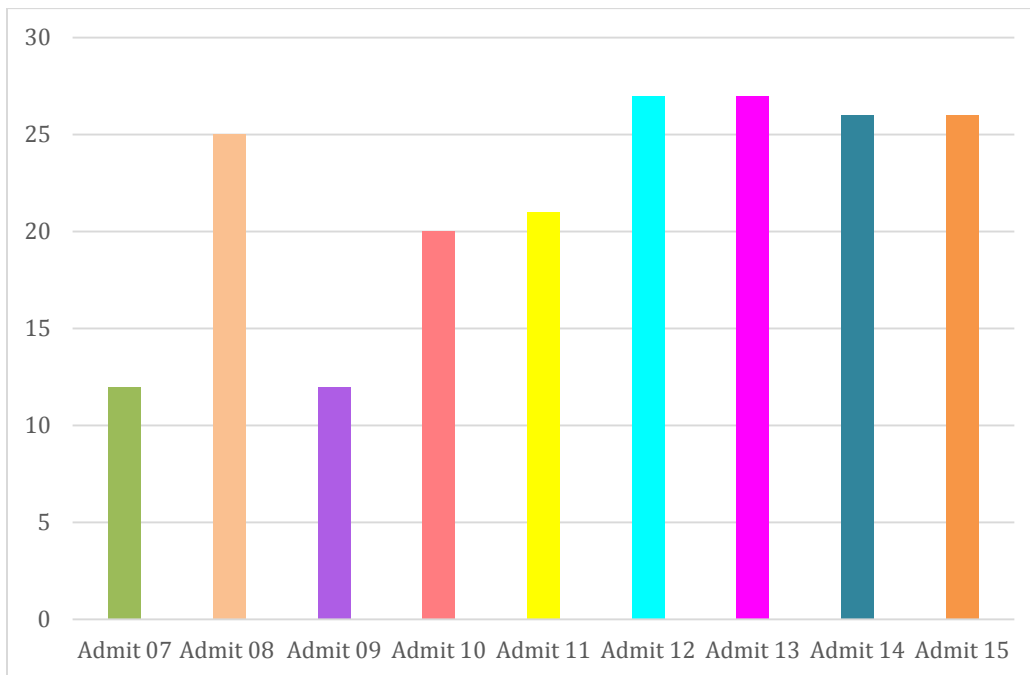


Figure 4.2. Ph.D. student admissions from 2007-2015.

Table 4.6 shows the history of our admissions into the Educational Linguistics PhD. Over the years of this review, we accepted between 2 and 16 new students each year. We admitted a total of 58 across the entire period of this review. The trend of admitted students in Educational

Linguistics is function of both the quality of the applicants (including their fit into the program) and the availability of advisors. Advisors are stretched as the data here and above suggests.

Figure 4.3 is a graphic representation of admissions into Educational Linguistics.

Admitted 2007	7
Admitted 2008	3
Admitted 2009	2
Admitted 2010	5
Admitted 2011	4
Admitted 2012	3
Admitted 2013	8
Admitted 2014	10
Admitted 2015	16
Total Admitted	58

Table 4.6. Educational Linguistics Ph.D. student admissions from 2007-2015.

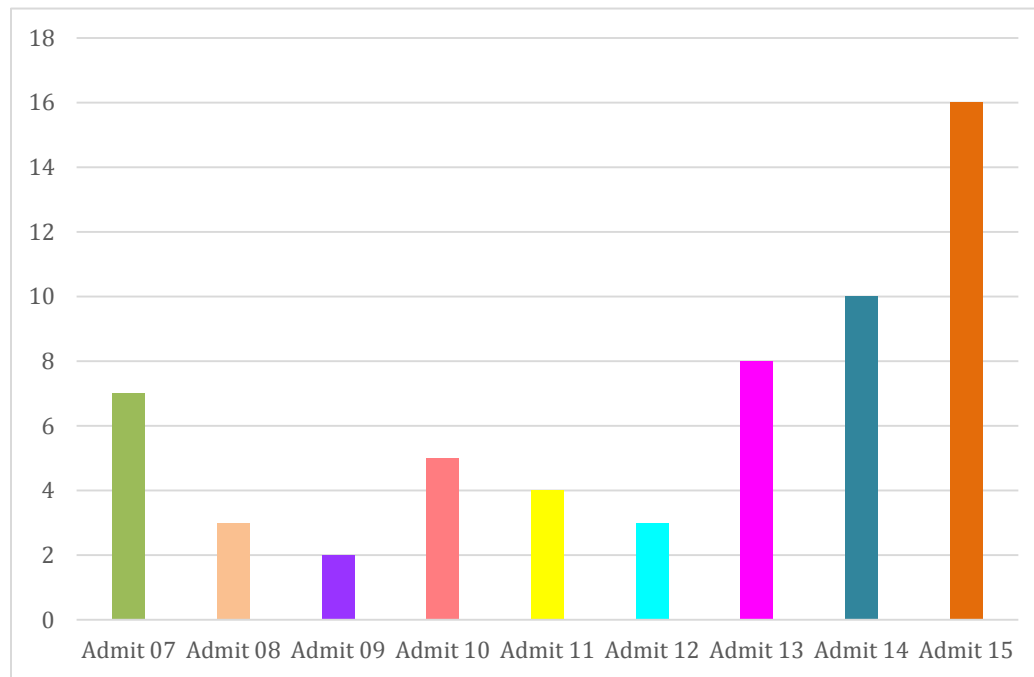


Figure 4.3. Educational Linguistics Ph.D. student admissions from 2007-2015.

Figure 4.3 shows the sine-like nature of our admissions into Educational Linguistics between 2007 and 2012; since 2012 the program shows a steady rise in admissions. Again, this only shows admissions, not actual enrollments (i.e. numbers of students that showed up, registered, and attended classes). Typically, about 10% of admitted students in Educational Linguistics do not attend; most of these are due to financial reasons, but some are due to international issues

such as visas or political situations. We do not admit students whose TOEFL scores are below the cutoff suggested by the UNM Global Education Office.

4B. Provide an analysis of enrollment trends, persistence, and graduation trends.

Enrollment Trends

There are three categories of students that enroll in our classes. First, our largest program (by enrollment) is the one leading to a doctoral degree. As discussed in Criterion 0 and 1, we have two Ph.D. programs housed in LLSS, one in LLSS and the other in Educational Linguistics. In spring 2016, we had 110 active Ph.D. students in LLSS and 39 active Educational Linguistics doctoral students; our total number of doctoral students was 149. Our master’s students, the second category, numbered 105 across all the programs in LLSS. The third category of students is those not seeking a degree but taking coursework in LLSS to fulfill requirements for a certificate, endorsement, or taking one of our classes required by a different department. We had 22 TESOL certificate students enrolled in spring 2016.

Gender is another facet of the enrollment trends that we studied. For our master’s students, we found that we overwhelmingly serve females. This is not surprising considering the high number of females in the teaching profession. Table 4.7 presents the gender data in our master’s program. The range of males goes from about 10% to 17%, but this is somewhat deceiving because the number of males remains steady at about 10 and the number of women varies between 61 and 100. This disparity can be seen in Figure 4.4, a graphic representation of gender in our master’s program.

	F 07	F 08	F 09	F 10	F 11	F 12	F 13	F 14	F 15
Male	11	11	10	16	10	9	9	10	11
Female	100	84	71	79	73	72	85	62	61
Total	111	95	81	95	83	81	94	72	72

Table 4.7. Total master’s students by gender 2007- 2015.

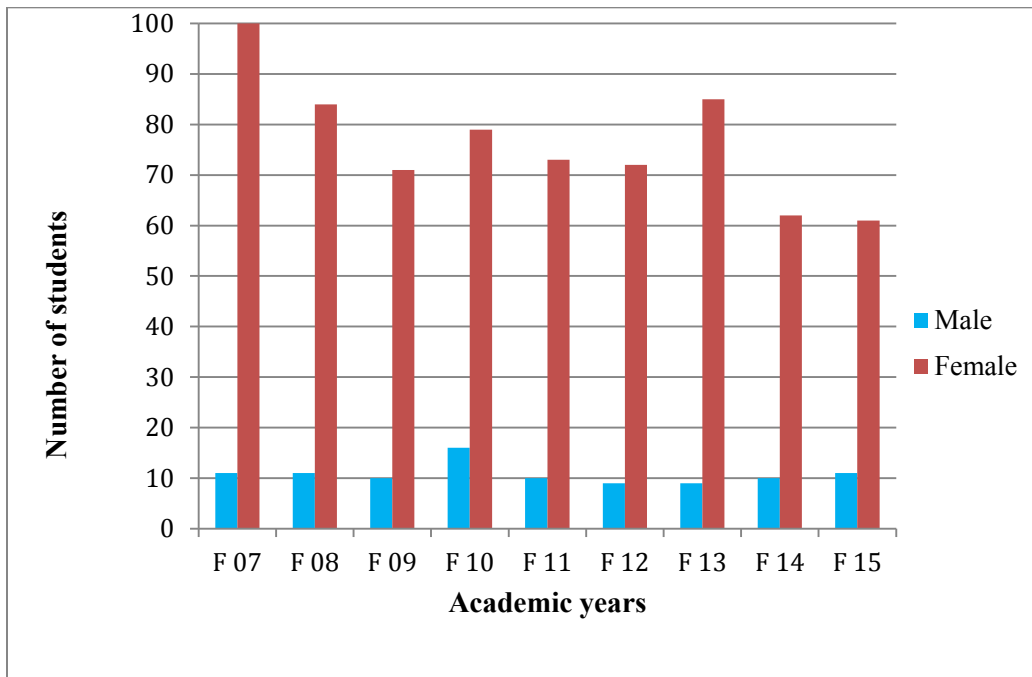


Fig 4.4. Total master's students by gender 2007- 2015.

In our doctoral programs, we have combined Educational Linguistics and the LLSS PhD to study gender. We found that the range of women is from 45 to 65 and the range of men is from 20 to 43. This data is presented in Table 4.8 and is shown graphically in Figure 4.5.

	F 07	F 08	F 09	F 10	F 11	F 12	F 13	F 14	F 15
Male	27	24	23	26	24	20	25	28	43
Female	45	56	56	51	60	64	65	58	51
Total	72	80	79	77	84	84	90	86	94

Table 4.8. Total Ph.D. students by gender 2007- 2015.

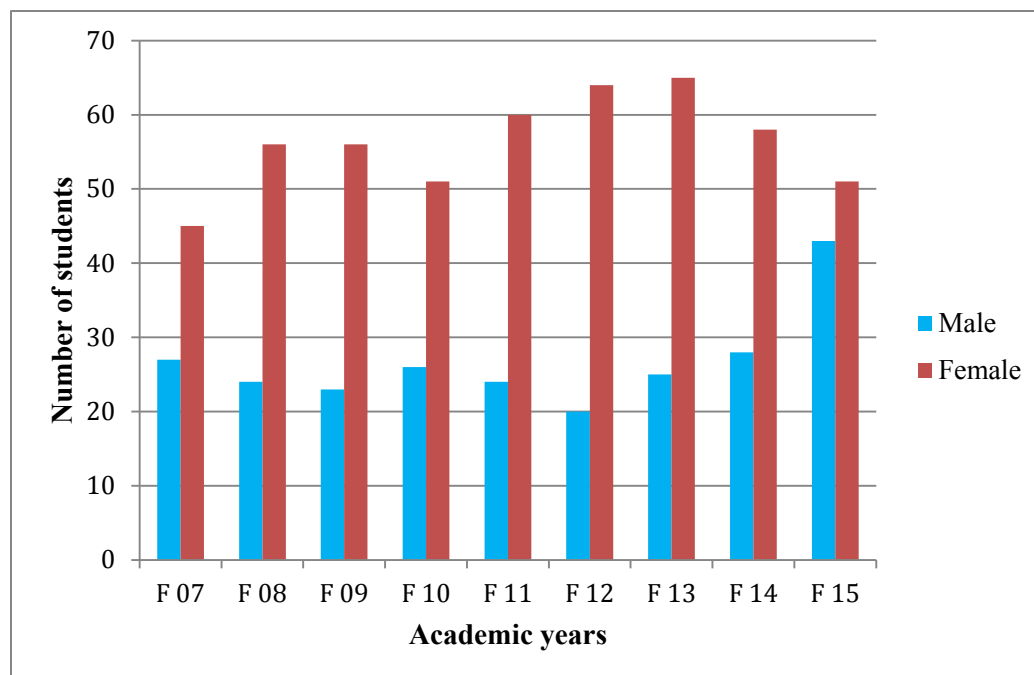


Figure 4.5. Total Ph.D. students by gender 2007- 2015.

We also studied the ethnicities/races of our students. Across both master’s and doctoral programs, our demographics come close to matching those of the state of New Mexico, a fact in which our department prides itself. However, our Ph.D. programs draw heavily from international populations while our master’s do not. We’ll consider each degree separately. For master’s students, Hispanics have a greater presence than White non-Hispanics. Table 4.9 presents this data. Figure 4.6 shows the data in graph form.

Ethnicity/Race	F 07	F 08	F 09	F 10	F 11	F 12	F 13	F 14	F 15
White non-Hispanic	43	35	32	32	26	26	34	28	22
Hispanic	39	34	29	42	43	38	40	24	28
American Indian	16	18	13	11	7	11	9	7	8
Asian	3	3	2	2	1	1	2	1	4
Black or African American	1	1	2	3	2	1	1	0	1
International	6	3	3	3	1	1	5	9	11
Two or more races	0	0	0	1	3	3	1	1	3
Race/Ethnicity unknown	3	1	0	1	0	0	2	2	1
Totals	111	95	81	95	83	81	94	72	78

Table 4.9. Master’s degree students race/ethnicity totals.

Table 4.9 shows the majority of our master’s students fluctuates between being White Non-Hispanic and Hispanic. Indigenous students comprise between nine and twenty percent of our master’s student body.

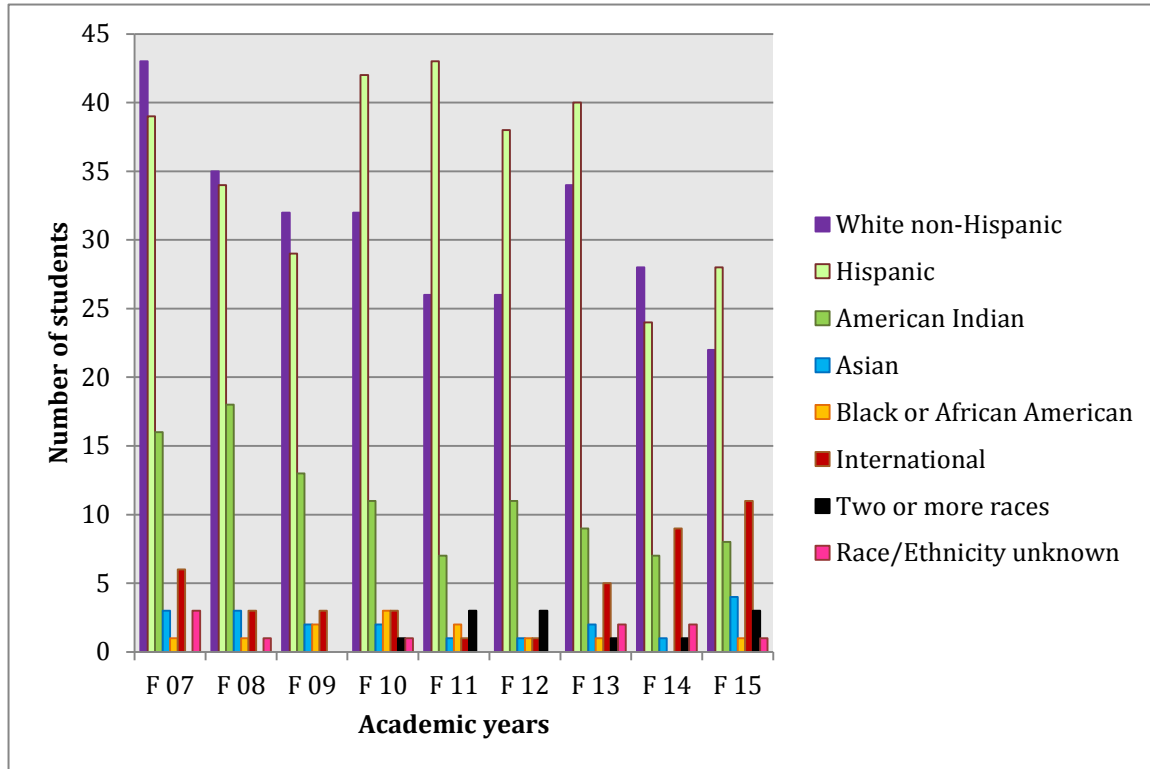


Figure 4.6. Master’s students race/ethnicity totals.

The ethnicities/races of our doctoral students are presented in Table 4.10 and represented in Figure 4.7. Our doctoral programs have a high percentage of White Non-Hispanic students, a fact that we consider significant in that it departs from the demographics of the state. White non-Hispanics in New Mexico are typically more privileged and thus gain access to doctoral programs in greater numbers than others in the state. This is one reason we are constantly both searching for support systems for other groups as well as planning to recruit more heavily in order to match the state’s demographics.

	F 07	F 08	F 09	F 10	F 11	F 12	F 13	F 14	F 15
White non-Hispanic	40	41	41	32	46	33	33	26	26
Hispanic	21	20	19	19	19	24	24	29	29
American Indian	8	9	10	11	8	6	8	11	12
Asian	7	8	8	7	6	6	5	5	4
Black or African American	2	3	2	3	2	6	8	6	8
International	14	14	14	18	16	18	22	24	34
Two or more races	0	0	0	2	3	4	4	4	4
Race/Ethnicity unknown	3	5	3	4	3	4	4	4	3
Totals	95	100	100	96	103	101	108	109	120

Table 4.10. Ph.D. students race/ethnicity totals.

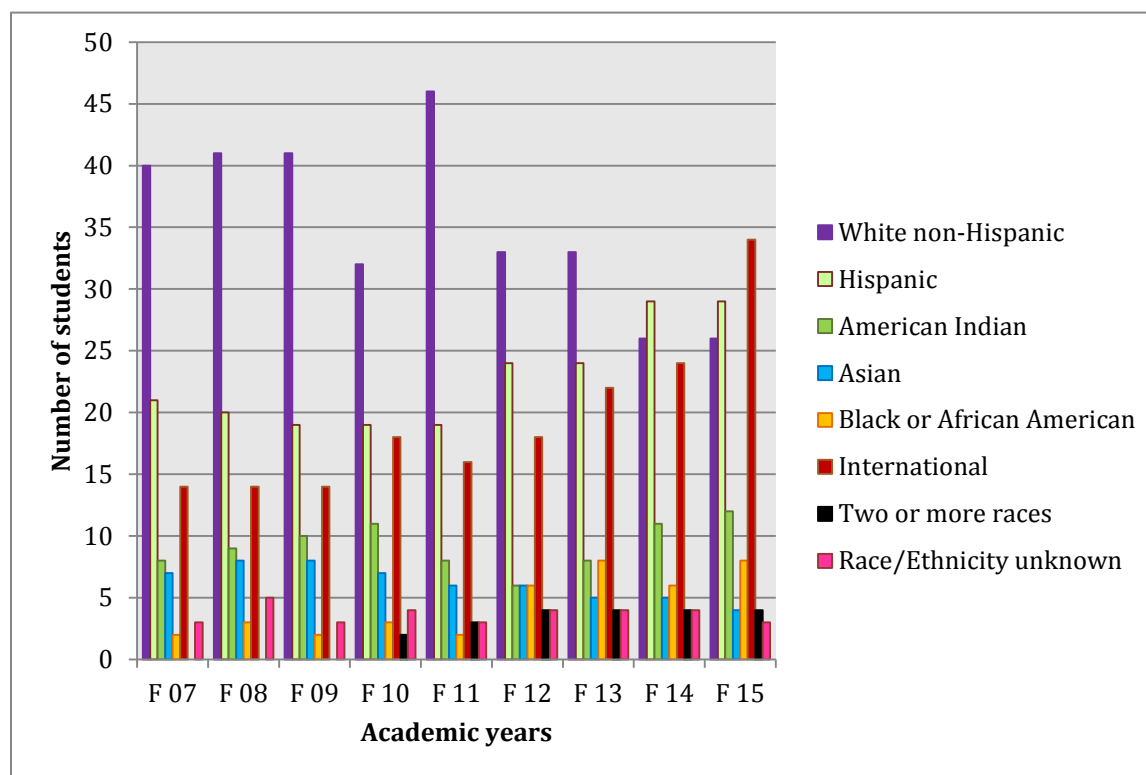


Figure 4.7. Ph.D. students race/ethnicity totals.

An interesting facet of our admissions study was the enrollment trends and persistence of non-degree students. As discussed earlier in this report, we have students that take coursework to complete a minor, graduate certificate, or endorsement. Others enroll in our research classes or take classes as part of their licensure program in TEELP. These students have been systematically tracked for their presence in our classes and we have had between 53 and 272 each semester for the period of this review. Table 4.11 presents the number of students (when

data was collected) and the courses they took in LLSS as non-degree students. The titles of these classes and brief descriptions are in Appendix 6. We do not track the persistence of non-degree students through completion if they come from other departments or colleges; we have just initiated tracking of the graduate certificate students in TESOL because it is so new. We do not track endorsement students because LLSS is not their home department for their degree (if they are working on one) and because we have not had the capacity to do so because endorsements are issued by the state.

We do track the reasons that non degree students are taking our classes. By far, the most popular reason for that non LLSS students take our courses is for an endorsement (bilingual, TESOL or literacy/reading). In New Mexico, bilingual and TESOL endorsements give teachers an increase in their base salary in many districts. In Albuquerque Public Schools (the largest district in the state), teachers earn \$3000.00 extra each year for one of these. The TESOL endorsement accounts for between 40 and 55% of the students taking courses as non LLSS degree status. For example, in fall 2012 (the year of the highest number of non degree students), 272 students took such classes. Of those, 109 were seeking an endorsement, 20 were taking classes prior to being admitted into one of our graduate programs, 63 took classes required for licensure, 24 took classes because our courses are electives in their home departments, 44 took classes because our courses are required in their home departments, and 12 took our classes for other reasons. These ratios/percentages (reason for taking/total non degree students) remained fairly consistent between spring 2007 and fall 2015. However, the actual number of students taking classes varied quite a bit (see Table 4.11).

Semester/Year	Number of students	Courses taken
Spring 2009	170	315,430,443,501,502,532,556,566,582,593,605
Fall 2009	53	330,393,430,432,433,443,456,500,501,532,605,615
Spring 2010	N/A	-
Fall 2010	116	315,430,432,435,443,453,456,501,502,524,532,556,567,583,587,593
Spring 2011	N/A	-
Fall 2011	251	183,315,430,432,436,443,453,456,458,459,480,500,501,502,521,556,580,591,593,623,650
Semester/Year	Number of students	Courses taken
Spring 2012	95	315,393,430,443,453,456,458,459,469,482,502,524,527,541,559,569,606
Fall 2012	272	183,315,430,432,436,443,453,456,458,459,480,482,500,501,502,521,530,556,559,560,580,593,623,650

Spring 2013	107	315,443,453,458,479,482,502,511,515,558,579
Fall 2013	67	315,430,436,443,453,456,458,480,482,502,551,552,556,558,582,593
Spring 2014	168	300,315,430,443,453,456,458,482,502,523,524,535,553,558,559,566,570,593,605,606,650
Fall 2014	N/A	-
Spring 2015	108	300,304,315,321,430,443,445,453,456,458,501,502,507,513,524,558,583,614
Fall 2015	96	315,430,443,453,458,493,501,560,605,623
Spring 2016	164	300,315,443,451,453,456,458,500,502,523,524,536,556,557,558,564,582,583,606,610

Table 4.11. Non-degree students taking courses in LLSS.

Persistence and Graduation

One measure of persistence to graduation that we used for this report is admittedly rather crude. We placed the number of admissions each year, at the master’s and doctoral levels, side-by-side with the graduation numbers for that year. Of course those numbers should not match, but they do provide some insight into a flow of students coming in and students completing each year across the period of this report. Table 4.12 shows the admissions/graduation rates for master’s students. Looking at this as a graphic representation in Figure 4.9, the admission rate fluctuates but the graduation rate is fairly consistent. Thus, we’re bringing a steady stream of students to completion, but the rates at which they complete is varying. This makes sense as some master’s students can afford (both financially and time wise) to take more than one class a semester while others cannot. Further, the cohort model offers students a fairly steady and consistent path to completion because they decide as a group the number of classes they will take each semester.

Admitted 07	59
Graduated 07	39
Admitted 08	45
Graduated 08	42
Admitted 09	48
Graduated 09	44
Admitted 10	63
Graduated 10	37
Admitted 11	46

Graduated 11	44
Admitted 12	52
Graduated 12	32
Admitted 13	73
Graduated 13	37
Admitted 14	25
Graduated 14	39
Admitted 15	57
Graduated 15	24
Total Admitted	468
Total Graduated	338

Table 4.12. Admissions/graduation rates for master’s students 2007-2015.

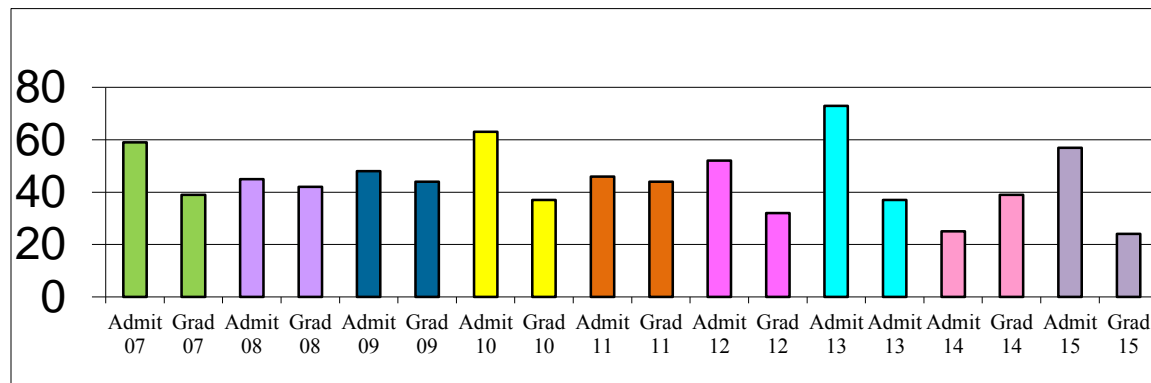


Figure 4.8. Admissions/graduation rates for master’s students 2007-2015.

In parallel fashion, we studied the admissions/graduate numbers of our doctoral programs. Table 4.13 and Figure 4.9 show these numbers for the LLSS Ph.D. Table 4.14 and Figure 4.10 show the numbers for the Ph.D. in Educational Linguistics. Relying again upon the idea of a steady stream, the totals in Tables 4.13 and 4.14 suggest about a 5% difference when we add together active students and admitted students and compare it to graduations. The difference is composed of inactive or non-completing students, but only in part. Some of the difference is due to the fact that we do not admit an exact number based upon the numbers of students that complete; further, not all admitted students enroll.

Admitted 2007	12
Graduated 2007	13
Admitted 2008	25
Graduated 2008	9
Admitted 2009	12
Graduated 2009	9
Admitted 2010	20
Graduated 2010	8
Admitted 2011	21
Graduated 2011	8
Admitted 2012	27
Graduated 2012	9
Admitted 2013	27
Graduated 2013	6
Admitted 2014	26
Graduated 2014	6
Admitted 2015	26
Graduated 2015	6
Total Admitted	196
Total Graduated	73
Currently Active	110

Table 4.13. Admissions/graduation rates for LLSS Ph.D. students 2007-2015.

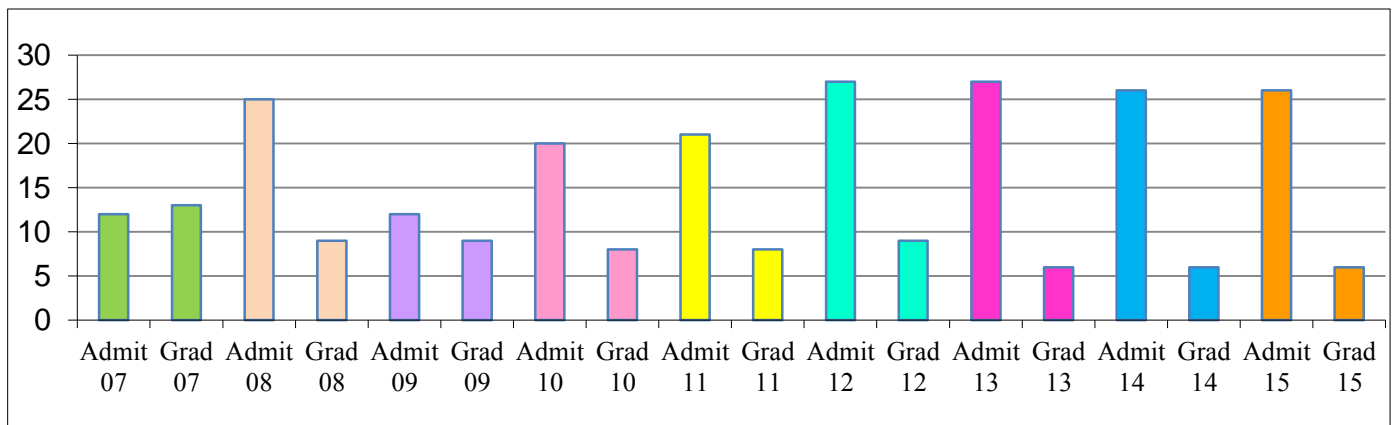


Figure 4.9. Admissions/graduation rates for LLSS Ph.D. students 2007-2015.

Admitted 2007	7
Graduated 2007	1
Admitted 2008	3
Graduated 2008	3
Admitted 2009	2
Graduated 2009	0
Admitted 2010	5
Graduated 2010	2
Admitted 2011	4
Graduated 2011	0
Admitted 2012	3
Graduated 2012	1
Admitted 2013	8
Graduated 2013	0
Admitted 2014	10
Graduated 2014	3
Admitted 2015	16
Graduated 2015	1
Total Admitted	58
Total Graduated	11
Currently Active	39

Table 4.14. Admissions/graduation numbers for Educational Linguistics Ph.D. students 2007-2015.

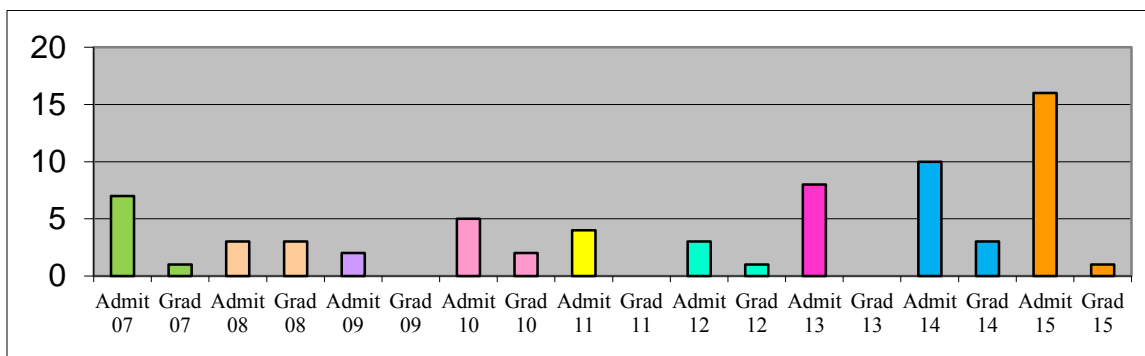


Figure 4.10. Admissions/graduation rates for Educational Linguistics Ph.D. students 2007-2015.

A more accurate representation of the persistence of our students is presented in Tables 4.15 and 4.16. Those tables present our study of the status of our students. By status, we mean their progression towards completion. Students' status could be any of the following: taking coursework, comprehensive exams (meaning they passed that exam), dissertation proposal (they passed the proposal), or graduated. In addition, if they are inactive in the program, that status is indicated as such. An inactive student is one that has notified us that they are leaving the program or they have not registered for classes for three consecutive semesters.

Year	Total Admitted	Inactive	Coursework	Comps	Proposal	Dissertation	Graduated
2007	11	2	0	2	2	3	2
2008	19	9	1	1	5	1	2
2009	10	3	0	2	1	1	3
2010	9	2	1	0	2	3	1
2011	15	3	3	1	5	2	1
2012	17	1	10	3	2	1	0
2013	13	2	9	2	0	0	0
2014	16	1	13	2	0	0	0
2015	24	0	24	0	0	0	0
Totals	134	23	61	13	17	11	9

Table 4.15. Students’ status in the LLSS doctoral program.

There is one problem with the data in Table 4.15. The low numbers of students graduating *suggests* that they are not moving through the program efficiently. However, qualitative research is quite time consuming and many of our students are not full time.

Year	Total Admitted	Inactive	Coursework	Comps	Proposal	Dissertation	Graduated
2007	2	0	0	0	1	0	1
2008	1	1	0	0	0	0	0
2009	1	0	1	0	0	0	0
2010	3	1	0	0	1	1	0
2011	3	1	1	0	0	1	0
2012	0	0	0	0	0	0	0
2013	4	0	4	0	0	0	0
2014	7	0	6	1	0	0	0
2015	10	0	10	0	0	0	0
Totals	31	3	22	1	2	2	1

Table. 4.16. Students’ status in the Educational Linguistics doctoral program.

The low number of Educational Linguistics graduates suggests parallel findings to what we found in the review of our LLSS doctoral students. We believe the same issue applies: students appear to not move through the program efficiently, but the nature of the work sometimes demands longer stays in the program.

As a follow up to the numbers reported in Tables 4.15 and 4.16, we studied the numbers of completers for both our doctoral programs and our master’s degrees. Table 4.17 presents the numbers of students graduating from our programs from 2007.

Year	PHD	Educational Linguistics	Masters
2007	13	1	39
2008	9	3	43
2009	9	0	45
2010	8	1	38
2011	8	0	45
2012	9	1	34
2013	8	0	37
2014	6	3	35
2015	6	1	22
Totals	76	10	338

Table 4.17. Students completing LLSS graduate programs 2007-2015.

Table 4.17 demonstrates that students do move through our programs with some degree of regularity. Our doctoral students do complete, but they do so in a way that requires more time. On average, ten students complete their Ph.D. each year (across both programs). We graduate a steady stream of master’s students ranging from 22 to 45 a year. We cannot emphasize enough the amount of time faculty invest in advising and working with all of our graduate students. Even at the master’s level, helping students prepare for their comprehensive exams and reading/scoring these documents require massive amounts of time. Doctoral students require even more time.

Appendix 8 lists all of our students and their location in our programs, including master’s students. In that Appendix, students who have graduated are listed as inactive, which is the default status for the system from which we draw the reports. Since a master’s student that has graduated will not show up as taking classes, they are assigned the inactive status. But, they are also assigned a ‘graduated’ status, indicating that they completed the program. The Appendix shows that of 359 master’s students, only 36 are in inactive status of this writing. Our students are highly motivated to complete for reasons already stated (increase in salary, knowledge and strategies they learn, returning to activist work, and being part of a learning and thought collective beyond our programs).

In the earlier years that we studied for this review, it appears that doctoral students became inactive without completing the program at a rate of about 20%. However, in recent years, faculty advisors have been following up on students to more accurately monitor their progress and ensure that they are on track towards completion and the percent of inactive (as a function of year of admittance) drops significantly. Our doctoral students take from 5 to over ten years to complete; if they go over ten they do need permission and extenuating circumstances.

Our master’s students continue to complete in two to four years of admittance. The cohort model also helps us track students and support them towards completion; cohort students complete in two years.

In sum, we graduated 11 Educational Linguistics doctoral students, 73 LLSS doctoral students, and 338 master’s students for the years of this review. This adds up to a total of 442 degrees conferred. For our last APR report, the sum was 275 total degrees conferred; of those graduate degrees, 215 were M.A. degrees, and 60 were Ph.D.’s. Our current report shows a sharp increase in degrees conferred with fewer faculty. We brought to graduation 160% more students for the time period of this review than for the previous one. Again, this suggests the huge workloads that we undertake in LLSS.

4C. Provide a description of program advisement for students.

Our faculty advises a substantial number of doctoral and master’s students. We advise in a variety of ways as discussed below. Appendix 9 lists each faculty member over the past five years and the numbers of doctoral students they: advised (during coursework), chaired for Ph.D. comprehensive exams, chaired at dissertations, served as a comprehensive exam committee member, and served as a dissertation committee member. That six-page table is too extensive to insert here. However, Table 4.18 is a summary of our advising work. The Table exaggerates the number of advisees, as does the Appendix, because students are counted for each spring that they were active, meaning they are counted more than once. We believe this to be an accurate accounting because during that given year, faculty were very busy advising these students, whether for the first time, during coursework, or at some other point in the program. The Table and Appendix are for the years 2010-2015.

We work as a faculty to help newer faculty maintain a lower advising load so that they can concentrate on their scholarly agendas and teaching. Each program is strained by this load and, at the present time, there is no ‘offset’ or other procedure in place that considers advising load as part of teaching. We had, until fall 2015, a policy that if an advisor had 8 or more students enrolled in dissertation hours, they would be released from one course to deal with that load. The policy was overused by some faculty that were not working to get students to completion/graduation with any regularity and so it was voted out by the Dean’s leadership team.

Faculty Name	Six Year PhD Advising
Ricky Allen	233
Rebecca Blum-Martinez	80
Ann Calhoon	125
Greg Cajete	47
Sylvia Celedon-Pattichis	118
Pisarn Chamcharatsri	25
Carlos LopezLeiva	36
Holbrook Mahn	249
Glenabah Martinez	101
Lois Meyer	142
Richard Meyer	85
Elizabeth Noll	35
Tryphenia Peele-Eady	70

Faculty Name	Six Year PhD Advising
Lucretia Pence	251
Chris Sims	59
Yoo Kyung Sung	16
Cheo Torres	8
Ruth Trinidad Galvan	215
Vincent Werito	45
Don Zancanella	123
TOTAL	2063

Table 4.18. Total number of doctoral students advised by faculty 2010-2015.

We followed our master’s students in a similar way for the 2010-2015 period. The full table, by faculty and year, is included as Appendix 10. We’ve summarized that Appendix in Table 4.19. Again, the totals may appear deceiving but the reality is that students were advised by faculty each of those years. Table 4.19 shows the number of students that faculty were advising during the spring semester for each year; the spring semester is a reliable indicator of annual faculty advising load. The Table also shows the total number of students that graduated during that academic year.

Faculty Name	Six Year MA Advising (spring semester)	Total Graduated for Academic Year
Ricky Allen	13	5
Rebecca Blum-Martinez	43	18
Ann Calhoun	40	16
Greg Cajete	0	0
Sylvia Celedon-Pattichis	30	10
Pisarn Chamcharatsri	7	2
Jill Jeffery	6	1
Carlos LopezLeiva	18	6
Holbrook Mahn	34	17
Glenabah Martinez	11	5
Lois Meyer	21	8
Richard Meyer	50	23
Elizabeth Noll	10	3
Tryphenia Peele-Eady	15	7
Lucretia Pence	48	19
Chris Sims	36	12
Yoo Kyung Sung	21	8
Cheo Torres	0	0
Ruth Trinidad Galvan	16	6

Vincent Werito	12	4
Don Zancanella	31	14
TOTAL	461	184

Table 4.19. Master’s advising loads in LLSS 2010-2015.

Looking across both Tables 4.18 and 4.19 and the Appendices from which they were drawn, we found that programs carried a fair distribution of advising responsibilities. Within programs, different faculty had significantly more advisees than others. This turned out to be a direct reflection of the students’ interests and the faculty members’ expertise. For some of the literacy faculty, working in cohorts tended to lighten the number of doctoral students they advised. Bilingual/TESOL faculty also carried large numbers of master’s advisees, which sometimes led to fewer numbers of doctoral advisees. This data might suggest that we need increased faculty numbers, something we discuss in Criterion 9 in greater depth.

Master’s Advisement

Advising begins with the letter of acceptance from the chair that each student receives. The letter informs the student as to who will serve as their initial advisor and that the student should consult with that advisor as soon as possible, but definitely prior to starting their first semester of studies. They are also informed about the date and time of the introductory course, LLSS 500, and that they need to register for that course during the semester for which they are accepted. Sample letters of acceptance are included in Appendix 11. Students are also strongly urged to join the LLSS student listserv, which provides ongoing information about registration, financial opportunities, meetings, seminars, and more. Directions for joining that list are included in the acceptance letter.

Each program advises individually or in a cohort. We rely upon advising forms, which are available to students near our main offices and included in Appendix 1. The Bilingual/TESOL and Literacy/Language Arts programs help TEELP with advisement for students who are pursuing endorsements. This includes advising students about the newly instituted Bilingual and TESOL minors for undergraduates across the campus. Program faculty are responsible for advising students who want to participate in the ESL Endorsement Summer Institute and the Spanish Immersion Institute. Faculty are also responsible for advisement concerning the newly instituted TESOL Transcribed Graduate Certificate and the various summer institutes.

Our cohort model in Literacy/Language Arts affords students the advantage of regular advising on a group level because Program faculty teach so many of the courses. As students progress from initial coursework (LLSS 500), faculty explain processes such as: planning out coursework to be taken as a function of what we offer, filing of program of studies forms, graduation forms, and “summer deals.” Summer deals refers student status during the summer; since full time graduate status is six credit hours, students may take additional courses at no additional cost to them. Faculty remind students of this ‘deal,’ and, additionally, the L/LA program plans coursework in the summer, such as the reading and assessment institutes in addition to other classes.

Ph.D. Advisement

Ph.D. students are encouraged to make contact with Department faculty (at least three) prior to submitting their applications. This pre-admissions advisement is focused on understanding the students' interests juxtaposed with the Department's offerings and expertise. We work to ensure that applicants fully understand the nature and scope of our program and offerings as well as the commitment required to successfully complete a doctoral program.

Once admitted, Ph.D. students in the program are advised individually by their chosen advisor. The first role of the advisor is to help establish an initial program of studies that will lead up to the comprehensive examinations. During coursework, it is expected that students will meet at least once each semester with their faculty advisor or, at the very least, have phone or email contact in order to verify that students' trajectories in the program are staying on course. When students are about halfway through coursework, a tentative Program of Studies committee is formed. The student is the focus of this committee as they meet to fully understand the student's interests and needs and recommend subsequent coursework leading up to the comprehensive exam. Sometimes the topics for both the comprehensive exam and the dissertation are discussed in order to support students and help them focus on or clarify their interests. This committee is typically the comprehensive exam committee. The Ph.D. advising form is included in Appendix 1. *The Pathfinder* is the UNM students' guide to regulations and policies and states that students are expected to know deadlines and procedures, many of which are outlined at the website of Graduate Studies (<http://grad.unm.edu/home/>).

The comprehensive exam occurs during or immediately following the final semester of coursework for most students. The process for the comprehensive exams is on a handout for students. That handout is inserted here.

-----Policy for Ph.D. Comprehensive Examinations-----

Purpose

This policy outlines the doctoral examination process for both faculty and students in the Department of Language, Literacy and Sociocultural Studies.

Policy

This policy is consistent with the policy for the **Doctoral Comprehensive Examination** outlined in the UNM Catalog:

<http://catalog.unm.edu/catalogs/2011-2012/graduate-program.html>.

A doctoral student must pass a comprehensive examination in the major field of study. This examination, which may be written, oral or both, is not limited to the areas of the student's course work, but tests the student's grasp of the field as a whole. It is strongly recommended that the Application for Candidacy be completed and approved by the graduate unit before the

student takes the doctoral comprehensive examination. The administration of this exam is governed by the following guidelines:

1. The student must have a cumulative grade point average of at least 3.0 at the time of the examination.
2. The student must be enrolled in a minimum of one credit of graduate course work the semester in which he/she takes the doctoral comprehensive examination.
3. At least two weeks prior to the date of the examination, the major graduate unit must request approval from the Dean of Graduate Studies to hold the exam. It may not be conducted until the Dean of Graduate Studies approves the appropriate announcement form and it is returned to the unit.
4. The doctoral comprehensive examination committee (usually the student's Committee on Studies) consists of a minimum of three members approved for committee service. UNM has categories for approval of members of a committee available at <http://grad.unm.edu/resources/gs-forms/committee-service.html>. The categories differentiate between those tenured or on a tenure track and those with other qualifications (retired, at other universities, research faculty not on a tenure track, and experts in the field.)
5. In order to qualify to sit for a doctoral exam during the intersession, the student must be registered for the following semester.
6. Barring extraordinary circumstances, the graduate unit will notify the student of the results of the examination no later than two weeks after the date on which it was administered. Should such circumstances arise, the graduate unit will notify the student in writing of the reason for the delay and let him/her know when notification can be expected.
7. The results of the examination must be reported to the Dean of Graduate Studies on the "Report of Examination" form no later than two weeks after the date of the examination.
8. If a student fails the examination, the Committee on Studies may recommend a second examination, which must be administered within one calendar year from the date of the first examination. The doctoral comprehensive examination may be taken only twice. A second failure will result in the student's termination from the program.

In addition to these requirements, this policy statement specifies procedures for doctoral candidates in Language, Literacy and Sociocultural Studies.

Procedure

The comprehensive examination is one of the requirements for advancing to Candidacy and Dissertation. The examination is taken upon completion of course work. To prepare for the comprehensive examination, doctoral students must select and meet with their Committee on Studies. The committee is comprised of the doctoral student's major advisor and two other faculty members with whom the student has studied.

In conjunction with the Committee on Studies, the doctoral student will determine:

- If all course requirements are met

- Appropriate areas of expertise to be addressed in the examination
- Which of the following formats the student will use.

Option One: A paper or series of papers that address topics and/or questions derived by the student and the Committee on Studies. Once the questions and/or topic have been established, the paper(s) are to be completed without further input or help from faculty members.

Option Two: A single authored article published in a peer-reviewed journal since admission to LLSS. The article should reflect the readiness criteria detailed above.

The examination must be completed within two academic year semesters (Fall and Spring or Spring and Fall) after all coursework is finished. Students must be enrolled for course credit during the semesters in which they are writing and complete their examinations. Appropriate courses are selected by the student in consultation with the major advisor.

The deadline for completion of the comprehensive exam is no later than three weeks before the end of the semester in which the exam is to be evaluated.

This examination will be reviewed by the Committee on Studies to determine the extent that the student is able to:

- Demonstrate knowledge and understanding of foundational issues and theories related to language, literacy, and sociocultural studies
- Develop a perspective and create an argument
- Synthesize research to determine patterns, themes, gaps, trends, and/or issues
- Analyze a chosen topic in light of theory and research
- Write in ways appropriate for academic disciplines, including understanding American Psychological Association guidelines.

As per Office of Graduate Studies policy, students are only allowed to take the exam **twice** during their doctoral program.

-----end of policy statement-----

Upon successful completion of the comprehensive examinations, the exam committee is dissolved and the student works on the establishment of a dissertation committee. That committee works closely with the student on dissertation proposal. When that committee is formed, the student's status is changed to 'candidacy.'

Advising Meetings

Some faculty meet individually or in small groups with their advisees. These meetings are about coursework, progress in the program, comprehensive exams, proposal, dissertation, and other areas of interest or concern about the program. Some of the meetings are planning sessions for students as they ready pieces for publication, including presenting at a conference.

Another form of advisement is the doctoral group initiated by Dr. Lois Meyer in 2013. The group meets about once each month, is open to all doctoral students, and addresses many facets of doctoral student and post-doctoral life. This group involves our doctoral students in: understanding academe, considering the professoriate, practicing for conference presentations and exam situations (comprehensive, proposal, and final defenses), and much more. It is a support group that is quite unique, includes her own advisees and is open to other's advisees (many of whom attend). The group has helped many of our doctoral students and reflects Dr. Meyer's deep sense of dedication to the success of our students. Since this group serves as an advising forum as well as a support system for our doctoral students, it serves as a good segue into the next section. Other faculty have also initiated such groups.

4D. Describe any student support services that are provided by the unit.

Academic Support

Overall, upon acceptance into LLSS, graduate students are assigned an academic advisor for the duration of their coursework. The advisor may be temporary or support the student through the Program of Studies Committee and oversee the students' comprehensive examinations. Students are told in their letter of acceptance that advisors are temporary and that they may change advisors in order to work with someone whose interests are more aligned with their own.

At the master's level, most students begin their coursework together by taking LLSS 500: *Issues in Language/Literacy/Sociocultural Studies*. This course provides students with an overview of the field in which they are studying, an orientation to the program, and an introduction to the faculty. During their final semester, students can elect to take comprehensive examinations or write a thesis. On average, less than one student per year elects to write a thesis. Most students who are ready for their comprehensive examinations are required to take LLSS 590: *Seminar*. This seminar supports students as they write their comprehensive examination. Some master's students in ETSS work independently with their advisor on the exam rather than taking 590.

At the Ph.D. level, students are also assigned an academic advisor, which may be temporary or for the duration of their coursework. As in the master's program, the advisor chairs the Program of Studies Committee and oversees the student's required comprehensive examination. Upon completion of the comprehensive examination, students may elect a new chair and a dissertation committee different from their Program of Studies Committee because UNM policy demands that the committee be dissolved upon completion of the comprehensive exam.

Doctoral students usually begin their coursework together by taking LLSS 640: *Seminar in Language and Literacy* and LLSS 645: *Seminar in Educational Foundations*. These courses provide an overview of concepts and issues important to LLSS, an orientation to the program, and an introduction to the faculty and their areas of expertise. Students receive coaching in academic writing in all courses and a course on academic writing has been offered every other year. As students prepare their proposals, they are required to take LLSS 650: *Dissertation Seminar*. All of these are forums for advisement.

In Fall 2006, Dr. Betsy Noll, LLSS faculty member and Associate Dean for Graduate Programs, spearheaded the development of the Writing Studio. Through her experience with graduate students in LLSS, Dr. Noll saw the need for additional support for our graduate students and conceived a plan and carried it through. The Writing Studio offered individual peer tutoring in writing for graduate students in the College of Education. The first tutors were LLSS graduate students. The Writing Studio closed in 2012 so many of our students were referred to other centers on campus, such as the Graduate Resource Center. Currently, one faculty member (Dr. Chamcharatsri) and a graduate student are supporting graduate students individually as they require help with their writing as part of the GSEA award discussed below. They do not have the capacity to address the current need.

Internships are a required part of all of doctoral students’ experience in LLSS and it is part of some of our master’s programs (Language Arts/Literacy). There are many ways that students fulfill this requirement. Some students are required to submit a publishable paper for their internship work; others engage in research with a faculty member reflective of an area of common interest. Sometimes the latter are submitted for publication. Some students engage in teaching internships, where they learn to teach a specific course (with the ultimate goal of teaching that class). Some professors use the internship credit hours to extend the research required in a course; for example, in *Family Literacy Research*, students may register for internship credit hours as a way of engaging more fully with families and also taking on the added responsibility of a more elaborate literature review. These are all venues for increased and enhanced academic support.

Internships generate student credit hours (SCH) for the Department, a reality that is becoming more important as we move to a fiscal model that rewards SCH generation. More importantly, internships give students a change to delve deeply into a topic or area of teaching in which they have interest. In addition, faculty work with students individually or in very small groups by using problems courses or directed readings. Dissertation hours are another way that students get to work individually with faculty, hence receiving very unique support. Table 4.20 shows the number of SCH faculty generated in engaging with students individually as a form of support. Appendix 12 presents this information by faculty member.

	F 06 Sp 7	F 07 Sp 8	F 08 Sp 9	F 09 Sp 10	F 10 Sp11	F 11 Sp 12	F 12 Sp13	F 13 Sp14	F 14 Sp 15	F 15 Sp 16	Grand Total
Total SCH	862	807	765	636	774	761	652	690	691	736	7374

Table 4.20. LLSS dissertation, problems, directed readings, and internship student credit hours (SCH) generated by academic year since fall 2006.

The development and ultimate approval of new classes is another way we support students. New courses allow for and support the expertise of new faculty and the emerging interests of tenured faculty in opening a forum in which ideas can be expressed shared, studied, interrogated, and developed further. Table 4.21 shows the new classes we’ve created within the last nine years. The 593 indicates that the course has been taught at least once as a *Topics* class; the *Topics* title

is intended as a trial for new course ideas and it is expected that faculty will use the curriculum workflow process to regularize such classes.

Year Approved	Course(s) Created
2007	LLSS 606: Case study research methods
2008	LLSS 525: Reading Recovery Training Part 1
2008	LLSS 526: Reading Recovery Training Part 2
2010	LLSS 553: Education and African American Children
2010	LLSS 537L: Assessment of Reading and Language Arts
2012	LLSS 321: School and Society
2012	LLSS 556: Reading, Writing, & Diversities
2012	LLSS 536: Reading and Writing Digital Texts
2012	LLSS 537: International Literature for Young People
2012	LLSS 539: Cross Cultural Literature for Young People
2014	LLSS 175: Foundations of American Indian Education
2015	LLSS 548: Literacy Leadership
2015	LLSS 610: Seminar in Academic Writing in Education and Related Fields
Pending	LLSS 593: <i>Topics</i> : Theoretical Research
Pending	LLSS 593/493: <i>Topics</i> : Navajo Bilingual Language Curriculum Development
Pending	LLSS 593: <i>Topics</i> : Pedagogies in Teaching Adult ESL Students
Pending	LLSS 593: <i>Topics</i> : Language Study
Pending	LLSS 593: <i>Topics</i> : Introduction to Race & Social Justice
Pending	LLSS 593: <i>Topics</i> : Translation Studies
Pending	LLSS 493/593: <i>Topics</i> : Language Curriculum Development for Heritage Langs
Pending	LLSS 493/593: <i>Topics</i> : Teaching in Native Language Immersion Settings
Pending	LLSS 493/593: <i>Topics</i> : Native Language Planning and Teaching
Pending	LLSS 493/593: <i>Topics</i> : Instructional Trends in Native Language Teaching
Pending	LLSS 493/593: <i>Topics</i> : Navajo Language and Education
Pending	LLSS 593: <i>Topics</i> : Global English Issues
Pending	LLSS 593: <i>Topics</i> : Discourse analysis in Cultural Contexts
Pending	LLSS 493/593: <i>Topics</i> : Env. Ethics & Justice (X-listed w/ NATV 436)

Table 4.21. New courses created by LLSS faculty. (493 is the undergraduate section)

In 2015, we began an annual review of progress for all of our doctoral students. Each fall, students are expected to enter a web location at which they provide information about: date of starting the program, coursework taken each semester, support received, presentations and publications, awards, and more. Faculty advisors are expected to enter the system and write a brief note to the student about their progress. Our first attempt at this review process resulted in about one third of students completing their review; only four faculty responded to students. We aim to do much better at this in subsequent fall semesters as students and faculty become

accustomed to the process. Beginning in spring 2016, acceptance letters for doctoral students explain the review as a required annual event.

We support students academically as well as financially via the assistantships that we offer (elaborated upon below). Since assistantships are intended to be both academic and financial support, the description of assistantships serves as a segue to the financial support section, below.

Our doctoral students typically arrive with a master’s degree and can teach undergraduate classes according to UNM policy. Students must take an internship or have equivalent experience to teach a class. There are two levels of graduate teaching assistants. The first, referred to as assistant level, teach undergraduate classes. Once students have advanced to doctoral candidacy (completed comprehensive exams and formed a dissertation committee), they may teach graduate level classes and are referred to as associates. Table 4.22 shows how many times our students have taught undergraduate and graduate level courses since 2007.

Course	Course	Teaching Assistant	Teaching Associate
LLSS 300	Bil Teach Meth Mat & Tech	2	
LLSS 315	Educ Ling & Cultr Diverse Student	15	
LLSS 430	Teaching Writing	1	
LLSS 432	Teaching Social Studies	3	
LLSS 435	Teach Stus with Reading Probs	1	
LLSS 436	Teaching of English	1	
LLSS 443	Children’s Literature	37	
LLSS 446	FOLKLORE EN EL AULA		
LLSS 453	Theor & Cultr Found Bil Educ	11	
LLSS 456	First Sec Lang Dev Cultr Cntxt	25	
LLSS 458	Literacy Across Cultures	8	
LLSS 459	Second Language Literacy		
LLSS 479	Teach Reading Bil Classroom		
LLSS 480	Second Language Pedagogy	1	
LLSS 482	Teaching Engl as Sec Language	3	
LLSS 493: Topics	T: Navajo Language & Education T: 2nd Lang Lit Secondary Stu T: Educ for Indig Global Just TOPICS (Some Examples)	6	
Total Undergrad		114	0
LLSS 502	Intro to Qualitative Research		2
LLSS 525	Reading Recovery Training I		1
LLSS 529	Race Ethnicity & Education		1
LLSS 536	Read & Write Digital Texts		2
LLSS 538	Teach Read in Content Flds		3
LLSS 551	Hist Amer Ind Educ		1

LLSS 556	First Sec Lang Dev Cultr Cntxt		2
LLSS 558	Literacy Across Cultures		4
LLSS 564	Iss Amer Ind Educ		1
LLSS 567	Family Literacy Research		1
LLSS 580	Sem: Educ Bilingual Students		2
LLSS 582	Curr Dev Multicul Educ		1
LLSS 583	Ed Across Cultures in SW		7
LLSS 593	T: Seminar Lang Arts T: 2nd Lang Lit Secondary Stu T: Educ for Indig Global Just Topics (Some Examples)		4
Totals		0	32

Table 4.22. Undergraduate and graduate classes taught by doctoral students in LLSS since 2007. (Appendix 6 provides brief descriptions of these classes.)

We have not tracked the many students that have taught courses in TEELP or worked as supervisors for field-based activities of undergraduates, such as student teaching. One or two students each semester are involved in such work. Recently, three graduate students have been involved with the work of TAGs at school sites as supervisors. The TAG work is part of a Kellogg Foundation grant discussed in Criterion 9. Even though we have not tracked with such specificity, our staff can draw from the UNM system the number of our students with ‘assistantship attributes,’ which means that they are (or were) in the UNM payroll system as assistants in some capacity. Table 4.23 shows students with that attribute since 2007.

Semester	No. of Students with TA or GA “Attribute”
Fall 2007	29
Spring 2008	35
Summer 2008	7
Fall 2008	35
Spring 2009	37
Summer 2009	10
Fall 2009	39
Spring 2010	36
Summer 2010	5
Fall 2010	32
Spring 2011	31
Summer 2011	8
Fall 2011	32
Spring 2012	30
Summer 2012	5
Fall 2012	37
Spring 2013	38

Summer 2013	5
Fall 2013	36
Spring 2014	41
Summer 2014	6
Fall 2014	41
Spring 2015	45
Summer 2015	5
Fall 2015	44
Spring 2016	47
TOTAL fall/spring only	655
TOTAL summer only	51
GRAND TOTAL	706

Table 4.23. LLSS students with ‘assistantship attribute’ within the UNM system since 2007.

We do support students in teaching the same course more than once, so some of the data in 4.23 may involve the same person across multiple semesters. The data also includes students who were assistants in other departments and on projects that may not have been directly reported to us. Our doctoral student review, initiated in fall 2015, is intended to capture more of this data.

Students interested in teaching LLSS classes apply on our website (<http://coe.unm.edu/departments-programs/llss/index.html>). That site has students provide information about their mentorships and other experiences relevant to teaching our classes. Part of the support we offer students is at least one observation of their teaching by a faculty member from their program. This is a relatively new requirement, but has been quite beneficial because of the rigorous process we’ve developed. Students are required to meet with their observer prior to the observation. At that point, the observer reviews the syllabus and the assistant describes what will happen in the full class session that will be observed. The assistant is then observed; following that, the two meet to discuss what occurred, including strengths, concerns, and plans for the future. The observer writes up the observation, including evaluative statements, and presents that document to the assistant. The chair also receives a copy. Assistants not observed in a full year may not be offered teaching positions in the future because they have not received this important form of support (feedback on their teaching from someone with expertise in the area).

Financial Support

From 2007 to 2015, LLSS doctoral students had 655 assistantships in the Department, which is an average of 72.8 during the regular academic year. This means that just over 70 students gained the support of a salary, tuition, and health benefits during the regular year. This is an increase of about 45% above what we reported in 2006, our last APR. More students are being supported, but this also indicates our reliance upon them rather than faculty, something that we will discuss further in Criterion 9. It also means that just about half of our doctoral students have assistantship support of some kind. This does not include scholarships and financial aid, discussed below.

Some LLSS graduate students rely upon financial aid in the form of scholarships and loans. Most scholarships are awarded through the College of Education so our students compete with students from other departments. Many of the scholarships, such as the Nancy L Fraser and the William Roberta Castetter Fellowship, seek students who have achieved academically and also demonstrate financial need. The Ortiz Scholarship is awarded yearly by LLSS, which means that only our students are eligible to receive this funding. The Ortiz is for a student in bilingual/TESOL. Others, such as the Emma May Olson for Native American students, are targeted toward certain groups or bilingual students. Table 4.24 shows the number of LLSS students that received scholarship support and the total amount received per year since 2009. Data prior to 2009 is not available. The data for 2009-2012 is not broken down by scholarship type because we could not locate that data. The Table shows a fairly steady increase in amounts awarded to students. In years that the increase appears less than steady, the decreasing amount is attributable to students not applying for awards so the award was left unspent that year. We have worked quite hard to advertise after learning about this situation.

Academic Year	Number of Students Served	Total Amount Awarded	Scholarship Types
2009-'10	N/A	\$61,334.90	N/A
2010-'11	N/A	\$53,298.20	N/A
2011-'12	N/A	\$59,449.16	N/A
2012-'13	10	55,613.95	Nancy L Fraser Doctoral; Emma Showman; Castetter; Dolores Gonzales
2013-'14	14	\$62,532.00	Dunifon, Fraser, Matherly, Olson, Spain, Showman, Castetter
2014-'15	14	65,740.00	American GI, Ives, Dunifon, Fraser, Hopler, Spain, Castetter
2015-'16	20	\$79,470.00	Dunifon, Hopler, Janes, Sengel, Spain, Showman, Castetter, Ortiz

Table 4.24. Scholarship totals for LLSS students.

Student loans are available to students taking sufficient credits during given semesters. Some of our master’s students do not qualify because they only take on class at a time, but during the summer many of those same students attend full time taking six credits or more. Students must be categorized as full time graduate students to be eligible for loans. Table 4.25 summarizes the financial aid students received via loans for the period of this review.

Terms	Amount Awarded	No. MA students Served		No. Ph.D. Students Served
Summer 2007, Fall 2007, Spring 2008	\$903,340.69	275		208
Summer 2008, Fall 2008, Spring 2009	\$1,081,194.88	249		217
Summer 2009, Fall 2009, Spring 2010	\$1,113,549.55	227		215
Summer 2010, Fall 2010, Spring 2011	\$1,178,463.70	236		212
Summer 2011, Fall 2011, Spring 2012	\$1,244,338.20	228		230
Summer 2012, Fall 2012, Spring 2013	\$1,398,411.24	221		223
Summer 2013, Fall 2013, Spring 2014	\$1,528,434.72	234		231
Summer 2014, Fall 2014, Spring 2015	\$1,326,838.96	192		239
Summer 2015, Fall 2015, Spring 2016	\$1,630,077.17	203		278
TOTAL	\$11,404,649.11	2,065		2,053

Table 4.25. Summary of financial aid awards to LLSS graduate students in M.A. and Ph.D. programs by academic year.

Another form of support is Teaching Assistantships (TA) and Graduate Assistantships (GA). These have been discussed fully above.

Beginning in 2015, the Department was involved in a more systematic distribution of Graduate Studies' Graduate Student Excellence Awards for the College of Education. These help Ph.D. students to pursue full-time doctoral studies through scholarly work related to their professional and/or scholarly transformation. LLSS awarded ten-.25 FTE (quarter time) assistantships for the 2015-2016 academic year. Both awards covered tuition and an annual stipend of \$7000. Individual recipients are eligible for up to four years of GSEA funding contingent upon adequate academic progress, positive evaluations in assistantship responsibilities, maintaining full-time doctoral study (i.e. a minimum of six graduate credit hours per fall and spring semester), and

annually submitting a written statement of reflection about what was learned during the year's experiences to a designated supervisor, department chair, and dean.

The GSEA duties can consist of teaching activities such as co-teaching or interning (though typically not duties covered by traditional teaching assistantships); scholarly work; and service activities of a nature directly relevant to the professional career goals of the student (e.g., assisting with accreditation or accountability reports). These university-wide awards were discovered the first year of Rick Meyer's leadership and were acted upon immediately. Before 2015, the department would usually learn of this funding when it was too late for them to develop a process for implementation. In the spring of 2015, students were able to apply for this funding and ten were awarded for the '15-'16 academic year. The GSEA awardees for 2016-'17 have already been selected and notified of their awards; they are the same ten students from the previous year, affording them support to complete their work. Since these are also a method of retention, they are discussed later as well.

Social Support

Because LLSS is such a large program, many students have expressed an interest in getting to know one another outside of class. There are many efforts to build an academic and social community. The LLSS Graduate Student Association has been involved in a speaker series, coffee hours, and other social activities in order to foster an intellectual and friendly environment. There is also an International Graduate Student Association that brings together many of the Department's students who are far from home. This association tries to help students learn about local housing, activities, and events that might be of interest.

Since fall of 2014, the chair has hosted "Chair Chats" where students come together to ask questions, address concerns, and share experiences with each other and the chair. These are no-agenda meetings and students may discuss any interests or concerns. Because of these conversations, the department has hosted several events where faculty and students have come together to discuss research, funding and student life.

Beginning in fall 2014, the Department initiated doctoral student events that included both faculty and students once each semester. We had one that focused on introducing students to the scholarly and creative work in which faculty engage. Another involved a student/faculty panel in which pairs (one faculty and one student) discussed the ways in which their work was mutually influential. Other events have had less formal agendas, but provided another space for faculty and students to get to know one another.

New Students

At the fall events, new students are invited to attend an hour earlier in order to engage in new student orientation. The University hosts new student orientation, but our Department versions allow students to get answers to very specific questions about: support, advisement, program, faculty, other students, and even classroom space and location. Additionally, the Educational Linguistics Program has hosted a new student event for many years at which introductions are

made and information is shared. That largely folded into the LLSS doctoral student fall meetings in 2014.

Our two introductory doctoral seminars (LLSS 640 and 645) are required in sequence in the fall and spring of our students' first year in the program. These are extremely scholarly forums and concomitantly serve as a way for students to learn about each other's interests, form connections, and more.

4E. Describe any student success and retention initiatives in which the unit participates.

As mentioned in previous sections, we have several initiatives in place to address student success and retention. We have a more active Graduate Student Association than we have had in the past, we have yearly GA-ships through the GSEA funding, and we are working to have more social events. Many of our international students are tenacious about staying and very few of them leave without completing unless their funding has run out. Many of our students do scholarly work with their advisor and many faculty look for financial support or work for their advisees. Another initiative we have underway is trying to reduce our faculty teaching load to a 2-2, something that could open up opportunities for more of our students to teach.

In their letter of acceptance at both the master's and doctoral level, we offer students strategies to support their retention in the program. In that letter, students are urged to contact their assigned advisors prior to registering for their first classes. They are also instructed to contact their advisor each semester of their program in order to ensure that they are on track for timely completion. The letter also invites them onto the LLSS student listserv where they are informed about funding opportunities, new courses, due dates and more on a regular basis.

Support for doctoral studies is another vehicle for both retention and persistence. The 2015-'16 academic year was the first time that a system was put into place for ongoing distribution of the Graduate Student Excellence Award. In the past, we learned about these awards just weeks prior to the start of the fall semester. From 2015 forward, these awards are distributed in March for the following academic year so that students will know their funding status. As explained above, there are ten GSEA awards in LLSS; these originate in the Office of Graduate Studies and are a function of the number of graduate students in a department.

Our ten GSEA awardees may keep that award for up to four years. The students apply to work with a faculty member or to work on a project of their own with significant faculty oversight. The LLSS Graduate Committee works with the chair to distribute these awards. During a yearly review, GSEAs are either reissued or offered for other students to assume on a competitive basis. We had twice as many applicants as there were funded positions the first time we offered the GSEA. Table 4.26 shows the work that GSEA awardees did during the '15-'16 academic year.

Students' Name Confidential	Job Scope/ Responsibilities	Faculty Supervisor	FTE
Student 1	Collection and analysis of data as she works with a teacher research group.	Carlos LopezLeiva	.25
Student 2	Literature reviews, book reviews, and development of references regarding Puerto Rico education.	Glenabah Martinez	.25
Student 3	Annotated bibliography, literature review related to Kemalist ideology and language criminalization.	Carlos LopezLeiva	.25
Student 4	Second semester and subsequent semesters work will shift from Common Core to issues of race and racism.	Don Zancanella/Ricky Lee Allen	.25
Student 5	Develop funding plan and enactment of translation center for UNM.	Lois Meyer	.25
Student 6	Finalize, submit and defend proposal; initiate and follow up on dissertation writing.	Vincent Werito	.25
Student 7	Organize <i>Intersections</i> , the LLSS/CoE peer refereed journal. First issue due out May 2016.	Penny Pence thru May 2016; then Ruth Trinidad Galvan	.25
Student 8	Vygotsky translation project focusing on accuracy and politicization of translation.	Holbrook Mahn	.25
Student 9	Second Language Writing Support including work as a tutor and research data collection and analysis.	Pisarn Chamcharatsri	.25
Student 10	Continue work in secondary education curriculum issues and further develop those ideas with new mentor when Don retires.	Don Zancanella/ Penny Pence	.25

Table 4.26. Graduate Student Excellence Awardees, focus of their work, and advisor.

Doctoral students are also retained when they engage as project or research assistants on funded research grants or when they are offered teaching positions. Assistantships have already been discussed.

4F. Provide a summary of the success of graduates of the program by addressing the following questions (in italics) below.

Where are graduates typically placed in the workforce?

Most LLSS master’s degree students are practicing teachers seeking to maintain or enhance their professional positions as teachers or other school personnel. It is doctoral students who most often seek job change and new employment. The Ph.D. program is aimed primarily at preparing people for the professoriate, research, leadership and policy roles, although a few of our Ph.D. graduates remain in K-12 teaching.

We were able to track the placement of 158 Ph.D. degree recipients since 2007. The majority (44%) hold tenure track positions at universities in the United States, throughout Latin America, Arabic countries, and Asian countries. The second most common placement (16%) is non-tenure track faculty in higher education and public school teacher. A few K-12 teachers also work as part time faculty at local colleges and here at UNM, some of whom maintain their public school teaching positions. Our other graduates have a variety of positions such as independent consultant, public school administrators and one person is working for the US Department of Education. Table 4.27 summarizes the placements of some of our graduates in the workforce.

Position	Number
U.S. Higher Ed. Tenure-Track Faculty	53
International Higher Ed. Tenure-Track Faculty	15
Higher Ed. Non-Tenure Track	16
Higher Ed. Administration (Dean, Chairman, Asst. Dean, Coordinator etc.)	9
Public School Teacher	25
Public Schools Administration (Principal, Counselor)	4
Independent Consultant	7
U.S. Dept. of Education	1
Marketing/Editor/Development	3
Research Scholar/Fellow	4
Position	Number
Non-Profit	2
Deceased	1
Unemployed	1
Unknown	17
TOTAL	158

Table 4.27. LLSS Ph.D. graduates’ professional positions, 2007-2015.

Are placements consistent with the program’s learning goals?

Our Department’s commitment to preparing thoughtful and critical leaders in education is evidenced by the placement of our graduates. As we have mentioned previously, our students come to us for many different reasons. Many are interested in entering the professoriate, while

others are happy to have a stronger leadership role within their school, district, state, or community. Because so many of our students (especially at the master's level) remain full-time K-12 teachers while attending graduate school part-time, we have a non-traditional outlook about our students attaining tenure track positions out of state and internationally. We certainly value that as a goal and we also place an equally high value on other choices that they make.

Our program learning goals are very focused on issues related to social justice for marginalized groups, critical literacy, and bilingual education. We believe that K-12 classroom teachers, administrators, and those who are acting as consultants and leaders at the state level are acting upon our program learning goals as effectively as those graduates who secure positions in higher education. One of the many obstacles for our students to gain tenure track positions is their entry into graduate school as established educators, many of whom also have families. Currently, the professoriate relies on the mobility of Ph.Ds. after graduation, which is very difficult for students who are not single with no children. Because of this tradition in academia, many students are not able to pursue tenure track positions. Some former students who listed 'independent consultant' as their vocation are quite busy as community organizers. For example, one is fighting to keep extreme development from a portion of Albuquerque whose water supply will be at risk if developers have their ways, immediately putting at risk a thriving farming community currently abutting that area and ultimately putting the city's water supply at risk.

Placement suggests that students want to move to other locations, but not all do. We do consider the nature of our students' professional lives in terms of our learning goals. At this point, we do not measure in any systematic way the ways in which a Ph.D. influences a first grade teacher who returns to her classroom after earning her degree. Yet, at the same time, we do look at our graduates' productivity in scholarly arenas, community work, school settings, and more, yet the data is anecdotal. We do offer Table 4.27 as substantive evidence of our students' successes.

What methods are used to measure the success of graduates?

We use three qualitative measures when we consider the success of our graduates. The first, which we take quite seriously, is the individual's chosen career trajectory. As noted above, some are affected by the realities of their life situations and commitments, including family, which demands that they remain in New Mexico. The possibilities for employment in New Mexico in higher education are limited, although some have secured positions at New Mexico Highlands University in Albuquerque or moved to Las Cruces to work at New Mexico State University. Still others continue work in public schools more fully informed and aware of the complexities of teaching and learning. Other students are able to move to different parts of the country and do so, securing tenure track positions at universities, which was their main reason for entering the program.

The second way in which we measure our students' success is by the impact of their work and awards they have won. A survey of active Ph.D. students and graduates revealed a large and diverse body of scholarship produced by our students that is published nationally and internationally. Below we have listed a representative list of publications and awards of some of our students. Successful publication of dissertation and subsequent work is evidence of our students helping to further articulate, interrogate, and contribute to their fields of expertise.

Others have gained entry into prestigious organizations or initiated successful teaching careers at institutions that value teaching above all else. Still others (see list of work by SJ Miller below) are valued for their scholarly contributions. We have not totaled these because they are merely a representation; some students and previous students did not respond.

National Conference Presentations (N= 49)

Al-Showiy, A. (2014). *Questions about Texting expressions in EFL*. The International Journal of Arts & Sciences (IJAS) Conference for Academic Disciplines Las Vegas, Nevada.

Al-Showiy, A. (2015). *Bridging English Language Learning and Writing by Texting Abbreviations*. TESOL 2015 International Convention & English Language Expo.

Jordan, M. & **Collins, J.** (2016). *Mixing and Mashing of Partial Literacy Acts to Support Communication in Engineering Design Learning*. International Conference of the Learning Sciences.

Jordan M. & **Collins, J.** (2016). *Creating Pathways to Design Through Imperfect Literacy Acts: Sketching in a fifth-grade engineering project*. American Education Research Association: Washington, D.C.

Collins, J., & Jordan, M. (2015). *Socially Shared Regulation in Discipline Based Research Session. Project Based Learning & Imperfect Literacy*. Southwest Consortium for Innovative Psychology in Education (SCIPIE).

Collins, J., Shauger, R., Angermeier, C., Chernow, A., & Svihla, V. (2015). *Teacher perceptions of project-based learning units: Implications for professional development*. Paper presented at AERA Annual Meeting, Chicago, IL

Svihla, V., Gines, M., Yang, Y., **Collins, J.**, Steinbrecher, T. (2015). *Teachers as Learners, then Designers*. Paper presented at AERA, Chicago, IL.

Tyson, K., Svihla, V., Law, V., **Collins, J.**, Stiles, A., Bryant, J., Kooser A., Donahue, M. Designerly. (2015). *Listening and Learning*. Paper presented at the AERA, Chicago, IL.

Bryant J., Stiles A., **Collins J.** (2015). *Blogging Microbes in a Learning Community Course*. Conference on College Composition and Communication. Paper presented at the annual convention, Conference on College Composition and Communication. Tampa, Florida.

Bryant, J., Stiles, A., **Collins, J.**, & Svihla, V. (2015). *We are Family: Teachers Perceptions of how in-school relationships support literacy learning of underserved urban teenagers*. NCTEAR 2015 Mid-Winter Meeting. New Orleans, LA.

Collins, J. (2016). *Teachers and Project-Based Learning*. Foursquare Education Symposium.

Collins, J., Shauger, R., Angermeier, C., Chernow, A., & Svihla, V. (2015). *Teacher Perceptions of Project-Based Learning Units: Implications for Professional Development*. Southwest Consortium for Innovative Psychology in Education (SCIPIE).

Livingston, A., **Collins, J.**, Kooser, A., & Svihla, V. (2014). *Teachers Becoming (Temporary) Engineers to Become Better Teachers*. Proceedings of Learning and Becoming in Practice: Penuel B., Jurow, S. and O'Connor, K. (Eds.), Vol. 2. International Society of the Learning Sciences. University of Colorado, July 23-27, 2014. Boulder, Colorado.

Dillon, K. (2015). *Viva la Revolución Mexicana: Teaching through Film, Photography, and Simulations*. Poster presented at the National Council for the Social Studies Conference, New Orleans, LA.

Dillon, K. (2015). *Making Chilean Protest Art Culturally Relevant for Incarcerated Adult High School Students*. Paper presented with at the National Association of Multicultural Education Conference, New Orleans, LA.

Dillon, K. (2015). *A Labor of Love: Education as the Practice of Freedom*. Paper presented at the Ohio Valley Philosophy of Education Society Conference, Dayton, OH.

Dillon, K. (2014). *Benjamin Alire Sáenz and the Borderlands: Literature as Culturally Relevant Pedagogy*. Paper presented at the National Association of Multicultural Education Conference, Tucson, AZ.

Dillon, K. (2014). *Parables for a Critical Race Theory of Morality*. Paper presented at the Philosophy of Education Society Conference, Albuquerque, NM.

Dillon, K. (2013). *Escape from Freedom: Towards the Political Realm*. Paper presented at the Ohio Valley Philosophy of Education Society Conference, Dayton, OH.

Dillon, K. (2012). *The Parables of Derrick Bell: Teachings for a Critical Race Theory of Morality*. Paper presented at the Critical Race Studies in Education Association Conference, New York, NY.

Dillon, K. (2008). *Toward a Critical Race Praxis: Using Critical Race Theory to Create a Social Justice Education Project*. Panel presentation at the Ohio Valley of Philosophy of Education Society Conference, Dayton, OH.

Dillon, K. (2008). *The Borderlands and a Race-Radical Critical Pedagogy: The Answer to a Changing Racial Landscape in the United States* Paper presented at the Ohio Valley of Philosophy of Education Society Conference, Dayton, OH.

Dillon, K. (2008). *A Race-Radical Critical Pedagogy: The Answer to the Latin-Americanization of Race in the United States*. Paper presented at the Critical Race Studies in Education Association Conference, Chicago, IL.

Dillon, K. (2004). *In Search of a Radical Freedom.* Paper presented at the Ohio Valley Philosophy of Education Society Conference, Dayton, OH.

Parker, A., Allison, G. (2014). *Reflections on the History of Supplemental Instruction: Are we still meeting the mission?* Paper presented at the National College Learning Center Association, Albuquerque, NM.

Sanchez, R., **Parker, A.** (2015). *Rethinking the teacher preparation curriculum: Cultural competencies for twenty-first century educators.* Presentation at Society of Cross Cultural Research, Albuquerque, NM.

Parker, A. (2015). *What can't we bear to know? A critical examination of the inconsolability of motherhood in the academy.* Paper Presented at the American Educational Research Association, Chicago, IL.

Sanchez, R., **Parker, A.** (2016). *Accountable to whom? Pre-service teacher reflections on their first experience with standardized testing.* Presentation at Association of Teacher Educators, Chicago, IL.

Schulman, S. (2015). *Tips for Aligning Outcomes in Two Spanish Programs.* American Council on The Teaching of Foreign Languages, San Diego, CA.

Schulman, S. (2015). *Exploring a Critical Sociolinguistic Approach in a Spanish Grammar Classroom.* American Association of Teachers of Spanish and Portuguese Denver, CO.

Schulman, S. (2015). *Expanding Sociolinguistic Awareness Through Critical Pedagogy: The Case of Advanced Grammar,* SYMPOSIUM ON SPANISH AS A HERITAGE LANGUAGE, Lubbock, TX.

Schulman, S. (2015). *De cabo a rabo: Teaching Spanish as a Heritage Language in a Large Lower-division Program,* NATIONAL HERITAGE LANGUAGE RESOURCE CONFERENCE, Los Angeles, CA.

Magda, D. Hussain, Y. (2016). *The Ontological Vocation and the Humanization of Education,* International Conference on Paulo Freire, Vancouver, Canada.

Dahl, H. (2010) *Studying and Implementing Independent Reading.* YALSA Conference, Poster Session Albuquerque, New Mexico.

Dahl, H. (2009). *Fit for Competition: Cold War Women Athletes* Paper Presentation at the American Studies Conference American History and Culture, Albuquerque, NM.

Gleibus- Chavez, B. (March 2016). *Multiple Perspectives, Changing Wor(l)ds: A Contemplative Inquiry into Race, Identity and Culture*. National Association for Developmental Education, Anaheim, CA.

Gordon, A. (2015). *Building on Student Engagement by Training Peer Tutors and Students with Question Formulation Technique (QFT)*. Presentation, Albuquerque, NM.

Gordon, A. (2015). *A Lesson from Escala Educational Services on Student Engagement With Concept Maps*. Presentation, San Antonio, TX.

Gordon, A. (2014). *Mentorship Between Peer Tutors and Students in a Learning by Teaching Model*. Presentation, Albuquerque, NM.

Gordon, A., & Brody, P., & Trujillo, D. (2014). *Collective Leadership to Foster Student Success*. Presentation, La Verne, CA .

Esquibel, I., Jonas, C., Perara-Lunde, M., Tyson, K. (2015, October). *Stories of Learning: Making Education Meaningful By Making Meaning from Community Narratives about Education*. Presented at the Conference for the National Association of Multicultural Education, New Orleans, LA.

Wilson, D. (1997). *Effective Practices for Dual Language Programs* National Association of Bilingual Education, Albuquerque, New Mexico:

Wilson, D. (2001). *Best Practices in Elementary Two Way Immersion Classrooms* California Association of Bilingual Education, Monterey, California.

Wilson, D. (2001). *Student Constructed Homework in the Second Language* La Cosecha Dual Language Conference, Albuquerque, NM.

Wilson, D. (2001). *Holding School Accountability Systems Accountable: The ELL Student in New Mexico*, La Cosecha Dual Language Conference, Albuquerque, NM.

Wilson, D. (2009). *No Subject Left Behind: Teaching Social Studies Through Music*. La Cosecha Dual Language Conference, Albuquerque, NM.

Wilson, D. (2010). *Blueprint for Success: Teaching Critical Literacy in Social Studies Through English and Spanish Folk Songs*, La Cosecha Dual Language Conference, Santa Fe, New Mexico.

Wilson, D. (2014). *Incorporating Student Language Practices in Dual Language Classrooms*, La Cosecha Dual Language Conference, Albuquerque, New Mexico.

Wilson, D. (2015). *Specializations and Third Spaces in Education (co-presenter)* La Cosecha Dual Language Conference, Albuquerque, NM.

Local Presentations (N = 12)

Al-Shlowiy, A. (2015). *New Mexico Shared Knowledge conference proceedings Listen! How to teach language in APS or UNM*, Albuquerque, NM

Collins J., Kooser A., Thomas R. (2014). *Design and Problem-Based Learning*. COE Graduate Student Colloquium: University of New Mexico. Albuquerque, NM.

Dahl, H. (2012). *Beyond Book Clubs: School Librarians Get Techie*, New Mexico Library Association Annual Conference, Las Cruces, New Mexico.

Dathe, M. (2016). *Adult Bilingual Literacy: Engaging Adult English Language Learners in community schools through Social Justice and Advocacy* Community Schools National Forum, Albuquerque, NM

Dathe, M., Lewis, G. (2016). *Anti-Racism Curriculum Development: The Language of Resistance*. La Raza Graduate Conference, University of New Mexico Albuquerque, New Mexico.

Gleibus-Chavez, B. (2016). *I Dwell In Possibility: Teaching Who We Are*. Keynote Address, Fourth Annual Conference on Teaching and Learning. Central New Mexico Community College, Albuquerque, NM.

Schulman, S. (2015). *Hacia una perspectiva sociolingüística en una clase mixta de gramática avanzada*, SHARED KNOWLEDGE CONFERENCE, University of New Mexico, Albuquerque, NM.

Wilson, D. (2008). *Teaching Critically in the Age of No Child Left Behind* High Desert Writing Project, Albuquerque, NM.

Wilson, D. (2010). *Literacy Practices through Spanish and English Folks Songs*. Critical Collective Voices Conference, Albuquerque, New Mexico

Wilson, D. (2011). *Separate and Apart: The new mandate for English Language Learners*, Graduate Student Colloquium, Albuquerque, NM.

Wilson, D. (2012). *Hooray! It's Spanish Day! A 21st Century Perspective on Language Separation and Preference in Two-Way Immersion Programs*, Graduate Student Colloquium, Albuquerque, NM.

Wilson, D. (2014). *Specializations and Third Spaces in Education*, Graduate Student Colloquium, Albuquerque, NM.

Presentations at National Workshops for k-12 Professional Development (N=2)

Dillon, K. "Using Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation in the Classroom." Presented at the Civil Rights Through the Americas Award: K-12 Teacher Workshop, Washington D.C., September 2015.

Dillon, K. "Teaching about Immigration through Pancho Rabbit and the Coyote." Presented at the 2015 Americas Award Workshop for K-5 Teachers: Exploring Immigration and Identity Using Children's Literature, Stanford University, Palo Alto, CA, February 2015.

Journal Articles (N =12)

Al shlowiy, A. (2014). Lifting motivation level of English learners in Saudi Arabia. *AWEJ*, 5(1), 129-136, ISSN: 2229-9327.

Al shlowiy, A. (2014). Texting abbreviations and language learning. *International Journal of Arts & Sciences*, 7 (3), 455-468. ISSN: 1944-6934.

Al shlowiy, A. (2015). Teaching in American Context with Foreign Experiences. *International Research Journal of Education and Innovation (IRJEI)*, 1(3), 1-26.

Dillon, K. (2014). "Escape from Freedom: Towards the Political Realm." *Philosophical Studies in Education*, vol. 45, p. 83-92.

Dillon, K. (in press). "Parables for a Critical Race Theory of Morality," in Michelle Moses (ed.), *Philosophy of Education*. Urbana, IL: Philosophy of Education Society.

Hamdi, S. (2015) Sociocultural Aspects among Learners of Arabic as a Foreign Language. *International journal of language and linguistics*, Vol. 2, No. 6.

Hamdi, S. (2015) Phonological aspects of Jizani Arabic. *International journal of language and linguistics*. Vol. 2, No. 6.

Svihla, V., Reeve, R., Field, J., Lane, W., **Collins, J.**, & Stiles, A. (2016). Framing, Reframing, and Teaching: Design Decisions Before, During and Within a Project-based Unit. *International Journal of Designs for Learning*, 7(1).

Livingston, A., **Collins, J.**, Kooser, A., & Svihla, V. (2014). Teachers Becoming (Temporary) Engineers to Become Better Teachers. *Proceedings of Learning and Becoming in Practice*: Penuel B., Jurow, S. and O'Connor, K. (Eds.), Vol. 2. International Society of the Learning Sciences.

Jordan, M., **Collins, J.** (in review). Mixing and Mashing of Partial Literacy Acts to Support Communication in Engineering Design Learning. *Proceedings of Transforming Learning, Empowering Learners*. Vol. 3. International Society of the Learning Sciences.

Perara-Lunde, M. A., & Melero-García, F. (2015). Identidades gramaticales: perspectivas estudiantiles hacia el aprendizaje y uso de gramática en una clase de SHL. *E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages* 2(2), 67-84.

Melero-García, F. & Perara-Lunde, M. A. (2016). *Lengua e identidad: actitudes lingüísticas en Nuevo México*. Proceedings from I Congreso Internacional de Jóvenes Investigadores, Mundo Hispánico

Commissioned Curriculum (N = 2)

Dillon, K. (2015). *Américas Book Award Educator’s Guide for Separate is Never Equal: Sylvia Mendez & Her Family’s Fight for Desegregation*. Produced by The Consortium for Latin American Studies Programs.

Dillon, K. (2014). *Américas Book Award Educator’s Guide for Pancho Rabbit and the Coyote: A Migrant’s Tale*. Produced by The Consortium for Latin American Studies Programs.

Other Journals (N = 3)

Collins, J. "Genuine Human Genius." *The New Mexico English Journal*. The New Mexico Counsel for the Teaching of English. (<http://www.nmcte.org/new-mexico-english-journal.html>). Spring 2014.

Collins, J. "All the Way Back to Denver." *Prometheus Literary Journal*. Spring 2004.

Collins, J. "The Necklace." *Prometheus Literary Journal*. Spring 2004

Chapters in Books (N = 1)

Svihla, V., Tyson, K., Boyle, J. D., **Collins, J.**, Kooser, A., Livingston, A., Bryant, J. (in press) "I don't know anything about DNA. Well I do, but from you guys." A vision for interdisciplinary STEM teaching. In P. M. Jenlink (Ed.), *STEM Teaching and Common Core Standards: An Interdisciplinary Approach*: Rowman & Littlefield.

Awards (N = 14)

Our students are offered graduate assistantships for teaching, discussed elsewhere in this review, on a regular basis. Among other awards they have won are:

- Indigenous Book Festival grant. (S. Dominguez)
- New Mexico Native Health Initiative, Healing Communities Grant. (S. Dominguez)
- Travel Research grants
- Assisting in the production of a children’s book
- UNM Fee Review Board, student mentor scholarship
- Emma R. Showman Teaching Scholarship
- NM Library Association Scholarship
- Bound to Read Scholarship, from Association for Library Services to Students
- Who’s Who Among Students in American Universities and Colleges
- Charles P Roberts Fellowship
- UNM Black Alumni Daily Lobo Archiving Project, UNM Southwest Center for Research

- Share Knowledge conference, first place Social Sciences
- OGS Research Award
- Winner of the José Martí Foundation NABE 2016 Dual Language Teacher of the Year Award, NABE (S. Romero)

Our third measure of results arises from the fact that an increasing number of our students have professional pressure as the reason for attending our program and their success is measured by the fact that they will be allowed to continue in the position they held prior to arrival. Students from Arab countries and from Central and South America are now being required to have earned a terminal degree in order to maintain their position at a university in their home country. They arrive here eager to maintain those positions, many with financial support from their home countries, and very willing to fully engage in the rigor of doctoral work. Their successful completion of the program is a measure of success as they return to their home country with greater scholarly breadth and depth.

What are the results of these measures?

The work in which our students engage upon graduation is the manifestation of the measures discussed above. Table 4.27 shows that about one third of our graduates from the doctoral programs find employment in higher education as tenure track faculty. The table shows a significant number of graduates going into higher education in other capacities. The remainder are also involved in education in the broadest sense. The result that matters most to us is that our graduates become integral parts of institutions and communities and work to support our progressive goals about justice, languages, and diversities.

Criterion 5. Faculty

The faculty associated with the unit’s programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)

5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

Table 5.1 details the faculty rank, years in LLSS, the university, where, when their Ph.D. was completed, and their specialization.

Name	Rank	Years in LLSS	University where Ph.D. was completed	Year	Specialization
Ricky Allen	Associate Professor	14	University of California, Los Angeles	2002	Education (Urban Schooling)
Rebecca Blum-Martinez	Professor	21	University of California, Berkeley	1993	Bilingualism, Second Language Development
Greg Cajete	Associate Professor	21	International College, University Without Walls, Los Angeles, CA	1986	Social Science Education, Native American Studies, Native Science Education
Sylvia Celedon-Pattichis	Professor	17	University of Texas at Austin	1998	Curriculum and Instruction Bilingual/Mathematics Education
Pisarn (Bee) Chamcharatsri	Assistant Professor	4	Indiana University at Pennsylvania	2012	Composition and TESOL
Carlos Leiva Lopez	Assistant Professor	5	University of Illinois Chicago	2011	Curriculum and Instruction in Bilingual Mathematics
Holbrook Mahn	Professor	19	University of New Mexico	1997	TESOL
Glenabah Martinez	Associate Professor	14	University of Wisconsin, Madison	2003	Curriculum and Instruction, Educational Policy Studies, Curriculum Studies, Indigenous Education
Lois Meyer	Professor	16	University of California Los Angeles	1991	Applied Linguistics

Name	Rank	Years in LLSS	University where Ph.D. was completed	Year	Specialization
Rick Meyer	Professor	16.5	University of Arizona	1999	Reading
Tryphenia Peele-Eady	Associate Professor	9	Claremont	2005	Education (Anthropology, Linguistics)
Lucretia (Penny) Pence	Associate Professor	19	University of Pittsburgh	1996	Communication Arts
Christine Simms	Associate Professor	17	University of California, Berkeley	2004	American Indian Language Maintenance, and Revitalization, Language Policy and Native American Language Issues, Native Bilingual Education, American Indian Pueblo Languages, American Indian Language Program and Planning
Yoo Kyung Sung	Associate Professor	7	University of Arizona	2009	Children’s Literature and Literacy
Ruth Trinidad Galvan	Associate Professor	14	University of Utah	2003	Education, Culture, and Society
Vincent Werito	Assistant Professor	6	University of New Mexico	2010	American Indian Education, Indigenous Education, Navajo Bilingual Education
Don Zancanella	Professor	28	University of Missouri-Columbia	1988	English Education

Table 5.1. LLSS faculty, rank, years in the Department, doctoral university, year of degree, and area of specialization.

LLSS faculty tend to spend time working in other parts of the Department, College of Education, and University. Table 5.2 shows the percentage of time they spend in LLSS and the percentage of time they spend outside of LLSS. This is based upon self-reports. We defined ‘time in LLSS’ as including teaching, writing, advising, and engaging in service. Time outside of LLSS is specified. Since our Department is a unit consisting of different programs, we counted Department and Program together to reach the percentage in that column.

Name	Percentage of Time In LLSS	Percentage of Time Outside of LLSS
Ricky Allen	90%	10% (Involved in RW Johnson, Sociology; editorial work)
Rebecca Blum-Martinez	50%	50% (Directs LAPE)
Greg Cajete	20%	80% (Directs Native Am Studies Program)
Sylvia Celedon-Pattichis	80%	20% (Teaches in TEELP)
Pisarn (Bee) Chamcharatsri	70%	30% (.5 FTE in English)
Carlos Leiva Lopez	70%	30% (Teaches in TEELP)
Holbrook Mahn	80%	20% (Educational Ling Coordinator)
Glenabah Martinez	80%	20% (Varies; Associate Dean)
Lois Meyer	50%	50% (Former chair, research in Oaxaca)
Rick Meyer	95%	5% (Chair)
Tryphenia Peele-Eady	75%	25% (Affiliated fac in Anthro, Africana Studies; adjunct fac in Anthro; directs MEC)
Lucretia (Penny) Pence	67%	33% (TEELP, sec Ed)
Christine Simms	80%	20% (Indian Policy Research and Teacher Training Center)
Yoo Kyung Sung	75%	25% (USBBY and editorial commitments)
Ruth Trinidad Galvan	70%	30% (Editorial work)
Vincent Werito	70%	30% (NAS)
Don Zancanella	67%	33% (Sec Ed)

Table 5.2. Percentage of time spent working for and outside of LLSS Program.

Faculty self-reported their roles and responsibilities in the Department and their Programs. This information is summarized in Table 5.3 and is somewhat elaborated upon in the CVs included in this Criterion. Further elaborations occur throughout this review.

Name	Roles and Responsibilities
Ricky Allen	Teaching: ETSS Program Coordinator (3 years); Dissertation Chair (14); Dissertation Committees (14); MA Exam Chair (9); MA Exam Member (4)
Rebecca Blum-Martinez	Teaching, advisor, dissertation director, member of dissertation committee, department chair
Greg Cajete	Teaching; graduate student advisement; Chair, Co-Chair and member of dissertation committees; recruitment; COE Native faculty collaboration group
Sylvia Celedon-Pattichis	MA Comprehensive Exams (127), Master's Thesis Committees (3), Doctoral Comprehensive Exams (22, 8 chair), Dissertation Committees (22, 4 ongoing), Advised 43 Completed Master's students; 9 ongoing
Pisarn (Bee) Chamcharatsri	Created and taught the following courses: LLSS 593 (Adult ESL identities); LLSS 593 (Adult ESL Pedagogy); made a new course preparation for LLSS 610.001. Serving as a committee member on and directing dissertation studies
Carlos Leiva Lopez	Taught courses: LLSS 300, 315, 457/557, 458/558, 479/579, 582, 583, and 593; and EDUC 361 MOU representative between Bilingual Ed./TESOL and Elementary Education Programs, Personnel Committee Advisement, Dissertation director, Member of dissertation committees, MA exam chair, MA exam committee member
Holbrook Mahn	Teaching LLSS 459/559; 640; 614; Bilingual/TESOL & Ed. Linguistics program coordinator; Director ESL; Summer Institute; Dissertation chair & committee member MA chair & committee member
Glenabah Martinez	Teaching; ETSS Program Coordinator; Assessment; Curriculum; Recruitment; Advisement; Dissertation Director; Dissertation Committee Member; MA Exam Chair and Committee Member
Lois Meyer	Teaching: LLSS 556; LLSS 582; LLSS 502; LLSS 593: Global Eng; Dept. Chair (Jan 2011-May 2014); Ed Ling Program Coord. (2008-2011); Initiator of new course (Glob. Eng. Issues); Advisement of LLSS & Ed Ling PhD students; Chair of Diss. Committees; Diss. Committee member (also outside LLSS); Advisement of LLSS MA students; Doc Advisement group; MA comps reviewer
Rick Meyer	Teaching, NCATE, Chair of dept; Cohort recruitment Ma exam chair; MA exam committees; dissertations
Tryphenia Peele-Eady	Teaching; ETSS Program Coordinator; Faculty of Educational Linguistics Advisement; Member of Dissertation Committee; MA Exams Chair and

	Committee Member
Lucretia (Penny) Pence	Teaching, program coordinator, assessment, curriculum, recruitment, advisement, dissertation director, member of dissertation committee, MA exam chair, MA exam committee member, etc.
Christine Simms	AIE Program Coordinator; Director/PI American Indian Policy Research and Teacher Training Center; AIE Course Instructor: ITV course development; graduate student advisement; Co-chair and member of dissertation committees; MA committee member; LLSS Personnel Committee Member: recruitment; COE Native faculty collaboration group
Yoo Kyung Sung	Teaching; Advisement; MA exam chair; Member of dissertation committee; MA exam committee member
Ruth Trinidad Galvan	Teaching; ETSS Program Coordinator; Recruitment; Advisement; Dissertation Director; Member of Dissertation Committees; MA Exam Chair and Committee Member.
Vincent Werito	AIE Instructor; Graduate Student Advisement; Co-Chair and Member of Dissertation Committees; MA Committee Member; ITV course development: COE Diversity Committee; COED Scholarship Committee; LLSS Personnel Committee member; COE Native faculty collaboration group.
Don Zancanella	Teaching, curriculum development, advisement, dissertation director and committee member, MA exam chair and committee member

Table 5.3. Roles and responsibilities in the Department and Programs self-reported by LLSS faculty.

5B. Provide information regarding professional development activities for faculty within the unit.

LLSS faculty work to remain current on issues in our fields of expertise and interest. We regularly attend and present at conferences, read the literatures in our fields, and engage in research that creates new knowledge. Our presence at conferences of all levels is also PD, although not all faculty listed that, below; every faculty member has attended at least one major conference per year.

Prior to the work on this report, we began presenting our research to each other at Department meetings and invited students to attend that portion of the meeting. We work to stay current on research strategies, methodologies, and tools as well. The College is working to support this activity by purchasing new software and initiating and opening a methodology lab for quantitative and qualitative research support for faculty and our students. The lab opened officially in fall 2015 and we are making requests for specific software and training for all LLSS faculty.

Name	Professional Development
Ricky Allen	None
Rebecca Blum-Martinez	Attended workshop put on by department focusing on use of recently purchased set of iPads for the dept.
Greg Cajete	AERA; National Indian Education Association; National Congress of American Indians; American Indian Science Education Society; SACNAS
Sylvia Celedon-Pattichis	Attended 5 different professional activities, including a Leadership Workshop, ENGAGE (Engaging Students in Engineering), Academic Literacy for ALL (ALA), Equity in Mathematics Education, and Connecting Mathematical Funds of Knowledge.
Pisarn (Bee) Chamcharatsri	Attended workshops on working with international students
Carlos Leiva Lopez	Attended workshop put on by department focusing on use of recently purchased set of iPads for the dept
Holbrook Mahn	None
Glenabah Martinez	CAEP; Facing History; Newberry Library Sovereignty; PREA; and CPR
Lois Meyer	Cont. Ed. Powerpoint course Cont. Ed. MAC course Cont. Ed. MAC tutoring Attendance at international conferences (AERA, Intern. Society for Lang Study, Oax. State conferences)
Rick Meyer	Leadership institutes and trainings since becoming chair Fiscal Impact Report training for legislative sessions response to proposed books Theater of The Oppressed Training Reading the Grand Illusion, which was a ZOOM class for 8 sessions with scholars around the world
Tryphenia Peele-Eady	Reclaiming the Promise: South West Mountain Region Community Schools Learning Lab; Black Education Congress; Complex Texts in the Context of Common Core Standards; Narrative Inquiry in Education Research, The Division A-Administration, Organization, and Leadership Early Career Mentoring Seminar; and Boys' Education & Learning in New Mexico.
Lucretia (Penny) Pence	National conferences on literacy research, poetry workshops
Christine Simms	American Indian English Language Learner Research Alliance training; National Indian Education Association Training; Pedagogical Institute of Los Angeles Reggio Schools; 2015 North American Study Group Reggio, Italy
Yoo Kyung Sung	National and international professional conferences and committee work

Ruth Trinidad Galvan	Theatre of the Oppressed Workshop, New York City, January 2015.
Vincent Werito	Well-briety Conference, Denver, CO; Navaho Language Immersion Strategies, Farmington, NM; WIDA data training; WIDA ELD Standards; Navajo/ Dine Education Conferences
Don Zancanella	National and international professional conferences and committee work.

Table 5.4. Professional development in which LLSS faculty engaged.

5C. Provide a summary and examples of research/creative work of faculty members within the unit.

LLSS faculty have broad, diverse, and well-articulated research agendas. Table 5.5 provides limited insight into that and it is further elaborated in the CVs in this Criterion.

Name	Research agenda since 2006	Exemplar
Ricky Allen	Critical theoretical scholarship on the politics and psychology of white existence, excavation of the unconscious of whiteness, and reimagining necessary personal and structural transformations.	Allen, R. L. (2009). What about poor white people? In W. Ayers, T. Quinn & D. Stovall (Eds.), <i>The handbook of social justice in education</i> (pp. 209-230). New York: Routledge.
Rebecca Blum-Martinez	Using Sentence Talk in English & Spanish. Designing and developing a dual language curriculum. Developing a culturally appropriate language assessment.	Fillmore, L. W. & Blum Martinez, R. (2015). What are the language demands for English Language Arts in the Common Core Standards?. In G. Valdés, K. Menken & M. Castro (Eds.) <i>Common Core and ELL/Emergent Bilinguals: A guide for all educators</i> . Philadelphia, PA: Caslon.
Greg Cajete	Research and presentations in Indigenous education; science for indigenous populations; Native community studies; art education; Nation building; indigenous scholarship and Methodology; leadership.	Cajete, G.A. (July 27, 2015) <i>Indigenous Community: Teachings of the Seventh Fire</i> . St. Paul, MN: Living Justice Press.
Sylvia Celedon-Pattichis	Cultural and linguistic factors that influence mathematics teaching and learning, in particular with Latina/o emergent bilinguals in low-income settings. Equity issues in mathematics education and integration of mathematics with	Celedón-Pattichis, S., & Ramirez, N. G. (2012). <i>Beyond good teaching: Advancing mathematics education for ELLs</i> . Reston, VA: National Council of Teachers of Mathematics.

	other fields (such as engineering) are also part of the work I conduct.	
Pisarn (Bee) Chamcharatsri	I publish works relating to issues of writing of students who use English as a second/foreign language, teacher preparation relating to language policy.	Ruecker, T, Chamcharatsri, B., Saeng J. (2015). Teacher perceptions of the impact of the common core assessments on linguistically diverse high school students. <i>The Journal of Writing Assessment</i> , 8(1), (Available at http://www.journalofwritingassessment.org/article.php?article=87)
Carlos Leiva Lopez	Understanding social processes of learning and the development of mathematical and linguistic identity of culturally and linguistically diverse learners in formal and informal educational settings.	LópezLeiva, C. A., & Khisty, L. L. (2014). "Juntos pero no revueltos": Microaggressions and language in the mathematics education of non-dominant Latinas/os. <i>Mathematics Education Research Journal</i> , 26(2), 421-438. doi: 10.1007/s13394-013-0105-4.
Holbrook Mahn	Studying Vygotsky’s work and Second Language Literacy	Mahn, H. (2015). Classroom discourse and interaction in the Zone of Proximal Development. <i>The Handbook of Classroom Discourse and Interaction</i> . (pp. 250-264). Oxford, UK: Wiley-Blackwell.
Glenabah Martinez	Indigeneity, youth and education with a particular emphasis on Indigenous youth, critical pedagogy, and the politics of social studies curriculum	Martinez, G. (2010). <i>Native Pride: The politics of curriculum and instruction in an urban, public high school</i> . Cresskill, NJ: Hampton Press, Inc.
Lois Meyer	INTERNATIONAL: Increasing focus on work with indigenous colleagues in Oaxaca, MX, including facilitating multiple professional development efforts and engaging in single author and collaborative publications; also 6-wk program evaluation in Ecuador. NATIONAL: Research publications about Oax in English; efforts to relate Oax and NM Native research	Meyer, L. and B. Maldonado Alvarado, eds. 2010. <i>New World of Indigenous Resistance: Noam Chomsky and Voices from North, South and Central America</i> . San Francisco, CA: City Lights Publishers

Rick Meyer	Literacy processes and their relationships to cultural contexts; impact of policy on teaching and learning; reclaiming the literacy knowledge base that drives our understanding of how readers and writers understand their worlds; eye movement miscue analysis.	Meyer, R. & Whitmore, K. (Eds.). (2014). <i>Reclaiming writing: Composing spaces for identities, relationships, and action</i> . New York: Routledge/Francis & Taylor Group.
Tryphenia Peele-Eady	Explores the function of language, culture, and community in African American student learning and teaching and learning practices in the Black church and other cultural contexts	Peele-Eady, T. B. (2011). Constructing membership identity through language and social interaction: The case of African American children at Faith Missionary Baptist church. <i>Anthropology & Education Quarterly</i> , 42 (1), pp. 54-75.
Lucretia (Penny) Pence	Critical analysis of Common Core reform and its impact on literacy instruction, teacher development, and assessment	Musanti, S. & Pence, L. (Winter, 2010). Collaboration and teacher development: unpacking resistance, constructing knowledge and negotiating identities. <i>Teacher Education Quarterly</i> . 37(1), 73-90.
Christine Simms	American Indian Language Maintenance & Revitalization; Language Policy & Native American Language Issues; Native Bilingual Education; American Indian Pueblo Languages; American Indian Language Program Planning	Sims, C. (2011). Teaching Indigenous Languages: Perspectives from American Indian Pueblo Communities. In <i>Educación Comunal</i> . 4-5:153-164, July 2011. Oaxaca, MX: CSEIIO, CEEESCI, Universiteit Leiden, and World Learning Mexico.
Yoo Kyung Sung	Critical Studies on Multicultural and Global Children’s Literature Children’s Literature & Community Members’ Practice in Immigrant Community	Sung, Y. K. (2014) The Global Outsiders and Colonized: African-Child Soldiers and Inner-City African American Teen Gangsters in Adolescent Literature. In Yenika-Agbaw, V. & Mhando, L. (Eds). <i>African Youth in Contemporary Literature and Popular Culture: Identity Quest</i> . (pp.95-113). New York: Routledge
Ruth Trinidad Galvan	Research utilizes decolonial feminist frameworks in the exploration of endarkened epistemologies and pedagogies in	Trinidad Galván, R. (2015). <i>Women who stay behind: Pedagogies of survival in rural transmigrant Mexico</i> . Tucson:

	formal and alternative educational spaces and global and transnational issues.	University of Arizona Press.
Vincent Werito	Local and statewide research on Indigenous education and effective practices in bilingual education.	Werito, V. (2014). “Understanding Hozho: A Contemporary Diné Interpretation Of Living According To The Philosophy Of Sł’2h Naghł7 Bik’eh H0zh00n”. In L. Lee (Ed.) <i>Diné Perspectives: Revitalizing and Reclaiming Navajo Thought</i> , Critical Issues in Indigenous Studies Series. Tucson, AZ: University of Arizona Press
Don Zancanella	Since 2006 my work has focused on educational policy as it relates to English language arts education, particularly standards and testing.	Zancanella, D., Moore, M. and Avila, J. National Standards in Policy and Practice. In <i>The SAGE Handbook of Curriculum, Pedagogy and Assessment</i> edited by Dominic Wyse, Louise Hayward, Jessica Pandya. Sage, 2015.

Table 5.5. Research agenda of our faculty and one exemplar of their published work.

Table 5.6 is a summary of scholarly work in LLSS since 2006 sorted by type. We have also included the total number of awards for such work. Details about the awards are provided in the two-page CVs later in this document. The large number of invited pieces suggests the value of our work as it is sought out by editors and conference planners.

Type	Number
Awards for Scholarly Work (see CVs below)	32
Faculty-Led study abroad programs	2
Books	18
Refereed Articles	83
Book Chapters	122
Invited Publications	77
Refereed Presentations	367
Invited Presentations	381
Media Interviews	33
Funded Grants	86
International Service and Consulting	33
Other (explain)book reviews, etc	121
TOTAL	1255

Table 5.6. Scholarly work totals for LLSS during this review period.

5D. Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).

LLSS Faculty Service

Prior to the faculty CVs, there is another part of our work that demands reporting. There is a huge amount of faculty energy within LLSS that is expended upon service to professional organizations, the University, the College, the Department, and Programs. The following is a representative summary of some of that service work. We could find no other place to report this important and significant investment of faculty time. Most of these involve sustained commitments of time, rather than a single event (which we did not report).

Review, Editorial and Board Work for Professional Organizations

- National Assessment of Educational Progress (NAEP) U.S. History Standing Committee for the 2018 Assessment. Educational Testing Service and National Center for Education Statistics. (2014 to Present).
- Conference on English Education liaison to the International Federation for the Teaching of English (IFTE). The liaison is responsible to maintaining an NCTE/CEE presence in the international organization for teaching English language arts.
- Advisor to the Pedagogical Committee of the Coalition of Indigenous Teachers and Promoters of Oaxaca (CMPIO) on the planning and implementation of a year-long alternative teacher preparation course for novice indigenous teachers, called Formación Comunal e Intercultural para Maestros de Pueblos Originarios (Communal Intercultural Preparation for Teachers from Indigenous Peoples).
- Organizer & Chair, Race, identity, and social resiliency in the context of cultural practice. 2016 Annual Meeting of the American Educational Research Association (AERA), Washington, DC.
- Researchers of Community Schools Affinity Group, member.
- Division G-Social Context of Education, Early Career Mentoring Committee.
- Mentoring activities at: AERA and Society for the Advancement of Chicanos and Native Americans in the Sciences.
- Editorial Board Member: Journal of American Indian Education (2010 – Present).
- Contributing editor: Wicazo Sa Review: A Journal of Native American Studies (2003 to present).

- Reviewer Perfiles Educativos, international professional journal of the Instituto de Investigaciones sobre la Universidad y la Educación, Universidad Nacional Autónoma de México (UNAM), México.
- Reviewer for Australian international journal Teacher Education
- Editorial board of Educación Comunal: Revista Oaxaqueña para el Present diálogo intercultural (Communal Education: Oaxacan journal for intercultural dialogue), a journal published twice yearly by the National Congress of Indigenous and Intercultural Education, the Secundarias Comunitarias of Oaxaca, the Benito Juárez Autonomous University of Oaxaca, and World Learning.
- Editorial board member, Caribbean Journal for Teacher Education and Pedagogy.
- Reviewer, International Society for Language Studies (ISLS).
- American Educational Research Association (AERA), Religion and Education (SIG) reviewer.
- Reviewer International Society for Language Studies (ISLS), proposal submissions for biennial meetings.
- Distinguished Dissertation Award Committee, Division G-Social Context of Education, American Educational Research Association (AERA).
- National Advisory Board Member of IES-funded project “Comprehensive Research-Based Computer Assessment and Accommodation System for ELL Students,” University of California at Davis.
- National Advisory Board Member of NSF-funded project, “Early Number-Concept Development with English Language Learners,” University of California at Irvine.
- National Advisory Board Member of NSF-funded project, Corey Drake et al., “TEACH MATH,” Iowa State University.
- Reviewer Journal of Race, Ethnicity and Education.
- Program Co-Chair: American Educational Research Association Division B (Curriculum Studies-Youth Organizing and Communities in Action), 2011- -- 2012.
- Committee member: American Educational Research Association’s Minority Fellowship Committee (2008 to 2012).
- Committee for: Notable Children’s Literature in Language Arts (Children’s Literature Assembly of the National Council of Teachers of English).

- AERA-Bilingual Education Research SIG Lifetime Achievement Award Committee.
- National Council of Teachers of Mathematics Research Committee.
- Program Committee of the 2016 TODOS—Mathematics for ALL Conference.
- NCTM Task Force for Spanish Curriculum Materials. TODOS-Mathematics for All, a professional mathematics equity organization. Affiliate of the National Council of Teachers of Mathematics.
- Chair. Division K Innovation in Research on Diversity in Teacher Education Award Committee. American Educational Research Association.
- Elected Program Chair. AERA Hispanic Research SIG.
- Chair. Scholarly Materials Review Committee. National Council of Teachers of Mathematics (NCTM) TODOS (Mathematics for All).
- Editorial Consultant for AERA’s Review of Research in Education.
- Editorial Board Member of Teaching for Excellence and Equity in Mathematics (TEEM).
- Editorial Board Member of the Journal of Latinos and Education.
- Editorial Board Member of the Bilingual Research Journal.
- Associate Editor, Journal of Latinos and Education, 2006—present.
- Committee for Notable Books of Global Society (International Literacy Association).
- Reviewer, Division B - Curriculum Studies; section 1: Critical Perspectives and Communities in Action (Fall 2010).
- Editorial Board, Review of Educational Research.
- Editorial Board, Journal of Educational Foundation.
- Editorial Board, Policy Futures in Education.
- Henry Trueba Award Committee, AERA, Division G.
- Reviewer for the Journal Teaching for Equity and Excellence in Mathematics (TEEM).
- Reviewer for the Journal of Mathematics Educator (MET).
- Reviewer for the Journal for Research in Mathematics Education (JRME).

- Reviewer for the International Journal of STEM Education (IJSE).
- Reviewer for the Mathematics Education Research Journal (MERJ).
- Reviewer for Educational Studies in Mathematics (ESM).
- Reviewer for the Journal of Mathematics Teacher Education (JMTE).
- Reviewer for Mathematics Teaching in the Middle School (MTMS).
- Reviewer for Dialogic Pedagogy: An International Online Journal.
- Reviewer for the Journal of Latinos and Education.
- Reviewer of conference proposals for the American Educational Research Association.
- Reviewer Language Arts.
- Reviewer Talking Points.
- Reviewer Reading Research Quarterly
- Editorial Review Board Journal of Children's Literature.
- United States Board on Books for Youth, board member.
- Journal Article Reviewer: 50(0) Years Out and Counting: Native American Language Education and the Four Rs. International Multilingual Research Journal.
- Consulting Editor, Language Ideologies and Language Policy, in The Handbook of Latinos and Education: Research, Theory and Practice. (2008).
- Editorial Board, Bilingual Research Journal. National Association for Bilingual Education. Washington, DC. 2007- present.
- Many have chaired sessions and served as discussants at national/international conferences: AERA, NCTE, IRA, LRA, NABE, TESOL, and many of the groups listed above.

Service to the Department

- Personnel Committee, 2011-present.
- Faculty Adviser for the LLSS Graduate Student Association.
- Graduate Committee, Language, Literacy, and Sociocultural Studies (member/chair).

- Personnel Committee, Language, Literacy, and Sociocultural Studies (member/chair).
- Program Coordinator.
- Ongoing curriculum work to develop new courses.
- In addition, our faculty regularly serve on midprobationary, promotion and tenure panels.

Service to the College

- LLSS faculty have served as members and chairs of the College's:
- Undergraduate Committee.
- Graduate Committee.
- Committee on Governance.
- Diversity Committee.
- Scholarship Committee.
- Adhoc Committees: Load, Climate, Academic Activity Assessment, LGBTQIA.
- Transformational Action Groups (Part of the Kellogg Grant to reimagine the college, serving at all levels: Elementary, Secondary, and Early Childhood).
- Provost's Manage Team.
- Interdisciplinary Research Center.
- Multicultural Education Center Director.
- Latin American Programs in Education Director.
- Institute for Professional Development.
- College Assessment Reporting Committee (CARC).
- Promotion and Tenure committee at the College level.
- OFAC (Overhead Funding and Allocation Committee).
- CCS Advisory Committee.

Service to the University

- Faculty Senate.
- Institutional Review Board (four faculty in the past 9 years).
- Interdisciplinary Committee on Latin American Studies.
- Faculty Senate Research Policy Committee.
- UNM Library Committee.
- UNM Committee on Governance.
- Gaza Graduate Student Association.
- Provost's Committee on Writing Across the Curriculum.
- Provost's Committee on Diversity.
- Honorary Degree Award Committee.
- Provost's Promotion and Tenure Committee.
- Latin American and Iberian Institute Executive Committee.
- Sarah Belle Brown Service Award Committee.

Reviewing within UNM as Examples of Outreach/Community Activity

- Internal Reviewer: Academic Program Review (APR) for Native American Studies at the University of New Mexico (Fall, 2014).
- University of New Mexico, Grant Proposals Reviewer for Research in Latin America

Serving Students/Faculty within UNM as Examples of Outreach/Community Activity

- Second Language Writing Support Project offers support to graduate students.
- Developed and implemented a BA degree program in Native American studies, chairing that program.
- Facilitated development of master's degree in Native American Studies.
- University of New Mexico, LGBTQIA Education Group, Albuquerque, NM. Member and coordinator.
- Faculty Mentor for McNair Research Opportunity Programs

- Affiliated Faculty: Women Studies Program, Anthropology
- El Centro de la Raza Faculty Fellow
- Toward a pedagogy of “comunalidad”: Constructing quality communal, bilingual and intercultural education in Oaxaca, MX. Panel presentation at the Inaugural Conference of the Latin American Network in Government and Public Policy, “How Networking can Promote Social Justice.” UNM (Done in concert with LLSS faculty).
- College of Education Graduate Student Colloquium, faculty chaired committees, supported students in writing proposals, and prepping for presenting; this has changed to be more University wide and is called the *Shared Knowledge Conference*; faculty present with students, review submissions, host.

Committee/Board Membership within UNM as Examples of Outreach/Community Activity

- Southwest Hispanic Research Institute, Executive Committee.
- University of New Mexico, UNM/COE-Elementary Education Transformative Action Group (Elementary Education, Early Childhood, and Secondary TAGs had LLSS faculty on them).
- UNM Provost’s Diversity Council.
- LAII (Latin American and Iberian Institute) Grants and Awards Committee member.
- Committee of the Latin American & Iberian Institute that plans and administers academic programs (ICLAS).
- Multicultural Education Center advisory faculty.
- CoE Faculty Scholarship Workload Committee.
- Three faculty members have served on the UNM IRB.
- Committee Member, Research Allocations Committee.
- Book Series Executive Committee Member, Southwest Hispanic Research Institute (SHRI).
- Executive Board Member, Women Studies Program.
- Southwest Hispanic Research Institute (SHRI) member.
- UNM Faculty Senate Research Policy Committee (FS-RPC).
- UNM Black Faculty Alliance.

- Many job search committees within and beyond LLSS: TESOL/adult learners within LLSS, and others in special education, educational psychology, and more.

Center/Institute Directorship/Conference Coordination within UNM as Examples of Outreach/Community Activity

- Director, Latin American Projects in Education. College of Education.
- Director, Multicultural Education Center.
- Director, High Desert Writing Project, including Summer Institutes.
- Collective Voices Conference at the National Hispanic Cultural Center, by High Desert Writing Project and the NMCTE.
- Co Director of National Actions for the Save Our Schools March and National Call to Action.
- Adolescent and Children’s Literature Inquiry Project, founder.

LLSS Faculty CVs

Faculty members were asked to submit two page CVs that summarized their work at UNM. While acknowledging that these are limiting and, therefore, limited, we offer them as some indication of the nature, depth, and importance of our work. Faculty made their own decisions about how much scholarship/creative work, teaching, service, and administrative work to include in what follows.

Ricky Lee Allen, Ph.D., Associate Professor, Educational Thought & Sociocultural Studies.

Professional Experience

Associate Professor, Educational Thought & Sociocultural Studies Program, Department of Language, Literacy, and Sociocultural Studies, University of New Mexico (UNM), 2008-present.

Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy, UNM, 2014.

Program Coordinator, Educational Thought & Sociocultural Studies Program, Department of Language, Literacy, and Sociocultural Studies, UNM, 2004-2008, 2009-2011.

Assistant Professor, Educational Thought & Sociocultural Studies Program, Department of Language, Literacy, and Sociocultural Studies, UNM, 2002-2008.

Scholarship

Matias, C. E., & Allen, R. L. (in press). Do you feel me? Amplifying messages of love in critical race theory. *The Journal of Educational Foundations*.

Matias, C. E., & Allen, R. L. (2014). Loving whiteness to death: Sadomasochism, emotionality, and the possibility of humanizing love. *Berkeley Review of Education*, 4(2) 285-309.

Allen, R. L., & Howard, N. (2012). Racial supremacy. In H. Anheier & M. Juergensmeyer

(Eds.), *The Encyclopedia of Global Studies, Volume 4* (pp. 1428-1430). Los Angeles: SAG Publications, Inc.

Allen, R. L. (2009). What about poor white people? In W. Ayers, T. Quinn & D. Stovall (Eds.), *The handbook of social justice in education* (pp. 209-230). New York: Routledge.

Allen, R. L., & Rossatto, C. (2009). Does critical pedagogy work with privileged students? *Teacher Education Quarterly*, 36(1), 163-180.

Leonardo, Z., & Allen, R. L. (2008). Ideology. In L. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods, Vol. 1* (pp. 415-420). Los Angeles: SAGE Publications, Inc.

Invited Keynotes

“White Folks Doing CRT: A Dialogue,” Critical Race Studies in Education Association Annual Conference, Nashville, TN, 2013.

“The Global White Hegemonic Alliance,” Critical Race Studies in Education Conference, Chicago, Illinois, 2008.

Teaching

Developed & Taught: 593 Critical Theory & Education (2), 593 Theoretical Research (3), 393 Antiracist Education (1)

Other Courses Taught: 530 Whiteness Studies (7); 524 Critical Race Theory (6); 645 Seminar in Educational Studies (9); 510 Paulo Freire (4); 650 Dissertation Seminar (1); 515 Philosophy of Education (4)

Dissertations: Chaired complete: 11, Chaired in-progress: 3; Committee Member: 14

Service

Editorial Boards: Review of Educational Research (2012-present); Journal of Educational Foundations (2013-present); Policy Futures in Education, 2002-present

Henry Trueba Award Committee, AERA, Division G, 2010

UNM: UNM Diversity Council (2014-now); Faculty Senate (2012-2014); Faculty Senate Curriculum Committee (2008-2009); Sarah Belle Brown Service Award Committee (2011)

COE: Diversity Council (2007-9); Graduate Committee (2010)

Department: Personnel Committee (2011-now); GSA Adviser (2013-2015)

Community Service: Organizing Board, Intercultural Education Symposium, Albuquerque (2010); Antiracism Faculty Inservice, Mountain Mahogany Charter School (2008);

Antiracism Workshop for Staff, Santa Fe Community College (2007)

Journal Article Manuscript Reviews: Journal of Applied Philosophy, Policy Futures in Education, Review of Educational Research, Journal of Teacher Education, Race, Ethnicity & Education, American Educational Research Journal: Teaching, Learning, and Human Development, Critical Studies in Education, Educational Studies, Critical Race and Whiteness Studies, Berkeley Review of Education, International Journal of Qualitative Studies in Education, Curriculum Inquiry

Awards

AERA Outstanding Reviewer Award, *Review of Educational Research* (2014 & 2015)

Scholar in Action Award, UNM Project for New Mexico Graduates of Color (2011)

Rebecca Blum Martínez, Ph.D., Professor, Bilingual/ESL Education.**Professional Experience:**

Professor, Bilingual/ESL Education, Department of Language, Literacy and Sociocultural Studies.

Director: Latin American Programs in Education, College of Education.

Scholarship

Book: Sandoval, E, Blum Martinez, R. & Andrews, I (Eds) (2010). *Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America*. Universidad Pedagógica Nacional: Mexico DF.

Journal Articles

Blum Martinez, R. & Baker, S. (2010). Preparing Teachers of Bilingual Students. In Faltis, C. & Valdés, G. & (Eds). *Education, Immigrant Students, Refugee Students and English Learners*. 109 (2) Teacher's College, Columbia University. + 6 others

Book Chapters:

Blum Martínez, R. (in press). El bilingüismo: Nuestro don. In Guerrero, M. & Soltero González, L. *Fundamentos de la educación bilingüe*. Albuquerque, NM: Dual Language Education of New Mexico. + 3 others

Presentations**Invited International**

Blum Martínez, R. (2010). El nido de lengua como parte de un proyecto de revitalización lingüística. Taller Formativo: "Nido de Lengua", GTZ Guatemala y Ibis, Guatemala, October, 2010. Antigua, Guatemala. + 9 others

Invited National

Blum Martínez, R. (2015). From Poetry to Photosynthesis: The use of complex texts with Spanish-English Bilinguals. Colorado Association of Bilingual Education. September + 5 others.

National (refereed)

Blum Martínez, R., Moquino, T. Pecos, M., Suina, J. & Kahee, A. (2015). Controlling our future.. International Society for Language Studies. Albuquerque, NM. +14 others.

Grants:

Blum Martínez, R., Moquino, T., Matteson, M., Pecos, M & Nihlen, A. (2014). *Cultivating Cochiti Culture and Language: Expanding our future, Expanding Keres Children's Learning Center*. \$280, 509.00. Administration for Native Americans, Administration for Children and Families, Washington, DC. (one of eight proposals funded nationally). + 2 others.

Service:

National: Reviewer for Bilingual Research Journal

University: Executive Committee for Latin American and Iberian Institute

College:

2014-15: Secondary TAG Leader (Kellogg grant)
 2013-2014: Provost's Management Team
 2011- 2013: Co-chair, COE Promotion and Tenure Committee
 2010- 2014: Director, Multicultural Education Center, COE
 2005- present: Director, Latin American Programs in Education, COE
 2005-2009: Chair, Language, Literacy and Sociocultural Studies Department.

Gregory A. Cajete, Ph.D., Associate Professor, American Indian Education.**Professional Experience:**

May 2000 – present	Director, Department of Native American Studies, University of New Mexico, Albuquerque, NM.
August 1995 – present	Associate Professor, Department of Language, Literacy & Sociocultural Studies, College of Education, University of New Mexico, Albuquerque, NM.
Sept. 1994 – August 1995	Chair, Department of Native American Studies & Ethnoscience, Institute of American Indian Arts, Santa Fe, NM.

Teaching work began in 1975.

Administrative Experience

2000 – Present: Director/Chair of the University of New Mexico Native American Studies Bachelor of Arts degree program. I supervise five full time faculty/staff and four adjunct faculty. I am also responsible for the administration of an FY 2014 budget of (\$390,000). More admin work as well.

Other Areas of Experience and Expertise

Curriculum Design and Program Development Culturally-Responsive Science/Math Curriculum, K-12, and Tribal Colleges throughout the U.S.
 Indigenous Based Evaluation of Science and Social Science Education Programs at the Secondary and Tribal College Level. And more...

Higher Education Courses Taught

Problems Course, Dissertation Hours, Teaching the Native American Child, Curriculum Development in Multicultural Art Education, Education Across Cultures in the Southwest, (LLSS 583) Spring 2003; Spring 2004, Science in Native American Education, and more, including undergraduate courses.

Scholarships Activities

International Journals (Refereed)
 Cajete, G.A. (1996). An Education for Harmony and Place: American Indian Expressions of Environmentally-literate Citizenship. *International Research in Geographical and Environmental Education*, 5 (2), 136-139.

National Journals (Refereed)

Cajete, G. A. (2010). Contemporary Indigenous education: A Nature-centered American Indian philosophy for a 21st century world. *Futures*, 42 (10), 1126-1132.

Archibald, J.-A., Barnhardt, R., **Cajete, G. A.**, Cochran, P., McKinley, E., & Mercurieff, L. (May 2007). The work of Angayuqaq Oscar Kawagley. *Cultural Studies of Science Education*, 2 (1), 11-17.

Cajete, G. (1993). An Enchanted Land: Spiritual Ecology and a Theology of Place. *Winds of Change*, 8, (2), 50-53.

Books

Cajete, G.A. (July 27, 2015) *Indigenous Community: Teachings of the Seventh Fire*. St. Paul, MN: Living Justice Press.

Cajete, G.A., Jacobs, D., & Lee, J. (2009). *Critical Neurophilosophy and Indigenous Wisdom*. New York, NY: Sense Publishers.

Cajete, G.A. (2005). *Spirit of the Game: Indigenous Well Springs*. Skyland, NC: Kivaki Press.

Cajete, G.A. (2000). *Native Science: Natural Laws of Interdependence*. Santa Fe, NM: Clear Light Publishers.

Book Chapters

Cajete, G.A. (in press). Where There is No Name for Science: Response 1. In S. Grande (Ed.), *ed Pedagogy: Native American Social and Political Thought* (pp. 107-115). Lanham, MD: Rowman & Littlefield.

Cajete, G.A. (in press). Thinking the Highest Thought: The Enterprise of Native Science. In C. Spiller & R. Wolfgramm (Eds.), *Indigenous Spiritualities at Work: Transforming the Spirit of Enterprise*. Charlotte, NC: Information Age Publishers.

Cajete, G.A. (in press). Preface, Indigenous Teaching and Learning. In M.D.T. Tanaka, *Learning and Teaching Together: Weaving Indigenous Ways of Knowing into Education*. Vancouver, B.C.: University of British Columbia Press.

And many more.

Hundreds of national and international presentations.

Many many honors.

Sylvia Celedón-Pattichis, Ph.D., Professor, Bilingual Education.

(Research, Teaching, Service and Awards since 2006)

PLEASE NOTE: Dr. Celedón-Pattichis was serving as Interim Chair of the Department of Teacher Education, Educational Leadership and Policy in Spring 2015 and was on sabbatical during Fall 2015 and Spring 2016.

Research Grants

Pending

Advancing Out-of-School Learning in Mathematics and Engineering (AOLME): Using Innovative Experiences to Support College Readiness and to Broaden Participation. *Lead Principal Investigator* with Drs. Carlos LópezLeiva and Marios S. Pattichis as Co-PIs. Amount requested: \$1,999,994 from the National Science Foundation-Innovative Technology Experiences for Students and Teachers (ITEST). Duration of Project: July 1, 2016 to June 30, 2019. Status: Pending. (One additional pending NSF grant proposal)

Funded

CSR: Small: Dynamically Reconfigurable Architecture Systems for Time-Varying Image Processing Constraints (DRASTIC) Based on Local Modeling and User Constraint Prediction. *Research Collaborator and Senior Personnel* with Dr. Marios S. Pattichis (PI) and Dr. Carlos LópezLeiva. Amount requested: \$494,885 (summer support for Year 3 only) from the National Science Foundation. Duration of Project: September 1, 2014-August 31, 2017. Status: Funded. (8 additional funded projects totaling approximately 11million dollars (about 4.5 million sub-awarded to UNM) since 2006 as a Co-Principal Investigator or as a Research Collaborator).

Travel Grants

Developing Biliteracy and Mathematical Problem Solving Through a Teachers'-Researchers' Collaboration. Paper to be presented at the National Association for Bilingual Education, Chicago, Illinois. \$500 OFAC Travel Grant. November, 2015: Funded. [4 travel grants and 9 unfunded projects]

Research/Scholarly Activities

Refereed Journal Articles

Reierson, S., & Celedón-Pattichis, S. (2014). Transforming borders through English use and service-oriented cultural capital: A case study of indigenous Honduran immigrants. *Latin American Perspectives*, 41(3), 208-219. doi:10.1177/0094582X14524361 [10 more refereed journal articles and 3 manuscripts in progress].

Refereed Book Chapters

LópezLeiva, C., **Celedón-Pattichis**, S., & Pattichis, M. S. (in press). Participation in the Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) project: Supporting middle school Latinas' bilingual and STEM identities. In B. Polnick & B. Irby (Eds.), *Women of color in STEM: Navigating the double bind*. Charlotte, NC: Information Age Publishing. [15 more refereed book chapters]

Book Commentaries

Celedón-Pattichis, S. (in press). The need to be *intentional* in the integration of social justice in mathematics content courses: Commentary to using mathematics to investigate social and political issues: The case of "illegal immigration". To appear in D. White, S. Crespo, M. Civil, M. Felton-Koestler, I. Goffney, & J. Spencer (Eds.), *Cases for teacher educators: Facilitating conversations about inequities in mathematics classrooms*. Reston, VA: National Council of Teachers of Mathematics. [1 additional commentary]

Co-Edited Books

Crespo, S., & **Celedón-Pattichis**, S., & Civil, M. (in press). *Access and equity: Promoting high quality mathematics in grades 3-5*. Reston, VA: National Council of Teachers of Mathematics. [3 more co-edited books, 1 article in newsletter, and 2 reports from funded projects]

Professional Presentations**Keynote Speaker**

Celedón-Pattichis, S. (2015, June). *Essential teaching practices for advancing the mathematics education of ELLs*. Annual Meeting for Educating Language Minority Students Project with focus on meeting the needs of ELLs in Mathematics and Science, University of North Carolina-Wilmington, Wilmington, North Carolina. [7 more keynote speaker presentations]

Featured Speaker

Celedón-Pattichis, S. (2015, October—Invited). *From margins to center: Advancing the Mathematics education of ELLs*. Presented at the NCTM 2015 Regional Conference, Atlantic City, New Jersey. [5 more Featured Speaker presentations]

Refereed Papers/Presentations at International Professional Meetings

LópezLeiva, C. A., & Pattichis, M. S., & **Celedón-Pattichis**, S. (2016, July). *Integrating mathematics, engineering, and technology through mathematics modeling and video representations*. To be presented at the International Congress on Mathematics Education, Hamburg, Germany. [5 more International Presentations]

Refereed Papers/Presentations at National Professional Meetings

Celedón-Pattichis, S., & Musanti, S. I. (2016). Developing biliteracy and mathematical problem solving through a teachers'-researchers' collaboration. To be presented at the National Association of Bilingual Education, Chicago, Illinois. [39 more national, 10 state, and 3 regional presentations]

Teaching

She has taught 6 different courses since 2006: LLSS 580: Seminar in the Education of the Bilingual Student, LLSS 590: Seminar in Education, EDUC 361L: Teaching Mathematics in Elementary Schools, LLSS 593: CEMELA Seminar, LLSS 457/557: Language, Culture, and Mathematics, and LLSS 469/569: ESL Across the Content Areas.

Service

She has high service provided to professional organizations at the national level and committee work at the university, college, department, and program levels. For example, she serves on 3 Editorial Boards for the Journal of Latinos and Education, Teaching for Excellence and Equity in Mathematics, and the Bilingual Research Journal. She also serves on the Board of Directors for TODOS-Mathematics for ALL, an affiliate of the National Council of Teachers of Mathematics. Mentoring of young scholars and doctoral fellows through CEMELA and other institutions is also part of her work.

Awards

Chester C. Travelstead Endowed Faculty Fellowship. Received this award through the College of Education at the University of New Mexico, Albuquerque, New Mexico. The award is based on criteria for excellence in teaching, scholarship/research in teacher education, working with schools and other educational venues, and contributions to the university, college, and/or the state. (\$14,000 from 2015-2017). [5 more awards and 7 nominations for awards through AERA and other professional organizations, as well as UNM]

Bee Chamcharatsri, Ph.D., Assistant Professor, TESOL.**Publications****Refereed Publications**

Ruecker, T, Chamcharatsri, B., Saengngoen, J. (2015). Teacher perceptions of the impact of the common core assessments on linguistically diverse high school students. *The Journal of Writing Assessment*, 8(1), (Available at

<http://www.journalofwritingassessment.org/article.php?article=87>)

Chamcharatsri, P. B. (2013). Emotionality and second language writers: Expressing fear through narrative in Thai and in English. *L2 Journal*, 5(1), 59-75.

Chamcharatsri, P. B. (2013). Perception of Thai English. *Journal of English as an International Language*, 8(1), 21-36.

Chamcharatsri, P. B. (2013). Poetry writing to express love in Thai and in English: Second language (L2) writing perspective. *Journal of Innovation in English Language Teaching and Research*, 2(2), 141-157.

Methitham, P., & Chamcharatsri, P. B. (2011). Critiquing ELT in Thailand: A reflection from history to practice. *Journal of Humanities, Naresuan University*, 8(2), 57-68 (Available at

http://www.human.nu.ac.th/jhnu/file/journal/2011_10_10_14_52_29.Phongsakorn4.pdf)

Chamcharatsri, P. B. (2011). Reflections of Teaching Writing in Thailand, *Writing on the Edge*, 21(1), 18-26.

Chamcharatsri, P. B. (2010). To be proud, or not to be proud: That is the question, NNEST-IS TESOL. From

http://www.tesol.org/s_tesol/sec_issue.asp?nid=2982&iid=13101&sid=1

Reprinted

Chamcharatsri, P. B. (2010). To be proud, or not to be proud: That is the question, TESOL Connections, August 2010

Chamcharatsri, P. B. (2009). Negotiating identity from autoethnography: Second language writers' perspectives [Electronic Version]. *Asian EFL Journal*, 38, 3-19 from <http://www.asian-efl-journal.com/Teaching-articles-August-2009.pdf>.

Reprinted:

Chamcharatsri, P. B. (2009). Negotiating identity from auto-ethnography: Second language writers' perspectives. In Nunn, R., & P. Adamson (Eds.). *Accepting alternative voices in Asian EFL journal articles*, pp. 150-166. Busan, Korea: Lulu

Chamcharatsri, P. B. (October 2009). Second language writers and creative writing. *SLW News*, 4(2). Retrieved from

http://www.tesol.org/s_tesol/docs/12800/12800.html?nid=4116

Book Chapters

Chamcharatsri, P. B. (2013). Implementing world Englishes in first-year composition classrooms. In N. T. Zacharias & C. Manara (Eds.), *Contextualizing the Pedagogy of English as an International Language: Issues and Tensions* (pp. 168-176). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Chamcharatsri, P. B. (2012). Teaching world Englishes to American students through writing. In Matsuda, A., & Duran, C. (Eds.). *Teaching English as an International Language*.

Chamcharatsri, P. B. (2010). Observation in writing classrooms. *Observation of Teaching: Bridging Theory and Practice through Research on Teaching*. Ed. by Gloria Park, Handoyo Puji-Widodo, and Andrzej Cirocki. Lincom Europa: Muenchen, Germany.

Book Reviews

Chamcharatsri, P. B. (2013). Review of *Redesigning composition for multilingual realities* by Jay Jordan in *Composition Studies*, 41(1), 121-123

Chamcharatsri, P. B. (2011) [Review of the book *Academic writing in the global context*]. *English for Specific Purposes*.

Chamcharatsri, P. B. (2010). [Review of the book *Problematizing identity: Every struggles of languages, culture, and education*]. *Journal of Language, Identity, and Education*.

Chamcharatsri, P. B. (2010). [Review of the book *Advances in discourse studies*], *Journal of Sociolinguistics*.

Chamcharatsri, P. B. (2009). [Review of the book *A synthesis of research on second language writing in English*]. *Asian EFL Journal*

Chamcharatsri, P. B. (2009). [Review of the book *Teaching academic writing*]. *SLW IS Newsletter*

Proceedings

Chamcharatsri, P. B. (2010). Searching for best method in ELT. *Proceedings of Asia TEFL*. ThaiTESOL

Selected Presentations

Chamcharatsri, P. B. (November 2015). Meta-analysis on L2 writing and writing center scholarship, IWCA, Pittsburgh, PA, USA.

Chamcharatsri, P. B., Tseptsura, M., Ruecker, T., & Saengngoen, J. (June 2015). (Mis)representation of Linguistic Diversity in Common Core State Standards, ISLS, Albuquerque, NM

Chamcharatsri, P. B. (November 2014). Invited colloquium on early career writing professionals, The Symposium on Second Language Writing, Tempe, AZ, USA.

Chamcharatsri, P. B. & Ruecker, T. (March 2014). Cross cultural composition in American composition classrooms, CCCC (Conference on College Composition and Communication), Indianapolis, IL, USA.

Chamcharatsri, P. B., Kim, K. M., & Oda, T. (November 2012). Perceptions of multilingual writers in writing center tutoring experiences, NCPTW (National Conference on Peer tutoring and Writing), Chicago, IL, USA.

Chamcharatsri, P. B. (December 2012). Perception of Thai English, IAWE (International Association for World Englishes), Hong Kong.

Chamcharatsri, P. B. (2012, June) "Expressing emotions through writing in Thai and in English," 7th Intercultural Rhetoric and Discourse Conference, Indiana University, IL, USA

Chamcharatsri, P. B. (2011, June) "Publishing hegemony: Critical self reflection," Symposium on Second Language Writing, Taipei, Taiwan

Chamcharatsri, P. B. (2011, June) "Incorporating world Englishes as pedagogical tools," Voices of ELT – The First International Conference, Bangkok, Thailand.

Carlos A. LópezLeiva, PhD., Assistant Professor, Bilingual Education.

Teaching: *Assistant Professor* in the Department of Language, Literacy and Sociocultural Studies.

EDUC 361, Teaching Mathematics in the Elementary School (Fall 2012,14; Spring 2015)

LLSS 300, Bilingual Teaching Methods and Materials (Spring 2016)

LLSS 315 Educating Culturally and Linguistically Diverse Students (Fall 2014)

LLSS 457/557, Language, Culture, and Mathematics (Spring 2016)

LLSS 458/558, Literacy across Cultures (Fall 2012, 13, 14, & 15; Spring 2013 & 2014)

LLSS 479/579, Teaching Reading in the Bilingual Classroom (Spring 2012 & 2013)

LLSS 582, Curriculum Development in Multicultural Education (Spring 2012)

LLSS 583, Education across Cultures in the Southwest (Fall 2011)

LLSS 593, Exploring 3rd Spaces (Spring 2014 & 2015)

Dissertation Advisor/Post-doctoral supervisor of:

Ianrintsammatra Andriamanana Josoa, Ibrahim Demir, Roberto Ollivier, Bernardette Hall-Cuarón, Christine Archuleta, Azul Cortez, Yuliana Kenfield, and Kuang Hua Liao, Sami Abdullah A Hamdi (doctoral students). In dissertation committee for David Wilson, Christine Romero, Ahmed Al shlowiy, Angelina Medina, & Yu Chen. Thesis supervisor, Rana Saad.

Selected Publications:

LópezLeiva, C. A., Roberts-Harris, D., & von Toll, E. (in press). Meaning Making with Motion is MESSY: Developing a STEM Learning Community. *Canadian Journal of Science, Mathematics and Technology Education*.

LópezLeiva, C. A., & Khisty, L. L. (2014). "Juntos pero no revueltos": Microaggressions and language in the mathematics education of non-dominant Latinas/os. *Mathematics Education Research Journal*, 26(2), 421-438. doi: 10.1007/s13394-013-0105-4.

Domínguez, H., LópezLeiva, C. A. & Khisty, L. L. (2014). Relational Engagement: Proportional Reasoning with Bilingual Latino/a Students. *Educational Studies in Mathematics*, 85(1), 143-160. doi: 10.1007/s10649-013-9501-7.

LópezLeiva, C. A., Torres, Z., & Khisty, L. L. (2013). Acknowledging Spanish and English resources during mathematical reasoning. *Cultural Studies of Science Education*, 8(4), 919-934. doi: 10.1007/s11422-013-9518-3.

Celedón-Pattichis, S., LópezLeiva, C.A., Pattichis, M.S., & Llamocca, D. (2013). An interdisciplinary collaboration between computer engineering and mathematics/bilingual education to develop a curriculum for underrepresented middle school students. *Cultural Studies of Science Education*, 8(4), 873-887. doi: 10.1007/s11422-013-9516-5.

LópezLeiva, C. A. & Torres, Z. (2013). Working with Families in Bilingual Mathematics: Supporting a Leadership Space for Latina Mothers. *REDIMAT – Journal of Research in Mathematics Education*, 2(3), 293-315. doi: 10.4471/redimat.2013.33.

Aguilar-Valdez, J. R., LópezLeiva, C. A., Roberts-Harris, D., Torres-Velásquez, D., Lobo, G., & Westby, C. (2013). Ciencia en Nepantla: the journey of Nepantler@s in science learning and teaching. *Cultural Studies of Science Education*, 8(4), 821-858. doi: 10.1007/s11422-013-9512-9.

LópezLeiva, C. A., Herbel-Eisemann, B., Yolcu, A., & Jones, D. (2015). Equity in mathematics education: Who is an ally? In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, and H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 916-919). East Lansing, MI: Michigan State University. Retrieval from: <https://www.msu.edu/~brakoni1/PMENA-2015-PROCEEDINGS-2015-11-04.pdf>

LópezLeiva, C. A., Vomvoridi-Ivanovic, E. & Willey, C. (2015). Analyzing the cultural responsiveness of two mathematics units. In S. Mukhopadhyay and B. Greer (Eds.) (Vol. 1), *Proceedings of the 8th Mathematics Education and Society* (pp. 194-199). Portland, OR.

LópezLeiva, C. A., Castro, J. & Monge, J. A. (2015). Enseñando operaciones con números decimales: Representaciones conflictivas. In *Proceedings of the XIV Interamerican Conference on Mathematics Education*. Tuxtla Gutiérrez, Chiapas, México.

LópezLeiva, C.A., Celedón-Pattichis, S., & Pattichis, M.S. (in press). *Participation in the Advancing Out-of-School Learning in Mathematics & Engineering (AOLME) project: Supporting middle school Latinas' bilingual and identities*. In B. Polnick, B. Irby, & J. Ballenger. (Eds.). *Girls and women of color in STEM: Navigating the double bind*. Charlotte, NC: Information Age Publishing Inc.

Díez Palomar, J. & LópezLeiva, C. A. (in press). Re-thinking the teaching and learning of Latina/o students to promote an inter-cultural mathematics education. In C. Clark, Z. Haad, & A. VandeHei, (Eds.), *Volume 2: Multicultural Curriculum Transformation in Science, Technology, Engineering, and Mathematics (STEM) of the PK-12 Multicultural Curriculum Transformation Handbook Series*. Rowman & Littlefield Publishers

LópezLeiva, C. A. & Sung, Y. K. (2016). *Tiempo y Cultura: Exploring Latino Stories through Mathematics*. In E. R. Clark, B. B. Flores, H. L. Smith, & D. A. González. *Multicultural literature for Latino bilingual children: Their words, their worlds* (pp. 183-204). Rowman Littlefield Publishing Group.

LópezLeiva, C. A. (2014). Bilingual Latina/o students model community practices using familiar resources. In M. Civil & E. E. Turner (Eds.), *The Common Core State Standards in Mathematics for English Language Learners, Grades K-8*. New York, NY: Teachers College, Columbia University.

Synergistic Activities:

TECLA: *Teacher Education Collaborative in Language Diversity and Arts Integration, Co-Principal Investigator* (Spring 2014-present). Award requested: \$260,000 from ECMC.

Status: Current.

A3IMS: Access, Allies, and Agency in Mathematical Systems. *Co-Investigator* with faculty from several universities. Award requested: \$1,668,697 from the National Science Foundation-Discovery Research K-12 (DRK-12) hosted at Michigan State University. Status: Current.

CSR: Small: Dynamically Reconfigurable Architecture Systems for Time-Varying Image Processing Constraints (DRASTIC) Based on Local Modeling and User Constraint Prediction. Amount requested: \$494,885 from the National Science Foundation. Status: Current.

Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) Project, *Co-Principal Investigator* with Dr. Sylvia Celedón-Pattichis and Marios S. Pattichis. Spring 2012- Spring 2014.

Service

Conference/Journal Review Activities: *Reviewer* for the **Journal of Mathematics Educator (MET)**, **Journal for Research in Mathematics Education (JRME)**, **International Journal of STEM Education (IJSE)**, **Mathematics Education Research Journal (MERJ)**, **Educational Studies in Mathematics (ESM)**, **Journal of Mathematics Teacher Education (JMTE)**, **Mathematics Teaching in the Middle School (MTMS)**, **Dialogic Pedagogy: An International Online Journal**, **Journal of Latinos and Education**, **American Educational Research Association Conference**, **Psychology of Mathematics Education- North American (PME-NA)**.

TODOS—Mathematics for ALL Organization, *Member of the Task Force for Latina/o students University of New Mexico: Consultant for STEM Gateway Program; Affiliated faculty member of the Educational Linguistics Program* (2013- to present; *Member of the Grants and Awards committee in Latin American and Iberian Institute* (2011- to present); *Member of research team leading in the Elementary Education Transformative Action Group (El Ed TAG)* (Fall 2014- to present); *Member of job search committee* for an assistant professor position in Literacy in Literacy Program, Department of Language, Literacy and Sociocultural Studies, (Fall 2015- Spring 2016); assistant/associate professor position in the Counselor Education Program, Department of Individual, Family, & Community Education (Fall 2014-Spring 2015); clinical faculty for the Elementary TAG (Spring 2015) assistant professor position in Learning Disabilities and Inclusion (K-21) (Fall 2012-Spring 2013). *Member of the Personnel Committee, LLSS* (Spring 2013 - to present); *advisor of the LLSS Graduate Student Association* (2011- 2013).

Community:

Co-coordinator in Teacher Professional Development through Practitioner Research Approaches through Teachers2Teachers and Common Hope, Santa Avelina, Quiché, Guatemala,

and Chinautla, Guatemala (Summer 2014- to present); *Judge* in several events such as Spanish Poetry (Spring 2012- to present); *Translator* in the event Zuni & Mexican Indigenous Educators Exchange, Zuni, NM (May 2013).

Holbrook Mahn, PhD., Professor, TESOL

Professional Experience

2012 – Present: Professor, Language, Literacy, and Sociocultural Studies, College of Education, University of New Mexico

2007-2012: Project Director and Principal Investigator, United States Department of Education, Office of English Language Acquisition (OELA), National Professional Development Program grant, Academic Literacy for All Project

Scholarship

Publications

Journal Articles

Mahn, H. (2014). Dialogue journals, imagination, and narrative in the ESL/EFL writing classroom. *The European Journal of Applied Linguistics and TEFL*, 3(1) 39-54. [peer review] + six others

Book Chapters

Mahn, H. (2015). Classroom discourse and interaction in the Zone of Proximal Development. *The Handbook of Classroom Discourse and Interaction*. (pp. 250-264). Oxford, UK: Wiley-Blackwell. + 12 others

Presentations

International [peer reviewed]

2014 – “The Relationship between Praxis and Methodology in Vygotsky's Theory.” Paper for the Congress of the International Society for Cultural and Activity Research, Sydney, Australia, September 2014. + 4 others

National [peer reviewed]

2010 – “Academic Literacy for All: Helping Secondary English Language Learners Succeed.” Presentation at the La Cosecha 15th Annual Dual Language Conference, Albuquerque, New Mexico, November 2010. + 7 others

State/Local [invited]

2010 – “Academic Literacy for All.” New Mexico Council of Teachers of English Fall Conference. Co-sponsored by the High Desert Writing Project and the Children's Literature Inquiry Project, Albuquerque, NM, October 2010. + 2 others

Workshops

2015 – “Vygotsky’s Teaching/Learning System” – Universidad Autónoma del Estado de Morelos in Mexico, Cuernavaca, Mexico. Two-week workshop

2012 – “Vygotsky’s Basic Concepts” – Universidad Autónoma del Estado de Morelos in Mexico, Cuernavaca, Mexico. One-week workshop. + 12 others

GrantsFunded Proposals

2007 – 2012, “Academic Literacy for All.” National Professional Development Program, United States Department of Education, Office of English Language Acquisition (OELA), \$1,500,000.00, Project Director and Principal Investigator.

Service**National**

2010, Reviewed “Praxis and Second Language Acquisition,” chapter for Encyclopedia of Applied Linguistics + 4 others

University

2011, Search Committee, Joint Position in Language, Literacy, and Sociocultural Studies & English

2010-present, Extended University Faculty Liaison for LLSS

College

2015, Faculty Sponsor, Xinghe Liu, visiting Chinese scholar

2010, Faculty Sponsor, Fang Lu, visiting Chinese scholar

2009, Faculty Sponsor, Khaled Abedrabbo, visiting Palestinian scholar
Department

2013 – present, Coordinator, Bilingual Program

2011 – present, Coordinator, Educational Linguistics Program

2010 – present, Chair, Language, Literacy, & Sociocultural Studies Graduate Committee
Community

2007 – present, Directed the UNM/APS ESL Endorsement Summer Institute.

Memberships in Professional Organizations

American Educational Research Association

National Association of Bilingual Education

Teachers of English to Speakers of Other Languages

National Council of Teachers of English

International Society for Cultural and Activity Research

Glenabah Martinez, Ph.D., Associate Professor, American Indian Education & Educational Thought & Sociocultural Studies**Professional Experience**

Associate Dean for Educator Preparation and Development, UNM College of Education, 2015-present.

Associate Professor of Educational Thought and Sociocultural Studies and American Indian Education, UNM Department of LLSS, 2003-present.

Cultural Educator and Native American Studies Instructor, Youth Diagnostic Development Center, First Nations Program, 2013 – present.

Curriculum Development Team Facilitator and Writer: Indian Pueblo Cultural Center’s 100 Years of State & Federal Policy: Impact on Pueblo Nations, 2011 – present.

Courses Taught

LLSS 321: School and Society; LLSS 432: Teaching of Social Studies; LLSS 500: Issues in LLSS; LLSS 511: History of U.S. Education; LLSS 521: Sociology of Education; LLSS 551: History of American Indian Education; LLSS 645: Advanced Seminar in Foundations of Education; NATV 150: Introduction to Native American Studies

IRB Approved Research Projects (as a professor at UNM):

Martinez, G. (2012 – 2014). Principal Investigator: *An Examination of Educational Experiences of Indigenous Youth in New Mexico Border Towns*.
 Martinez, G. (2007 – 2008). Principal Investigator: *Educational Experiences of Indigenous Youth at Taos High School: Implications for Curriculum Development Instruction, and Policy*.

Book

Martinez, G. (2010). *Native pride: The politics of curriculum and instruction in an urban, public high school*. Cresskill, NJ: Hampton Press, Inc.

Published Curriculum Projects:

Martinez, Sims, and Humetewa (Eds.) (2013). *100 Years of State and Federal Policy Curriculum: Elementary and Middle School Curriculum*. Albuquerque: Indian Pueblo Cultural Center.
 Martinez, Gchachu, and Sims (Eds.) (2013). *100 Years of State and Federal Policy Curriculum: K-12*. Albuquerque: Indian Pueblo Cultural Center.

Reports:

Martinez, G. & Pewewardy, C. (December 2014). Academic Program Review of the Native American Studies Program at the University of New Mexico.
 Martinez, G. & M. Hewlett (December 2013). Task Force Report: UNM Taos Native American Student Success Task Force. Recipient: Professor Kate O’Neil, Director of UNM Taos.
 Martinez, G. (May 2014). Research report: *An Examination of Educational Experiences of Indigenous Youth in New Mexico Border Towns*. Recipient: Taos Pueblo Board of Education.
 Martinez, G. (2008). Research report: *Educational Experiences of Indigenous Youth at Taos High School: Implications for Curriculum Development Instruction, and Policy*. Recipient: Taos Pueblo Board of Education.

Invited Chapters

Martinez, G. (2015). Counter Narratives in State History: The 100 Years of State and Federal Policy Curriculum Project. In N. McCrary & W. Ross (Eds.) *Working for Social Justice Inside and Outside the Classroom: A Community of Teachers, Researchers, and Activists*. New York: Lang.
 Martinez, G. (2010). “We are supposed to act like one, not like an enemy”: U.S. imperialism and the Declaration on the Rights of Indigenous Peoples. In Meyer, L, and Maldonado, B. (Eds.) *The New World of Indigenous Resistance: Noam Chomsky and Voices from the Americas*. San Francisco, CA: City Lights Publishers.

Martinez, G. (2010). History keeps you going: Cultural integrity, sovereignty, and New Mexico history. In Martinez, R.B. (Ed.) *Challenges and Possibilities in Teacher Education: A North American Perspective* (pp. 176-178). NY: Routledge.

Martinez, G. (2009). Representation, Power, and Stereotyping: A lesson on Indigenous People and sports mascots. In M. Missias, E. Heilman & R. Fruja (Eds.) *Social Studies and Diversity Teacher Education*. New York: Routledge Press.

Reviews of Books

Martinez, G. (2010). Review of *We Have a Religion: The 1920s Pueblo Indian Dance Controversy and American Religious Freedom* by Tisa Wenger. *American Indian Quarterly*.

Martinez, G. (2010 January 5). Review of *To Remain An Indian* by K. Tsianina K. Lomawaima & Teresa L. McCarty. *Education Review*, 12. <http://edrev.asu.edu/reviews/rev875.pdf>

Grants Received: Research

UNM College of Education Summer Research Grant: Summers 2011, 2012 and 2013. Project: *An Examination of Educational Experiences of Indigenous Youth in New Mexico Bordertowns*. Amount: \$29,000.00

Grants Received: Professional Development

Facing History/Facing Ourselves: Race and Immigration: July 2014. Denver, Colorado.

Belfer First Step: Holocaust Institute for Teacher Educators 2013. United States Holocaust Memorial Museum. Washington, D.C. Travel, housing and resources.

Activities in National Professional Educational Organizations

National Assessment of Educational Progress (NAEP) U.S. History Standing Committee for the 2018 Assessment. Educational Testing Service and National Center for Education Statistics. (2014 to Present); Editorial Board Member: *Journal of American Indian Education* (2010 – Present); Contributing editor: *Wicazo Sa Review: A Journal of Native American Studies* (2003 to present); Program Co-Chair: American Educational Research Association Division B (Curriculum Studies-Youth Organizing and Communities in Action), 2011- -- 2012; Committee member: American Educational Research Association's Minority Fellowship Committee (2008 to 2012).

Invited National Addresses

Martinez, G. (2012). Representation of Indigenous Peoples in World History Textbooks: Challenges and Possibilities. 21st World History Association Conference, June 28, 2012. Albuquerque, New Mexico.

Martinez, G. (2011). The State of Urban Indian Education: Focus on NM. NIEA Pre-Convention Session – Families and Communities: Driving Native-Based Education, October 26, 2011.

Martinez, G. (2011). Book Talk: *Native Pride: The politics of curriculum and instruction in an urban high school*. National Association for Multicultural Education (NAME), November 4, 2011: Chicago, Illinois.

Selected Faculty Service

Internal Reviewer: Academic Program Review (APR) for Native American Studies at the University of New Mexico (Fall, 2014); Co-Chair: UNM Taos Native American Task Force

(2013 to present); Member: UNM College of Education Faculty Governance (2014 to present); Member: UNM College of Education Undergraduate Committee (2012 to 2015); Senator: UNM Faculty Senate (2009 to 2013)

Promotion and Tenure Service

Four Mid-Point Probationary Reviews: Katy Crawford, Department of TEELP, Fall 2015; Robin Minthorn, Department of TEELP, Fall 2014; Vincent Werito, Department of LLSS, Spring, 2014; Lloyd Lee, Department of NAS, Fall 2011

Four Tenure Committees: Tryphenia Peele-Eady, Department of LLSS, Fall 2013; Rebecca Sanchez, Department of Teacher Education, Fall 2010; Tiffany Lee, Department of Native American Studies (NAS), Fall 2010; Christine Sims, Department of LLSS, Fall 2010

Two Promotion Committees for Full Professorship: Rebecca Blum Martinez, Fall 2009; Lois Meyer, Fall, 2008

State of New Mexico Certification and Licensure:

Level III-A Instructional Leader 7-12 Secondary Social Studies (2008 to 2017).

Level II: 7-12 Interscholastic Sports Coach (2014 – 2023)

Lois M. Meyer, Ph.D., Professor, Bilingual Education.

Lois M. Meyer is Professor and past Chair (Jan. 2011 – May 2014) in the Department of Language, Literacy and Sociocultural Studies at UNM. She received her Ph.D. in Applied Linguistics, with specialties in second language acquisition and language education, from the University of California, Los Angeles (UCLA) in 1991. From 1989 to 1999 she taught in the Department of Elementary Education at San Francisco State University, preparing both bilingual and English monolingual teachers for the enormous linguistic and cultural diversity of California's urban classrooms.

Lois Meyer spent 1999-2000 as a Fulbright Senior Research Scholar in Oaxaca, Mexico; from that work has grown her close collaboration for more than 16 years with Plan Piloto-CMPIO (PP-CMPIO), a coalition of over 1400 indigenous teachers representing 14 of Oaxaca's 16 ethnolinguistic groups. In 2003, Dr. Meyer and PP-CMPIO completed a two-year project, funded by the Spencer Foundation of Chicago, called "Tequio Pedagógico: Pedagogical Collaboration in Community." In this project, indigenous teachers were prepared as teacher-researchers in their own communities, working with parents, children and community authorities to construct bilingual education programs and pedagogies appropriate for their own rural, indigenous contexts. Since 2008, Dr. Meyer has collaborated with PP-CMPIO on various professional development experiences and on the development of ten language nests in Oaxaca, a model of language and culture revitalization that originated with the Maoris in New Zealand. With Fernando Soberanes of PP-CMPIO, she co-authored the first informational booklet in Spanish about the language nests in Latin America (Meyer & Soberanes, (2009). *El Nido de Lengua: Orientación para sus "guías."* Mexico, D.F. and Oaxaca: National Congress of Indigenous & Intercultural Education. (Also available in English as *The Language Nest: Orientation for the "guides."*)

In 2010, in collaboration with Dr. Benjamín Maldonado Alvarado, Dr. Meyer co-edited *New World of Indigenous Resistance: Noam Chomsky and voices from North, South and Central America* (San Francisco, CA: City Lights Publishers). This volume includes three interviews by Dr. Meyer with Noam Chomsky (2004, 2007, 2009) on the viability of communal ways of life in a globalized world, and the role of the school in these sweeping processes of change. The interviews are accompanied by critical commentaries by over twenty indigenous activists, educators and scholars from across the Americas. This is the second book Dr. Meyer has co-edited with Oaxacan colleagues; the first appeared in Spanish in 2004 (Meyer, Maldonado, Carina & García (Eds), *Entre la normatividad y la comunalidad: Experiencias educativas innovadoras del Oaxaca indígena actual*, Oaxaca, MX: IEEPO).

During the 2011-2012 school year, Dr. Meyer collaborated with PP-CMPIO on an intensive, academically accredited preparation program (called a *diplomado*) for 35 novice indigenous Initial Education teachers who work with pregnant mothers and infants from birth to 3 years old in rural, marginalized Oaxacan communities. The teachers' final portfolios of community-based research tasks have been analyzed in two recent international publications, one in Spanish and one in English: a) Jiménez, Martínez, Mendoza y Meyer (Dec. 2015), Análisis de las actividades de niños de Educación Inicial en pueblos originarios de Oaxaca, México (*Analysis of the activities of Inicial Education infants in indigenous communities of Oaxaca, Mexico*). In *Anthropologica*, Vol. 33, No. 35, Dept. of Social Sciences, Pontificia Universidad Católica del Perú in Lima; and, b) Meyer, L. (Jan. 2016). Teaching our own babies: Teachers' life journeys into community-based Initial Education in indigenous Oaxaca, Mexico. In *Global Education Review* 3 (1).

In response to Mexican armed political repression of Oaxacan teachers, including her PP-CMPIO colleagues, in recent years Dr. Meyer wrote or co-wrote and published two op eds: a) Meyer, L. & Rosa, R. (2015). Teachers' resistance in Oaxaca offers lessons for U.S. Activism. Published online in *Truth-Out* on October 15, 2015, at <http://truth-out.org/opinion/item/33245-teachers-resistance-in-o...>; and b) Meyer, L. (2015). Classic case of the pot calling the kettle black. Published in the *Albuquerque Journal*, Feb. 22, 2015, page B3. Since 2006, she also published two other op eds, one concerning faculty salaries at UNM (*ABQ Journal* 5/21/2012) and another about NCLB consequences (*Tumbleweeds*, Winter 2007-2008, Santa Fe, NM)

Dr. Meyer has made multiple peer reviewed and invited conference presentations (see below).

A commitment of Dr. Meyer's is to collaborate on the publication of her doctoral students' research. In January 2016, an article co-authored with her former Egyptian PhD. student, Dr. Radi Abouelhassan, was published in the prestigious journal, *World Englishes*: Radi Moustafa Abouelhassan & Lois M. Meyer, "Economy, modernity, Islam, and English in Egypt."

In addition, Dr. Meyer has developed curriculum professionally for linguistically and culturally diverse classrooms, and has published two trade books for young children (*You, Too, Tohui?* and *Grandma's Helper*). She has also developed videotapes of effective instruction for U.S. English Language Learners for use in professional development workshops and institutes, as well as videotapes of Oaxacan indigenous teachers for use in professional development workshops in

Oaxaca with Language Nest guides and teachers of indigenous Initial Education and Bilingual (Indigenous Language/Spanish) Preschool and Elementary Education.

In 2014, Dr. Meyer spent 6 weeks on-site in Cuenca, Ecuador, working with a local team of English instructors to evaluate the English language instructional program at the University of Cuenca. She also facilitated a workshop in November 2014, during her final on-site visit, for 50 language teachers in the Language Dept. at the University of Cuenca.

Dr. Meyer's scholarship record since 2006 includes the following:

Books: 2 (published in 2010; 2011)

Peer-reviewed articles: 6 (published in 2010; 2010; 2012; co-authored 2015; 2016, co-authored 2016)

Book chapters: 14

Book review: 1 (2011, published in *Teachers College Record*)

Videotapes: 4 (1 interview with Noam Chomsky, 2007; 3 videos of classroom instruction in Oaxaca, MX, 2008).

Interviews about her work and research in Oaxaca: 5 total (in 2010 on Pacifica Radio; in 2010 by the Center for the Study and Development of Indigenous Languages in Oaxaca, and uploaded to YouTube; in 2010 on NM Indymedia Channel 27 TV, ABQ; in 2007 on Youth Radio at KUNM; in 2007 on Radio Plantón, Oaxaca;

Refereed conference presentations: 29 total - 6 international sole-presenter; 8 international co-presenter; 14 national sole-presenter; 1 national co-presenter

Non-refereed presentations: 38 - 20 international sole-presenter; 7 international co-presenter; 5 national/state sole-presenter; 6 national/state co-presenter

Community and UNM invited presentations: 11

Grants received: 4

Consulting: Evaluator of English language program in Cuenca, EC; Coalition of Indigenous Teachers, Oaxaca, Mexico

Service: multiple service activities internationally, nationally

Richard J. Meyer, Ph.D., Regents' Professor, Literacy/Language Arts

Courses Taught

Courses taught include: Reading Process, Seminar in Reading, Studies in Rhetoric for Teachers, Instructional Strategies for Written Language, Family Literacy Research, Reading Writing & Diversity, Advanced Field Experience, Teaching Writing, Problems Course, Dissertation Hours.

Publications

INTERNATIONAL JOURNALS

Meyer, R. (2010). Hope Restored, Interrupted, and Reclaimed. Talking Points 22(1), 28-29. And four others.

PUBLICATIONS: NATIONAL JOURNALS (Refereed)

Meyer, L., Rosa, R., Meyer, R., Soler, J., Smith, B., & Altwerger, B. (2015). Teacher Resistance in Oaxaca Offers Lessons for Activism in the US. Truthout (<http://www.truth-out.org/>; <http://www.truth-out.org/opinion/item/33245-teachers-resistance-in-oaxaca-offers-lessons-for->

us-activism). Published online October 15, 2015. Reprinted and featured in the Truthout newsletter as well.

Meyer, R. (2014). This is a Test. Journal of Language and Literacy Education (online journal). Available at <http://jolle.coe.uga.edu/current-issue/this-is-a-test/>.

And seven more.

PUBLICATIONS: NATIONAL JOURNALS (Invited)

Meyer, R. (in press). Web-based resources for whole language teaching. Talking Points XX (XX), XX.

Meyer, R. (2013). Why I am coming to occupy the DoE, 2.0: The battle for public schools. Published by United Opt Out, downloaded February 20, 2013 from <http://unitedoptout.com/rick-meyer-why-i-am-coming-to-occupy-doe-2-0-the-battle-for-public-schools/>.

Meyer, R. (2012). New literacies, transactions, and classroom practice: President's message. *Talking Points* 24(1), 31-32. And five more.

PUBLICATIONS: BOOKS

Meyer, R. & Whitmore, K. (Eds.). (2014). *Reclaiming writing: Composing spaces for identities, relationships, and action*. New York: Routledge/Francis & Taylor Group.

Meyer, R. & Whitmore, K. (Eds.). (2011). *Reclaiming reading: Teachers, students, and researchers regaining spaces for thinking and action*. New York: Routledge/Francis & Taylor Group.

Meyer, R. (2010). *Official portraits and unofficial counterportraits of 'at risk' students: Writing spaces in hard times*. New York: Routledge/Francis & Taylor Group.

And four more.

PUBLICATIONS: BOOK CHAPTERS

Meyer, R. (2015). Demands of Literacy on New Mexico's Teachers, Children, and Families. In K. Shanton (Ed.), *The Most Important Work -- Stories of Struggle and Self-determination for Literacy*. University Press of America/Rowman & Littlefield.

Altwerger, B. & Meyer, R. (2014). Journey into whole language. In K. Goodman, *What's whole in whole language* (pp. 21-36). New York: Garn.

Meyer, R. & Whitmore, K. (2014). Reclaiming Writing. In R. Meyer & K. Whitmore (Eds.), *Reclaiming writing: Composing spaces for identities, relationships, and action* (pp. 1-10). New York: Routledge/Francis & Taylor Group.

Ibara Johnson, S. and Meyer, R. (2014). Translanguaging: A language space for multilinguals. In R. Meyer & K. Whitmore (Eds.), *Reclaiming writing: Composing spaces for identities, relationships, and action* (pp. 164-167). New York: Routledge/Francis & Taylor Group.

And 14 more.

PUBLICATIONS: REGIONAL JOURNALS N=1

PUBLICATIONS: BOOK REVIEWS

Meyer, R. (2011). Review of *Quality Education as a Constitutional Right: Creating a Graddroots Movement to Transform Public Schools*, T. Perry, R. Moses, J. Wynne, E. Cortés & L. Delpit, Editors. In ENCOUNTER: Education for Meaning and Social Justice, Volume 24, Number 2 (Summer 2011) (pp. 54-57). And two more.

PUBLICATIONS: NON REFEREED N=2.

PRESENTATIONS

NATIONAL/INTERNATIONAL PRESENTATIONS (Refereed) and 47 more.

Meyer, R. (2015). The Search for “Second School”: Critical Pedagogy to Challenge and Interrogate Curriculum and Evaluation. Paper/performance at the annual meeting of the National Council of Teachers of English, Minneapolis, Minnesota.

Awards include: Whole language umbrella lifetime membership; Regents’ professorship; Edward Fry Book Award; Whole Language Umbrella Service Award, Faculty Acknowledgement Award.

Tryphenia B. Peele-Eady, Ph.D., Associate Professor, Educational Thought & Sociocultural Studies

Faculty Appointments:

2014 – present, *Associate Professor*, tenured (2/3-semester load), Program in Educational Thought & Sociocultural Studies (ETSS), Department of Language, Literacy, & Sociocultural Studies (LLSS), College of Education, The University of New Mexico, Albuquerque, New Mexico.

2006 – 2014, *Assistant Professor*, tenure-track (2/3-semester load), Educational Thought & Sociocultural Studies (ETSS), Department of Language, Literacy, & Sociocultural Studies (LLSS), College of Education, The University of New Mexico, Albuquerque, New Mexico.

2015 – present, *Affiliated faculty*, Africana Studies, College of Arts & Sciences, The University of New Mexico, Albuquerque, New Mexico.

2010 – present, *Associate faculty*, Educational Linguistics, College of Education, Department of Language, Literacy, and Sociocultural Studies, Program in Educational Linguistics, The University of New Mexico, Albuquerque, New Mexico.

2009 – present, *Adjunct faculty*, Department of Anthropology, The University of New Mexico, Albuquerque, New Mexico.

Administration & Leadership:

2015 – present, *Program Coordinator*, Educational Thought & Sociocultural Studies (ETSS), Department of Language, Literacy & Sociocultural Studies (LLSS), College of Education, The University of New Mexico, Albuquerque, New Mexico.

2015 – present, *Director*, College of Education Multicultural Education Center (MEC), The University of New Mexico, Albuquerque, New Mexico; 2013 – 2015, *Co-Director*, College of Education Multicultural Education Center (MEC), The University of New Mexico, Albuquerque, New Mexico.

2015 (fall), *Interim Chair*, Faculty Senate Research Policy Committee (FS-RPC), The University of New Mexico, Albuquerque, New Mexico.

2013 – present, *Chair*, CoE Diversity Council (Standing Committee), College of Education, The University of New Mexico, Albuquerque, New Mexico.

Courses:

All-Graduate courses taught—LLSS 502: Introduction to Qualitative Research; LLSS 523: Anthropology and Education; LLSS 553: Education and African American Children; LLSS 593: Discourse Analysis in Cultural Contexts (doctoral level only); LLSS 605: Advanced Qualitative Research Methods (doctoral level only); LLSS 623: Ethnographic Research (doctoral level only)

Research Grants:

Co-Principal Investigator (Co-PI), Elev8 New Mexico, Youth Development, Inc. (YDI) of Albuquerque, New Mexico, source Atlantic Philanthropies, \$800,000, January 2013–December, 2014. Status: Inactive.

Principal Investigator (PI), Elev8 New Mexico Phase II Program Evaluation, Youth Development, Inc. (YDI) of Albuquerque, New Mexico, source Atlantic Philanthropies, \$80,000, year 1, January–December 2012. Status: Inactive.

Research grant for the project, “Middle Schoolers and the Prayer Request: Connecting Home, School, and Community,” Overhead Funds Allocation Committee (OFAC), College of Education, University of New Mexico, \$2,000, December 9, 2011-May 31, 2012. Status: Active (at data analysis and final report).

Selected Scholarly Works

Peele-Eady, T.B. & Correia, M. (Eds.). (in press). *Integrating home and heritage languages in schools: Pedagogy and promise*. NCTE/ Routledge Series on Multilingualism.

Peele-Eady, T. B. & Correia, M. (in press). (Re)conceptualizing multilingualism and the classroom experiences of multilingual and language minority learners. In **Peele-Eady, T.B. & M. Correia** (Eds.), *Integrating home and heritage languages in schools: Pedagogy and promise*. NCTE/ Routledge Series on Multilingualism.

Peele-Eady, T. B. (in press). The “Responsive Reading” and reading responsively: Language, literacy, and African American student learning in the Black church. In V. Lytra, D. Volk, and E. Gregory (Eds.), *Navigating languages, literacies and identities: Religion in young lives* (Chapter 5, pp. 85-109). Routledge.

Peele-Eady, T. B. & Moje, E. (In Press). Communities as contexts for learning. In N. Nasir, C. Lee, & R. Pea (Eds.), *Handbook of the foundations of culture and learning* (in progress).

Armstrong, J. & Peele-Eady, T. B. (2016). John Ogbu’s Black American students in an affluent suburb: A study of academic disengagement (2003). In J. DeVitis (Ed.), *Popular educational classics*. Peter Lang.

Peele-Eady, T. B. (2011). Constructing membership identity through language and social interaction: The case of African American children at Faith Missionary Baptist church. *Anthropology & Education Quarterly*, 42 (1), pp. 54-75.

Jones, A., Nasir, N.S., **Peele-Eady**, T. B. (2011). Getting beyond the script: Negotiating the complexity of urban settings as research sites. In K. Scott & W. Blanchett (Eds.), *Research in urban educational settings: Lessons learned and implications for future practice* (pp. 201-222). Charlotte, NC: Information Age.

Peele-Eady, T. B., Nasir, N., & Pang, V. (2007). Success stories in urban education: A critical look at projects, programs, and strategies that work from the classroom to community. In W. Pink & G. Noblit (Eds.), *The international handbook on urban education* (pp. 883-903). Dordrecht, Netherlands: Springer.

International editorial and reviewer activity

2015 – present, Editorial board member, Caribbean Journal for Teacher Education and Pedagogy (CJTPEP); 2006 Associate Editor, Features, Educational Researcher, Publication of the American Educational Research Association (AERA).

2006 Associate Editor, Features, Educational Researcher, Publication of the American Educational Research Association (AERA).

Reviewer, American Educational Research Association (AERA), proposal submissions for the annual meetings; *Anthropology & Education Quarterly* (AEQ), book review-published; International Society for Language Studies (ISLS), proposal submissions for biennial meetings; *Journal of Anthropological Research* (JAR), book review-published; *Journal of Race, Ethnicity and Education* (REE), manuscript submissions.

Professional Recognition, And Honors

2015 Sarah Belle Brown Community Service Award, *recipient*

2012 3rd Annual Presidential Luminaria Award, *recipient*

2008-2009 Outstanding Faculty of Color Award, *recipient*

2005 Outstanding Dissertation Award, Division-G, Social Context of Education, American Educational Research Association (AERA), *recipient*

2002-2003 AERA/OERI Dissertation Fellowship, *recipient*

1996 AERA/Spencer Doctoral Research Fellowship, *recipient*

Lucretia E. Penny Pence, Ph.D., Associate Professor, Literacy/Language Arts.

2007-15

Associate Professor

Department of Language, Literacy, and Sociocultural Studies

Refereed Papers/ Presentations

National

Pre-service teachers' responses to a queer literacy framework. Paper presented at the National Council of Teachers of English Assembly for Research Conference, New Orleans, LA, February 6, 2015.

Literature vs. Information, Close Reading and Text Complexity: Problematic Constructs for Assessing Attaining the Common Core Standards Literacy. Paper presented at the Conference of the National Council of Teachers of English Assembly on Research. Elmhurst College, IL, January 12, 2014.

Making Space for Criticality in an Era of High-Stakes Testing—Tapping Interactive, Participatory Technologies, with Karla Kingsley. Paper presented at the Fall Conference of the National Network for Educational Renewal, Albuquerque, NM, October 10-12, 2013.

Breaking the Tyranny of Comprehension: Reframing Reading for the 21st Century, Proposal for Presentation at the National Council of English Assembly on Research Conference, Columbus, OH, February 15-17, 2013.

A Packsack of Invisible Keepsakes. Presentation at the National Council of English Assembly on Research Conference, Tuscaloosa, AL, February 24-26, 2012.

Regional/

State

Kingsley, K., Olufemi, D., & Pence, P. (February 26, 2015). Gamification of instruction and assessment: Myths vs. reality. Paper presented at the New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.

Bringing It All Together: Collaborative Writing as a Representation of Distributed Knowledge. Paper presented at the New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM, February 28, 2014.

Knowledge as Discourse: Changes in Assessment. Paper presented at the New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM, February 28, 2014.

Simulacra, contested meaning, and control. New Mexico Higher Education Assessment and Retention Conference, February 28 and March 1, 2013, Albuquerque, NM,

Publications

Articles in Refereed

Journals

Musanti, S. & Pence, L. (Winter, 2010). Collaboration and teacher development: unpacking resistance, constructing knowledge and negotiating identities. *Teacher Education Quarterly*. 37(1), 73-90.

Non-Refereed Journal Articles

Pence, P. (2010). Wiki happy hour: Collaborative stories using a wiki. *New Mexico English Journal*, Fall, 19-26.

Standards and Assessments

New Mexico American Federation of Teachers and Albuquerque Public Schools (2008). Assessment for Support and Related Services Personnel Career Pathway System. Albuquerque, NM

Literary

Pence, P. (2013, Spring). Convenience Store and Prodigal Daughter, *Malpais Review*.

Reports

Pence, L. (2015). NCATE Program Report on the Language, Literacy and Sociocultural Studies Master's Degree with a Concentration in Language Arts and Literacy.

Pence, L. (2015). NCATE Annual Program Report on the Secondary Licensure Program. With L. Haniford, D. Zancanella, and secondary program faculty.

Consulting

New Mexico American Federation of Teachers and Albuquerque Public Schools. October 2006 to July 2006. Advise committee to develop assessment for Support and Related Services Personnel Career Pathway System. Albuquerque, NM

Service To the University

Member, Secondary Transformative Action Group, UNM Kellogg Foundation Grant, Fall 2014 to Fall 2015.

Member, College Assessment Review Committee, Fall 2014 to present.

Member, Faculty Senate Committee on Informational Technology Use, Fall 2014 to present.

Member, COE Tenure and Promotion Committee, Fall 2014 to present.

Member, COE Graduate Committee, Fall 2014 to present.

Member, Provost's Committee on Writing across the Disciplines. Fall 2012 to present.

Member, COE Undergraduate Committee, Fall 2011 to Spring 2013.

Extended University Liaison for LLSS, Fall 2010 to Fall 2012.

Member LLSS Graduate Committee, Fall 2011 to present.

Chair, COE Undergraduate Committee, Fall 2010 to Fall 2011.

Program Coordinator, Literacy, Fall 2008 to Spring 2012 and Summer 2013 to Present.

Chair, LLSS Graduate Committee, Fall 2008 to Spring 2010.

COE Undergraduate Committee, Fall 2009 to Fall to Fall 2012.

Faculty Governance Committee, College of Education, Fall 2006 to Spring 2009.

To the Community

Board of Directors, Wind and Water: Elements of Transformation. Non-Profit Non-Membership Corporation. Martial arts programs for children, adolescents and adults. Pittsburgh, PA, Fall 2012 to present.

To the Profession

English, Standards and Assessment Committee, Spring 2007 to Spring 2011.
Past President, New Mexico Council of Teachers of English, Fall 2009 to Fall 2010
President, New Mexico Council of Teachers of English, Fall 2008 to Fall 2009.

Grants

Facilitator, Common Core, Close Reading and Essay Writing. An institute for secondary teachers. Funded through the UNM Institute for Professional Development. Summer 2014 with follow up sessions in Fall 2014 and Spring 2015.

Christine P. Sims, Ph.D., Associate Professor, American Indian Education.

Department of Language, Literacy, and Sociocultural Studies
College of Education, University of New Mexico
Office: (505) 277-3175
Tribal Affiliation: Pueblo of Acoma

Education

Ph.D. in Education from the University of California at Berkeley in the Graduate School of Education, Division of Literacy and Cultural studies. Doctoral work focused on American Indian Language Maintenance and Revitalization.

Master of Arts in Education (1993), New Mexico State University, Las Cruces, NM,
Bachelor of Science Degree in Secondary Education (1974), History Major. Psychology Minor.
University of Albuquerque, Albuquerque, NM.

University/Professional Experience:

1999-2005. Lecturer in the Department of Linguistics and Department of Language, Literacy, and Sociocultural Studies, College of Education, at the University of New Mexico.

2005-Present. Associate Professor in the College of Education, Department of Language, Literacy, and Sociocultural Studies (LLSS). Responsible for undergraduate and graduate course instruction specializing in Native American bilingual education and southwest indigenous language issues. Faculty member of the Bilingual Program and American Indian Education in the LLSS Department.

2008-Present. Director/Principal Investigator for the American Indian Language Policy Research and Teacher Training Center, College of Education, University of New Mexico.

University Outreach Activities:

Service outreach foci include: 1) training and technical assistance in grant writing, development of language surveys, native language program planning, community and tribal forums on language maintenance, revitalization, and language loss issues; 2) training workshops in Native

language materials development; 3) Native American history, social studies, and language arts curriculum development for elementary, middle, and secondary school levels; 4) Native bilingual program evaluation; and native language teacher training.

New Mexico tribes, Native language programs and schools served (2007-present):

Pueblo of Acoma Language Retention Program; Santa Clara Pueblo Tewa Language Program; Zuni Public Schools; Pueblo of Zia Day School and Zia Pueblo ANA Language Project; Pueblo of Taos Head Start Red Willow Tiwa Language Program; Santo Domingo Public School; Santo Domingo Head Start Program; Pueblo of Pojoaque Early Child Care Program; Pueblo of Santa Ana Department of Education; Santa Fe Indian School; Mescalero Apache BIA School; Jemez Pueblo Walatowa Head Start Program.

Other Tribal related outreach:

Indian Pueblo Cultural Center's *100 Year Pueblo Indian Curriculum Project* Curriculum Team Leader/Editor; New Mexico Administrative Office of the Courts, NM Supreme Court Project, *Improving Access to Justice for Native Peoples in State Courts*, Design Team Leader; U.S. Department of Justice, Keres Language Interpretive Services, 2014 Election Observer.

Conference Presentations:

Invited International and National Keynote examples:

Sims, C.P. (2013). *Indigenous Language Revitalization in the Pueblos of New Mexico, USA* . IV Congresso Internacional de Estudos Linguísticos e Literários na Amazônia. April, 2013. Federal University of Pará. Belem, Brazil.

Sims, C.P. (2010). *Iniciativas para el Mantenimiento de las Lenguas Indígenas entre las Comunidades de Pueblos Indios del Suroeste de Los Estados Unidos*. Congreso Latino Americano de Educación Intercultural Bilingüe. October, 2010. Antigua, Guatemala.

Sims, C.P. (2010) *Iniciativas para el Mantenimiento de las Lenguas Indígenas entre las Comunidades de Pueblos Indios del Suroeste de Los Estados Unidos: Temas y Retos de Actualidad*. XVI Congreso Mundial de Ciencias de la Educación. May, 2010. Monterrey, Mexico.

National Keynote with Dr. Mary Eunice Romero & Dr. Willard Gilbert at 2007 National Association for Bilingual Education, Special Interest Group Session on Indigenous Bilingual Education. San Jose, CA.

Service University Level Examples include:

Member, Alfonso Ortiz Center Advisory Board, UNM.

Member, LLSS Department Personnel Committee.

Member, LLSS Search Committees

Coordinator, LLSS American Indian Education Program

Conference Organizer, 2009 International Indigenous Language Policy Research Symposium, UNM.

Service Local, State, National Level Examples at multiple levels include:

Organizer, Pre-Conference Institutes: Native Languages in American Indian Early Childhood. Annual La Cosecha Conferences, Albuquerque, NM.

Co-Chair, New Mexico Minority Majority Coalition of Bilingual Education advocates.

Chair, Indian Advisory Panel for the NM Museum of Indian Arts and Culture.

Member, NM State Bilingual Education Advisory Committee

Member of the editorial board for *Journal of American Indian Education* (AZ) and *Communal Education Journal* (Mexico).

Co-Chair, 2007 Indigenous Language Special Interest Group, National Association for Bilingual Education.

Publications

Examples include:

Sims, C. (2011). Teaching Indigenous Languages: Perspectives from American Indian Pueblo Communities. In *Educación Comunal*. 4-5:153-164, July 2011. Oaxaca, MX: CSEIIO, CEEESCI, Universiteit Leiden, and World Learning Mexico.

Sims, C. P. (2009). Assessment of language proficiency among tribal heritage language learners: Issues and concerns for American Indian Pueblo communities. In *Current Issues in Language Planning*. Multilingual Matters.

Sims, C. P. (2009). Native Languages in New Mexico. Book chapter in *New Mexico History Book*.

Semos Unlimited/Aspectos Culturales, Inc.

Grant Writing:

Funded examples include:

The Early Childhood Pueblo Indian Language Project (\$508,715). W.K.Kellogg Foundation

NM Tribal Language Resource Project (\$180,000). W.K. Kellogg Foundation

American Indian Educator Mentorship Program (\$416,664). ECMC Foundation

Yoo Kyung Sung, Ph.D., Associate Professor, Literacy/Language Arts.

Teaching (2009~2015)

Developed

LLSS 539, Multicultural Children's Literature and Literacy (specialty)

LLSS 537, International and Global Literature for Young People (specialty)

Regularly Taught

LLSS 528, Studies in Reading and Literature for Teachers (online/ specialty)

LLSS 500, Issues in Language Literacy and Sociocultural Studies
LLSS 443, Children's Literature (specialty)

New

LLSS 502, Qualitative Research Methodology (online)

Scholarship (2009~2015)

Refereed journal articles-TOTAL SIX (excluding Two Translated articles)

Example) Sung, Y. K. (2012). Hearing the Voices of 'Comfort Women': Confronting Historical Trauma in Korean Children's Literature. *The Bookbird: A Journal of International Children's Literature*. 50 (1). 20-30.

Non-Refereed example- TOTAL ELEVEN

Example) Smile, T. L. Bandre, P., Clark., S., Miller, D., Schroeder, J., Sung Y. K. & Ward. B. (2014). 2013 Notable Children's Books in the Language Arts. *Language Arts*. 91(4). 287-294.

Refereed book chapter example – TOTAL TWO chapters

Example) Sung, Y. K. (2014) The Global Outsiders and Colonized: African-Child Soldiers and Inner-City African American Teen Gangsters in Adolescent Literature. In Yenika-Agbaw, V. & Mhando, L. (Eds). *African Youth in Contemporary Literature and Popular Culture: Identity Quest*. (pp.95-113). New York: Routledge.

Invited book chapter example - TOTAL THREE Chapters

Example) Lavin, C. L. & Sung, Y. K. (2016). Tiempo y Cultura: Exploring Latino Stories through Mathematics. In Clark, E.R., Flores, B. B., Smith, H.L. & González, D. A. (Eds). *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds*. (pp.183-204). New York: Rowman & Littlefield.

Book Reviews (TOTAL SIXTEEN- 15 refereed plus 1 invited)

Example) Sung, Y.K. (2015). The Family Romanov: Murder, Rebellion & The Fall of Imperial Russia. In Annette Godsmith, Teo, & Susan Corapi (Eds). *Bridges to Understanding: Envisioning the World through Children*. New York: Scarecrow.

Professional Blog Posts (TOTAL SEVENTEEN)

Example) Sung, Y.K. (2014). Russia Was Always There!: Reading World History though Russia Connections. <http://wowlit.org/blog/2014/12/29/russia-was-always-there-reading-world-history-through-russia-connections/>

Refereed International Presentations (TOTAL FOUR)

Example: Sung, Y. K. (2012). Exploring Diversity and Complexity of the U.S. Korean-diaspora through Picture Books. *IBBY Congress*, Aug 23-26, London, U.K..

Refereed National Presentations (TOTAL THIRTY THREE)

Example: Sung, Y.K. (2015). From Esperanza Rising to Inside out & Back Again: Ethnic Identity Development of the U.S. Child Immigrant. *Literacy Research Association (LRA) 65th Annual Conference*. December 2-5. Carlsbad, CA

Invited National Presentation (TOTAL NINE)

Example: Sung, Y. K. & Calhoon, A. & Noll, B. & Flores-Duenas, L. (2009). The Forgotten Notion of Culture: Reflectivity of Contemporary Culture. In *Who Gets Represented in Children's Literature: Representation of/in/for Marginalized Communities. National Reading Conference*, Dec 2-5, Albuquerque, NM.

Invited Regional Presentation (TOTAL THREE)

Example: Sung, Y. K. (2010). Exploring Preservice Teachers' Cultural Identity for the Culturally Relevant Classrooms. Invited Talk for the Course of Education of Linguistically and Culturally Diverse Students. University of New Mexico, April, Albuquerque, NM.

Grant Proposals (TOTAL EIGHT)

Example: College of Education, Overhead Funds Allocation Committee (OFAC), University of New Mexico, Research Grant, \$1489.00, Awarded (January 2015)

Professional National Services (TOTAL TEN)_

Example: 2014-present, Notable Books for a Global Society (NBGS)

Refereed Committee Member, Children's Literature & Reading Special Interest Group of the International Reading Association (IRA)

UNM Services (TOTAL ELEVEN)

Example: 2015-present College of Education, Undergraduate Curriculum Committee, University of New Mexico, Albuquerque

Ruth Trinidad Galván, Ph.D., Associate Professor, Educational Thought & Sociocultural Studies

Courses Taught

LLSS 502-Introduction to Qualitative Research; LLSS 513-Globalization and Education; LLSS 523-Anthropology and Education; LLSS 566-Issues in Hispanic Education; LLSS 587– Education and Gender Equity; LLSS 588–Feminist Epistemologies and Pedagogies; LLSS 605-Advanced Qualitative Research; LLSS 650-Dissertation Seminar; LLSS 593/SPAN 439/639-Transborder Feminist Literary Repres.

Publications**Books****Single-Authored Refereed Book:**

Trinidad Galván, R. (2015). *Women who stay behind: Pedagogies of survival in rural transmigrant Mexico*. Tucson: University of Arizona Press.

Edited Book:

Murillo Jr., E., Villenas, S., Trinidad Galván, R., Muñoz, J., Martinez, C., & Machado-Casas, M. (2010). *The Handbook of Latinos and Education: Research, theory & practice*. New York: Routledge.

Refereed Journal Articles

Trinidad Galván, R. (in press). "Collective memory of violence of the female brown body: A decolonial feminist public pedagogy engagement with the feminicides. *Pedagogy, Culture and Society*.

Trinidad Galván, R. & Guevara Beltran, M. T. (forthcoming in May 2016). Discourses of Legitimation and loss of sons who stay behind. *Discourse & Society* 27(3):

Trinidad Galván, R. (2011). Chicana transborder vivencias and autoherteorías: Reflections from the field. *Qualitative Inquiry* 16(6), 552-557. DOI: 10.1177/1077800411409888

Trinidad Galván, R. (2010). Calming the spirit and ensuring super-vivencia: Rural Mexican women-centered teaching and learning spaces. *Ethnography and Education* 5(3), pp. 309-323. DOI:10.1080/17457823.2010.511442

Non-Refereed Publications

Trinidad Galván, R. (2014). Chicana/Latin American feminist epistemologies of the global South (within and outside the North): Decolonizing *el conocimiento* and creating global alliances. *Journal of Latino/Latin American Studies – JOLLAS* 6(2): 135-140.

Refereed Book Chapters

Trinidad Galván, R. (2015). "Changing the gender script: Ecuadorian young sons' increased responsibilities and emotive response to transnational mothering." In Green, F. J. and Pelletier, G. L. (eds) *Men, mothers and mothering*, (pp. 110-128). Toronto: Demeter Press.

Deyhle, D., Swisher, K., Stevens, T., & Trinidad Galván, R. (2008). Indigenous resistance and renewal: From colonialist practices to self-determination. In Connelly, F.M. (Ed), *Sage Handbook of Curriculum and Instruction*, (pp. 329-348). Sage Publications.

Non-Refereed Book Chapters

Guevara Beltrán, M. T. & **Trinidad Galván, R.** (2013). Undocumented workers. In Mason, P. (Ed), *Encyclopedia of Race and Racism*, 2nd edition, 4 vols. (pp. 207-213). Detroit, MI: Macmillan Library Reference. ISBN: 9780028661742

Trinidad Galván, R. (2012). Testimonies of healing in Nuevo México, Aztlan. In Borunda, R. & Moreno, M. (eds), *Speaking from the heart: Herstories of Chicana, Latina, and Amerindian women*, (pp. 105-108). Kendall Hunt Publishers.

Research/Teaching Grants

Tier 2 Individual Investigator Summer Research Program [Summer 2012] [Amount requested \$14,844.58] [Amount funded \$13,940] / College of Education, University of New Mexico.

Faculty-led Study Abroad Program [Summer 2012] [Amount requested \$13,149.56] [Amount funded: \$11,500] / Office of the Provost, University of New Mexico.

Professional Recognition, Honors & Awards

- 2015-2016 **Fulbright-García Robles Scholar Grant**, Council for International Exchange of Scholars (CIES) and Comisión México-Estados Unidos para el Intercambio Educativo y Cultural (COMEXUS), Zacatecas, Mexico.
- May 2015 Faculty of Color Award for **Research**. Program Mentoring for Graduate Students of Color (PMGC). University of New Mexico.
- Nov 2010 *The Handbook of Latinos and Education* received the **Critics Choice Award** from the American Educational Studies Association.

- May 2009 Faculty of Color Award for Research. Program Mentoring for Graduate Students of Color (PMGC). University of New Mexico.
- Oct 2008 University Libraries Faculty Acknowledgment Award. University of New Mexico.
- Spring 2008 Fulbright Scholar Grant, Council for International Exchange of Scholars (CIES), Quito, Ecuador.

Service

Associate Editor, *Journal of Latinos and Education*, 2006—present

University

- Committee Member, Institutional Review Board (IRB), 2014–2015
- Advisory Committee Chair, Chicano Hispano Mexicano Studies (CHMS), 2013—2015
- Committee Member, Research Allocations Committee (RAC), 2012–2013
- Affiliated Faculty, Women Studies Program, since 2005
- El Centro de la Raza Faculty Fellow, 2008-2011
- Southwest Hispanic Research Institute (SHRI) member, 2004—present

College

- Teaching Advocate for the Promotion & Tenure Review File for Dr. Kris Goodrich, Department of Individual, Family and Community Education, COE, Fall 2014
- Mentor for the COE Mentor/Mentee Program, 2014-2015 [Mia Sosa-Provencio, Teacher Education, Educational Leadership & Policy]; 2010-2011 [Kris Goodrich, Counselor Education Program]; 2009—2010 [Shawn Hncir, Health Education Program]
- Academic Program Review of the Counselor Education Program – Internal Reviewer, Fall 2012
- COE Core Values Committee, 2009—2010
- COE Graduate Committee Member, 2005—2009; 2010–2013 Chair,
- COE Graduate Committee, Spring 2011
- COE Faculty Governance 2011 – 2013
- COE Academic Integrity Committee 2010—2012

Department

ETSS Program Coordinator, (Co-Coordinator 2006—2008); 2011—2013.
 Mid-Probationary Review Committee Member for Dr. Carlos López Leiva, Department of Language, Literacy and Sociocultural Studies, Spring 2014.
 Promotion and Tenure Review Committee Member for Dr. Tryphenia Peele-Eady, Department of Language, Literacy and Sociocultural Studies, Fall 2013.
 Promotion to Full Professor Committee Member for Dr. Sylvia Celedón-Pattichis, Department of Language, Literacy & Sociocultural Studies, Fall 2012
 Personnel Committee Member, 2003–2009
 Graduate Committee Member, 2010—present

Community

Community Judge, Science Fair. East San Jose Elementary School, Albuquerque, NM, Spring 2014; Spring 2015 / High School Senior Evaluation for NM’s Bilingual Seal. Albuquerque High School, Spring 2014; Spring 2015.

Vincent Werito, Ph.D., Assistant Professor, American Indian Education.

1404 Dartmouth DR NE
 Albuquerque, NM 87106
 (505) 277-1832, work number
 Email: vwerito@unm.edu

Academic Background

University of New Mexico, Albuquerque, NM Language, Literacy, and Socio-Cultural Studies	08/02 to 12/2010	Ph.D.
University of New Mexico, Albuquerque, NM Secondary Education Emphasis: Bilingual Education	08/00 to 05/02	M.A.
Fort Lewis College, Durango, CO Bicultural Studies: Teacher Education	06/98 to 05/00	B.A.
Dine College, Tsaile, AZ Navajo Studies	06/98 to 12/99	Completion of Required Navajo language courses
Fort Lewis College, Durango, CO Southwest Studies	08/94 to 12/97	B.A.

Professional Experience

University of New Mexico Assistant Professor 08/10 to present
 College of Education- LLSS
 Albuquerque, New Mexico

Albuquerque Public Schools Language & Cultural Equity Albuquerque, New Mexico	Language and Cultural Equity Resource Teacher	08/04 to 08/10
Museum of Indian Arts and Culture Santa Fe, New Mexico	Curriculum Writer – New Mexico Indian History	10/05 to 08/09
University of New Mexico College of Education- LLSS Albuquerque, New Mexico	Graduate Assistant - Instructor	08/08 to 12/08
Albuquerque Public Schools Indian Education Albuquerque, New Mexico	Resource Teacher- Native American Studies Navajo Language	08/01 to 05/04
OIEP – Bureau of Indian Affairs school Pueblo Pintado Community School Pueblo Pintado, New Mexico	Elementary Teacher	08/99 to 08/00
Dine College – Crownpoint Branch	Adjunct Instructor (NAV 150)	01/99 to 05/99
OIEP – Bureau of Indian Affairs school Ojo Encino Day School Ojo Encino, New Mexico	Elementary Teacher	08/98 to 05/99

Other Areas of Experience and Expertise:

Certified by the State of New Mexico to teach all content areas at the elementary level
Level III - Professional K-8 elementary license with *Bilingual Endorsement*, New Mexico State Department of Education, 2017.

Certified by the State of New Mexico to teach K -12 and Navajo language
Level III - Provisional K-12 Specialty Area License with *Social Studies* and *Bilingual Endorsement*, New Mexico State Department of Education, 2017.

Research Interests:

American Indian (Indigenous) and Navajo (Din4) Education, Indigenous educational models and Indigenous community based education, American Indian (Indigenous) Education, Din4 (Indigenous) Language and Community Revitalization, Decolonization, and Native Nation Building.

Professional Presentations

Conference Papers & Presentations:

Conference Presentation: Bridging Navajo Literacy with Dine Oral Language Development. WIDA Conference. October 15 - 17th, 2015. Las Vegas, Nevada.

Conference Presentation: “*Think in Navajo*”: Reflections on Effective practices for Teaching Navajo in the Home, School, and Community. 20th Navajo Studies Conference. May 29, 2015. Northern Arizona University. Flagstaff, Arizona.

Conference Presentation: Connecting Navajo Academic Language and Literacy with Dine Oral Language Development. 2015 New Mexico Association of Bilingual Education conference. April 25, 2015. Embassy Suites Hotel, Albuquerque, NM

Conference Presentation and Paper: Academic Language Development for All: A Culturally and Linguistically Responsive Professional Learning Study. 2015 American Educational Research Association Conference. April 18, 2015. Chicago, Illinois.

Donald A. Zancanella, Professor, Literacy/Language Arts.**Professional Experience**

Professor, University of New Mexico, August 1988 - present; tenure granted 1994

Teaching

5-7 courses per year, including summers.

Courses include: Teaching of Writing, Teaching of English, Seminar in English Curriculum & Instruction, Books and Related Materials for Young Adults, Student Teaching Seminar, Studies in Rhetoric, Studies in Reading and Literature, Children’s Literature, Reading and Writing in Content Fields, Nonfiction Literature for Children.

Advising

Currently advising 12 master’s students, serving on 5 doctoral committees, chairing 4 doctoral/dissertation committees, and advising 16 pre-service students.

Adiminis

Coordinator, Secondary Education, 2015-Present

Chair, Department of Language, Literacy, and Sociocultural Studies, August 2008- December 2010.

Coordinator, Secondary Language Arts licensure, 1988-1998; co-coordinator with Dr. Penny Pence, 1999-present.

Coordinator, Literacy and Language Arts Program, 1996-2002; 2005-2007.

Publications

Refereed publications

Book chapter with Moore, M. and Avila, J. (2015) National Standards in Policy and Practice. In *The SAGE Handbook of Curriculum, Pedagogy and Assessment* edited by Dominic Wyse, Louise Hayward, Jessica Pandya. Sage, 2015.

Zancanella, D. & Moore, M. The Origins of the Common Core: Untold Stories. *Language Arts*, 91.4, March 2014.

Moore, M. & Zancanella, D. What should every teacher know about the reform movement, the Common Core, and text complexity? *Talking Points*, 25.5, May 2014.

Zancanella, D. & Alsup, J. (2010). English education program assessment: Creating standards and guidelines to advance English teacher preparation. *English Education*, 43(1), 65-71.

Zancanella, D. et al. (2007). Dripping with literacy, a jazz-fueled road trip, a place to *Journal English Journal*, 97 (2), 71-78.

Books chapters and non-refereed publications

Book chapter with Michael Moore and JuliAnna Ávila (2015). “The Battle for Critical Literacy in the Common Core Standards.” To appear in *A New Look at Critical Literacies: Theories and Practices Across Contexts*, Jessica Zacher Pandya & JuliAnna Ávila, Editors, Routledge.

Zancanella, D. and Moore, M. (2014). The origins and ominous future of the Common Core Standards in English Language Arts. In *Globalizing English*, edited by Louann Reid and Andrew Goodwyn, Routledge.

Zancanella, D. (Editor) (2013). An English Journal article that made a difference. *English Journal*, 101(3), 19-23.

Fleischman, C. et al. *Framework for Success in Postsecondary Writing* (2011). Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP).

Zancanella, D. (2008). Exploring the roots of trans-Atlantic teaching values. *NATE News*, Issue 45.

Papers and Presentations at National and International Conferences

November, 2015. *Teaching subversively in the time of standards and testing*. National Council of Teachers of English Annual Convention.

November, 2014. *Text complexity and the Common Core*. National Council of Teachers of English Annual Convention.

June, 2012. *The new Common Core Standards in U.S.* National Association of Teachers of English Annual Meeting. York, U.K. (with Michael Moore).

November, 2011. *Internet-Based Professional Development for Language Arts Teachers*. National Council of Teachers of English Annual Convention. Chicago (with Judi Franzak).

2011, June. *Intellectual and Bureaucratic Sources of the Common Core Standards in English Language Arts*. Conference on English Education. New York City (with Michael Moore).

2011, April. *How the U.S. is moving toward national standards in English language arts*. International Federation for the Teaching of English, Auckland, New Zealand (with Michael Moore)

Criterion 6: Resources and Planning

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

Since 2007, the College of Education has been in a steady mode of budget declines, except for the two years that there was no change. Respectively, from fiscal year (FY) 2007-08 through FY 2016-'17 actual/anticipated cuts per year have been: -1.0%, -0.5%, -1.2%, -2.9%, 0%, 0%, -1.0%, -0.5%, -0.7%, and -0.7%. Total cuts since FY2009 were **\$1,139,353**. This is just about the amount it takes to run some of the College’s departments, including LLSS.

The massive cuts have slowed hires, reduced hires, eliminated in-office printers for faculty, meant minimal or no raises for five years running (actually a reduction due to increased medical coverage costs), kept travel for faculty at \$1,000 for most years, and influenced the ethos of the College and University. From 2007-2014, the chair requested that unused travel money be made available to other faculty with extensive travel. These extra travel funds were distributed until faculty were able to carry their travel money forward; the carry forward option was first made available in 2014-'15.

Each April our fiscal person, who is now our Department Administrator, works with the chair to submit budget projections for the coming fiscal year (start date of July 1). The largest percentage of our Department budget is allocated to salaries for faculty, staff, graduate assistants (teaching), part-time instructors, student worker, and other salaries. The full budget overview is included in four parts in Appendix 13. Table 6.1 presents the percentage of each year’s budget that is allocated to salaries. Once travel funds are added to the total salaries, we typically have between 75,000 and \$100,000 for our other expenses, including: a student worker, telephones, office equipment, copying, etc. The Dean does occasionally supplement travel, especially for international presentations, but given recent rises in airfare, each faculty is funded for less than one national conference per year. Table 6.1 shows that we allocate between 88.22% and 95.74% of our annual budget to salaries for faculty and staff.

Salaries as a Percentage of Budget Org Code 842A Index 842000 For the Fiscal Years 2007 – 2016			
	Total Allotted Budget	Total Salary Expense	% of Total Budget
FY 2007 July 2006 - June 2007	\$ 1,375,273.57	\$ 1,213,307.33	88.22%
FY 2008 July 2007 - June 2008	\$ 1,476,430.99	\$ 1,327,833.12	89.94%
FY 2009 July 2008 - June 2009	\$ 1,580,559.80	\$ 1,466,179.16	92.76%

FY 2010 July 2009 - June 2010	\$ 1,528,386.66	\$ 1,426,373.77	93.33%
FY 2011 July 2010 - June 2011	\$ 1,538,161.67	\$ 1,472,174.44	95.71%
FY 2012 July 2011 - June 2012	\$ 1,591,638.90	\$ 1,494,286.06	93.88%
FY 2013 July 2012 - June 2013	\$ 1,748,646.88	\$ 1,653,747.37	94.57%
FY 2014 July 2013 - June 2014	\$ 1,656,413.69	\$ 1,542,784.91	93.14%
FY 2015 July 2014 - June 2015	\$ 1,634,155.37	\$ 1,564,516.22	95.74%
FY 2016 July 2015 - June 2016	\$ 1,500,887.78	\$ 1,414,745.24	94.26%

Table 6.1. LLSS Salaries as a Percent of Budget FY 2007-2016.

6A. Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board’s recommendation are incorporated into decision making.

Our current budget comes from the dean’s office as a distributed amount that we map out prior to each new fiscal year. Money for salaries, travel, and all the other parts of the budget are proposed in April for the start of our fiscal year on July 1. The Department does not have much say in allocation, except that the chair can work with our Department Administrator (Robin Martinez, who was formerly our fiscal person/accountant, but that position was eliminated spring 2016) to move small amounts between indices.

We created an equipment renewal and replacement (ER&R) budget line in 2013 and work to keep at least \$15,000 in that line. This has allowed us to ensure that no faculty member has a computer that is over three years old (five years for Apple products). We also use that line to cover the costs of extended warranty agreements. The chair’s discretionary line of spending is typically funded by overhead funds and money from grants used for course buyouts. This line helps cover the costs of graduate student events held once each semester and other non-predicted expenses. Some money has been used to support student travel to present.

We have no advisory board, but most spending of any substantive amount is approved by the program coordinators.

6B. Provide information regarding the unit's budget including support received from the institution as well as external funding sources.

The annual budget provided to LLSS by the dean's office (discussed above) has been level for the past few years, with some money swiped, such as when Drs. Noll and Calhoon retired in 2015. We had to propose new positions to replace them, only one of which was funded. We will have to request funding for Dr. Zancanella's position when he retires in May 2016. Research assistants have been available only sporadically from College level funding, and when available, they are allocated first to new tenure track faculty. When we have surplus funds, the chair works to distribute that to faculty as travel, research support, or project assistant support; some is placed in the equipment renewal and replacement line; some is used to hire a student employee (in years when we have sufficient funding for that). Hence, supported research experience for our graduate students is less than adequate. During FY 2015 and 2016, the chair allotted \$800.00 each year for travel for graduate students, distributed among four doctoral students presenting at national or international conference. He also, during those same two years, allotted money to support Educational Linguistics doctoral students to travel; that amount was half of the amount allotted to LLSS doctoral students because the Linguistics Department matched those amounts for the four students funded. The Personnel Committee of LLSS made decisions about distribution.

One important part of the allocation that LLSS receives is that between 2006 and 2012 we had a gentle decline in faculty that could advise and total faculty. Table 6.2 shows faculty in the Department since the 2006-07 academic year through 2015-16. The deletion of all lecturers over this period of time resulted in a decrease in the number of classes that we can cover. Yet, because of the economic decline in 2008-09 and other political conditions since (including teacher stress over testing), enrollments across the country, including ours, dropped. We rarely had classes under enrolled, but our overall student credit hour production did drop.

Name	6/7	7/8	8/9	9/10	10/11	11/12	12/13	13/14	14/15	15/16
Allen, R	√	√	√	√	√	√	√	√	√	√
Belgarde, M	√	√	√							
Blum-Martinez, R	√	√	√	√	√	√	√	√	√	√
Borden, A								√		
Cajete, G	√	√	√	√	√	√	√	√	√	√
Calhoon, A	√	√	√	√	√	√	√	√	√	
Celedon-Pattichis, S	√	√	√	√	√	√	√	√	√	√
Chamcharatsri, P							√	√	√	√
Chamberlin, L	√	√	√	√	√					
Daniels, Elaine		√	√	√	√	√				
Jeffery, J						√	√			
John-Steiner, V	√	√	√							
LopezLeiva, C						√	√	√	√	√
Mahn, H	√	√	√	√	√	√	√	√	√	√
Manuelito, K		√	√	√						
Martinez, G	√	√	√	√	√	√	√	√	√	√
Meyer, L	√	√	√	√	√	√	√	√	√	√
Meyer, R	√	√	√	√	√	√	√	√	√	√
Noll, E	√	√	√	√	√	√	√	√	√	
Ortiz, L	√	√	√	√						
Oshima, L	√									
Peele-Eady, T	√	√	√	√	√	√	√	√	√	√
Pence, L	√	√	√	√	√	√	√	√	√	√
Reierson, S			√	√	√					
Sims, C	√	√	√	√	√	√	√	√	√	√
Suina, J	√									
Sung, Y				√	√	√	√	√	√	√
Torres, Eliseo	√	√	√	√	√	√	√	√	√	√
Trinidad-Galvan, R	√	√	√	√	√	√	√	√	√	√
Torres, N		√	√	√						
Van Dongen, R	√									
Werito, V					√	√	√	√	√	√
Zancanella, D	√	√	√	√	√	√	√	√	√	√
Total Faculty	23	23	24	23	21	21	21	21	20	18
Total Faculty Advising	20	19	19	18	17	19	20	19	19	16.5

Table 6.2. Faculty/lecturers available to teach during the period of this APR. (Red check indicates the individual is a lecturer or has other status that does not allow advising.)

Table 6.2, when juxtaposed with the student data that we presented earlier, underscores our heavy advising load. In the most recent cells of the table, we are at the lowest point in faculty that advise, but we are also at higher enrollments. Overall, we’re suggesting that the economic circumstances of part of this APR period helped to ‘rightsize’ faculty/student ratios to some degree; however, our advising loads remain high overall.

One way in which we get institutional support is through sufficient hiring to cover most of the classes that we need to offer to keep our programs viable. Table 6.3 summarizes the status of instructors of our classes for this APR period. By status, we mean: tenured/tenure track faculty, part time faculty, graduate student instructors, lecturers, and non-LLSS faculty instructors. Essentially, we make ends meet. But, as articulated in Criterion 9, this is not going to last.

Semester	Faculty	Part-Timers	Grad Students	Lecturers	Faculty from other CoE Depts
Fall 2006	35	12	5	1	11
Spring 2007	26	12	5	0	6
Fall 2007	30	10	9	1	11
Spring 2008	25	9	7	5	9
Fall 2008	27	10	9	4	9
Spring 2009	27	9	7	5	8
Fall 2009	31	6	3	5	8
Spring 2010	28	13	4	4	5
Fall 2010	30	10	4	4	9
Spring 2011	27	11	6	5	5
Fall 2011	39	7	8	2	6
Spring 2012	30	8	8	1	4
Fall 2012	33	8	6	0	6
Spring 2013	35	5	6	0	0
Fall 2013	30	5	6	0	3
Spring 2014	32	5	6	0	1
Fall 2014	36	4	7	0	1
Spring 2015	26	3	8	0	1
Fall 2015	31	5	8	0	4
Spring 2016	23	4	11	0	2
Totals	601	156	133	37	109

Table 6.3. Status of instructors for LLSS classes.

We work to avoid having anyone but tenured/tenure track faculty to teach our core courses. That said, on average, our courses are taught 58% of the time by tenured/tenure track faculty. Part time instructors teach our classes 15% of the time. Graduate students teach our courses 13% of the time. Lecturers and non-LLSS faculty are at 4% and 10% respectively. With an aging faculty, we do look forward to hiring more tenure track faculty, but are encouraged to consider hiring lecturers because of the higher teaching load they can carry. Although faculty agree that at some

point we may hire a lecturer or two, the urgent need for faculty that can chair dissertations precludes us from choosing lecturers over full time tenure track faculty at this point in time.

Table 6.4 presents a summary of our grant work beginning in 2007 forward to 2015. This worked totaled **\$5,421,311.00** over the eight-year period. In order to provide insights into the nature of our work, a brief summary of some of our grant work precedes the Table. Internally funded projects are noted either in the title or parenthetically; others are externally funded.

University of New Mexico and La Mesa Elementary, TECLA (Teacher Education Collaborative for Language and Arts Integration). Project developed through the collaboration of seven faculty members from the Elementary Education, Arts Education, and Bilingual Education programs. This approach supports teacher candidates to co-teach and integrate academic subjects, arts, and bilingual education in their student teaching at La Mesa Elementary. Faculty members also promote the integration across subjects and arts in their university courses in order to model (Spring 2014-present). Amount awarded: **\$260,000** from ECMC. Duration of Project: July 1, 2015 to July 31, 2017. Status: Current.

Albuquerque Public Schools and Flint Public Schools: A3IMS: Access, Allies, and Agency in Mathematical Systems. Co-Investigators with faculty from seven universities, we are working on developing alliances with math teachers to promote greater opportunities to learn mathematics during mathematics argumentation in the classroom. The aim is to promote this support through an action research approach. Main project will take place in Flint, MI. Amount awarded: **\$1,668,697** from the National Science Foundation-Discovery Research K-12 (DRK-12). UNM has a sub-award from this amount. Duration of Project: August 1, 2014 to July 31, 2018. Status: Current.

Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) Project. Amount awarded: \$39,972.00 from Tier 1 Interdisciplinary Summer Research Program, College of Education, University of New México. Awarded in April 2013. Duration of Project: May 13, 2013 to May 15, 2014. Status: Completed.

The Out-of-School Learning in Mathematics and Engineering (OLME) Project, Co- Amount awarded: **\$39, 903.09** from Tier 1 Interdisciplinary Summer Research Program, College of Education, University of New México awarded in April 2012. Duration of Project: May 10, 2012 to May 15, 2013. Status: Completed.

University of New Mexico and Guatemala, Nurturing the Mathematics Teaching Preparation in Spanish of New Mexican Bilingual Pre-service Teachers. Project designed to support the mathematical discourse and pedagogical practices of bilingual pre-service teachers by co-teaching and co-planning mathematics lessons in Spanish in both NM and Guatemala. If funded, this work will be included as part of the optional coursework for the Bilingual Education

Endorsement. Amount requested: **\$17,820.00** from the McCune Charitable Foundation. Project duration: May 2016-August 2016. Status: Pending.

University of New Mexico and Belen, NM, STEM2 Learning Communities, Co-Principal Investigator with TEELP faculty. Amount awarded: **\$4000.00** from the College of Education, Overhead Funds Allocation Committee (OFAC), University of New Mexico. Awarded in December 2011. Received for developing and implementing a curriculum integrating mathematics, science, and technology through in-service teachers' practitioner research. Duration of Project re-negotiated for: August 20, 2013 to May 15, 2014. Status: Completed.

Evaluation of English Program for Universidad de Cuenca, Ecuador. **\$20,852.00.**

Teaching English Across the Content Areas. **\$56,886.00** Tecnológico de Monterrey, Estado de Mexico. A contract that brought 12 Engineering professors to UNM to improve their English.

ESL Theories and Practice. **\$48,000.00** Secretaría de Educación Jalisco. Mexico. A contract that brought 27 English language instructors from the state of Jalisco to improve their English and their pedagogy.

Cultivating Cochiti Culture and Language: Expanding our future, Expanding Keres Children's Learning Center. **\$280,509.00.** Administration for Native Americans, Administration for Children and Families, Washington

Overhead Funds Allocation Committee awards in 2010, 2011, 2013, and 2015 totaling: **\$3589.00.** (UNM Internal)

Teaching Allocation Grant of **\$725.00.** (UNM Internal)

The Global Literacy Communities: Gateways to Innovation Grant for **\$1000.00.**

Small: Dynamically Reconfigurable Architecture Systems for Time-Varying Image Processing Constraints (DRASTIC) Based on Local Modeling and User Constraint Prediction. Amount requested: **\$494,885** (summer support for Year 3 only) from the National Science Foundation. Duration of Project: September 1, 2014-August 31, 2017. Status: Funded.

Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) Graduate Excellence Assistantship. Time Requested: 0.5 FTE. Duration of Project: August 2014 to May 2015. Status: Funded: **\$14, 500.**

Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) (second award) Graduate Excellence Assistantship. Time Requested: 0.5 FTE. Duration of Project: August 2013 to May 2014. Status: Funded: **\$14, 500.**

Advancing New Mexico Science and Engineering Education Through Student and Teacher Education in Digital Audio, Image and Video Processing. Request for a Postdoc Position from UNM's Provost's Office. Amount Funded: **\$58,500 from Provost and \$29,500** from the College of Education Dean's Office. Duration of Project: January 2012 to May 2013. Status: Funded.

Center for the Mathematics Education of Latinas/os (CEMELA). Funder: NSF, Center for Learning and Teaching (CLT). Amount funded as of August 1, 2004 was \$10 million for four collaborating universities: University of Arizona, University of California-Santa Cruz, University of Illinois-Chicago, and the University of New Mexico. Total value of the grant awarded to UNM over five-year duration of the grant was **\$1,359,936**. The grant funds one Post-Doctoral Fellow and seven Ph.D. Fellows in mathematics education and bilingual education for four consecutive years. Duration of project: August 2004 to June 2009. Status: Funded.

Center for the Expansion of Language and Thinking (CELT) (\$8325.00) for Eye Movement Miscue Analysis (EMMA) research in collaboration New Mexico State University, Cairo American University, Cairo Egypt.

Center for the Expansion of Language and Thinking (CELT) (\$3431.00) for Eye Movement Miscue Analysis (EMMA) research in collaboration New Mexico State University, Cairo American University, Cairo Egypt.

National Writing Project. (\$123, 017) application for continued funding for the High Desert Writing Project submitted January 2011. Approved and funded for summer 2011 and the 2011-2012 school year.

University of New Mexico Teachers' Institute and the Institute for Professional Development (\$4320) to support the work of High Desert Writing Project Teacher Consultants in presenting to other teachers. Grant title: Teachers Teaching Teachers: Strategies for Immediate Classroom Application. Award date: March 2010. (Funded)

National Writing Project. (\$120, 566) application for continued funding for the High Desert Writing Project submitted January 2010. Approved and funded for summer 2010 and the 2010-2011 school year.

National Writing Project. (\$126, 587) application for continued and increased funding for the High Desert Writing Project submitted January 2009. Approved and funded for summer 2009 and the 2009-2010 school year. (Funded)

National Writing Project. (\$106, 947) application for continued and increased funding for the High Desert Writing Project submitted January 2008. Approved and funded for summer 2008 and the 2008-2009 school year. (Funded)

National Writing Project. (\$113, 132) application for continued and increased funding for the High Desert Writing Project submitted January 2007. Approved and funded for summer 2007 and the 2007-2008 school year. (Funded)

Academic Literacy for All was funded by the National Professional Development Program, Office of US Department Education, Office of English Language Acquisition. Five-year grant that helped educate secondary content area teachers to facilitate the language and literary development of the English Language learners in their classrooms. (Funded, **\$1,500,000**).

The following presentation of grants, Table 6.2, needs to be informed by the reality that fewer and fewer grants allow for F&A (overhead) so we are not receiving significant funds from grants unless there is a course buyout in the grant. A few may have overhead funds, but that has been less than 10,000 in the past five years. We receive discretionary funding when a grant includes a course buyout. Beginning in fall 2015, a larger proportion of any overhead funds are returned to the grant writer for further work.

Grants Awarded 2007-2015	Project Start Date	Amount
Native Languages and Community Education	8/14/2015	208,332.00
Native Languages and Community Education	8/14/2015	208,332.00
New Mexico Tribal Language Resource	5/1/2015	180,000.00
New Mexico Tribal Language Resource	5/1/2015	180,000.00
American Indian Language Center	2/20/2015	5,000.00
Access, Agency and Allies in Mathematics	9/1/2014	31,480.00
New Mexico Tribal Language Consortium	6/1/2014	125,000.00
Tewa Language Immersion Project	5/1/2014	9,000.00
NM Tribal Language Certification FY	9/5/2013	25,000.00
Pojoaque Pueblo Language Project	1/1/2013	9,000.00
NM Tribal Language Certification	11/14/2012	35,000.00
The Early Childhood Pueblo Indian	7/1/2012	508,715.00
The Early Childhood Pueblo Indian	7/1/2012	508,715.00
Tribal Language Certification 2011	9/7/2011	35,000.00
Tribal Language Certification 2011	9/7/2011	35,000.00
Intensive Workshop for English Inst	6/1/2011	18,891.00
Intensive Workshop for English Inst	6/1/2011	18,891.00
Spanish Immersion Summer 2011	5/26/2011	1,800.00
Spanish Immersion Summer 2011	5/26/2011	1,800.00
High Desert Writing Project 2011	5/1/2011	35,000.00
High Desert Writing Project 2011	5/1/2011	35,000.00
Tribal Language Certification 2011	9/3/2010	35,000.00
Tribal Language Certification 2011	9/3/2010	35,000.00
2010 Summer Spanish Immersion Institute	6/8/2010	3,500.00

International Indigenous Language	4/15/2010	30,000.00
International Indigenous Language	4/15/2010	30,000.00
American Indian Language Center	2/20/2010	5,000.00
2010 Summer Spanish Immersion Institute	1/8/2010	3,500.00
American Indian Education for Tribal	9/7/2009	35,000.00
American Indian Education for Tribal	9/7/2009	35,000.00
American Indian Language Policy Res	9/1/2009	190,000.00
American Indian Language Policy Res	9/1/2009	190,000.00
Spanish Language Immersion Institute	6/8/2009	3,500.00
High Desert Writing FY2010	6/1/2009	92,000.00
American Indian Educational Service	3/24/2009	300,000.00
Tribal Language Certification Train	8/26/2008	35,000.00
State of Jalisco Diplomodo in ESL T	7/6/2008	40,185.00
Am Indian Language and Policy Research	7/1/2008	286,899.00
Institute for American Indian Education	7/1/2008	230,771.00
Native Language Tribal Certification	9/6/2007	35,000.00
MOU between NM Secretary of State	6/1/2007	3,000
High Desert Writing project 2007-08	5/7/2007	88,000.00
IAIE American Indian Teacher Qualit	4/10/2007	443,000.00
Academic Literacy for All	8/15/2007	1,500,000
	Total	\$5,421,311.00

Table 6.4. Summary of successful LLSS funding work 2007-2015.

Table 6.4 only shows departmental grant work. Members of our faculty have been involved with supporting the writing of the Kellogg grants that funded the work of the TAGs (Transformational Action Groups) that grew out of the work provoked by Provost A Chaulki (see Criterion 9); other grant work by our faculty originated at College level centers.

6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

These were presented earlier in the report and a diagram was included section 0C.

We are in a state of serve transition because of ongoing budget cuts. For most of the past nine years, we have had two Admin II positions, a fiscal/accountant, and a department administrator. The Admin IIs advised students, managed admissions, collected and organized departmental data, served faculty needs related to their teaching, and were the first line of interactions with students and others entering our main office area.

As of spring 2016, we have been cut 40% with our fiscal/accountant position eliminated and both Admin II positions eliminated. The fiscal/accountant responsibilities were assumed by the financial service, center, which is party the Provost’s office. In place of the two Admin IIs, we have, effective April 1, 2016, a department administrator, one coordinator for educational support and .5 graduate academic advisor (shared with Special Education). At the time of this

writing, we only know that the impact upon us in terms of departmental efficacy will be immense, but it is not yet fully understood. The two Admin IIs were given the opportunity to move up a career ladder and one will remain with us as the educational support person; the other Admin II will move to TEELP.

The chair allocates some of our limited excess to support a student worker. This person can be quite instrumental in meeting the instructional and research needs of the faculty. The smarter they are about technology, the better faculty are served. We've had a master's student from public administration who is brilliant, young, and efficient and has helped faculty and staff immensely; he found full time employment in TEELP. Table 6.5 shows the titles and FTE, both current and those beginning April 1, 2016.

Title/Position	FTE	Responsibilities	Status
Admin II	1.0	Faculty support, curriculum support, data entry and analysis, student application, student forms for exams & graduation	Eliminated April 1, 2016
Admin II	1.0	Faculty support, curriculum support, data entry and analysis, student application, student forms for exams & graduation	Eliminated April 1, 2016
Fiscal Tech/Accountant	1.0	All fiscal/accountant facets of dept., including travel, salary/contracts	Eliminated April 1, 2016
Department Administration	1.0	HR for the department, manage Admin II	
Coordinator, Education Support	1.0	Faculty support, curriculum support, data entry and analysis, student application, student forms for exams & graduation, student advising	Begins between April 1-October 1
Coordinator, Graduate Academic Advisor	.5/1.0	Student advisement	Begins between April 1-October 1; July 2016 granted permission to reclaim this as 1.0
Student Worker	20-30 hrs./week	Depends on funding available; supports faculty; max 30 hrs/wk	Not included in total FTE count; hoping to replace
TOTAL FTEs 2007-2016	4.0	--	--
TOTAL FTEs 2016 forward	2.5	40% Reduction in support for department and faculty	--

Table 6.5. Titles and FTE of staff.

6D. Describe the library resources that support the unit's academic and research initiatives.

The UNM Libraries are the largest academic library system in the state and, excluding the law library, are housed in buildings located on main campus. The UNM Libraries webpage (<http://library.unm.edu/>) lists these libraries: Zimmerman, Centennial, Fine Arts, Parish, Law, and Center for Southwest Research. Zimmerman houses the humanities, education, social sciences, and government documents collections. Centennial Science & Engineering Library includes sciences, engineering, mathematics, and psychology. Fine Arts and Design includes architecture, landscape architecture, art & art history, theater & dance, film & photography, and music. Parish Memorial Library for Business & Economics includes business, economics, and management. The Center for Southwest Research and Special Collections includes subjects related to New Mexico, the Southwest, Mexico, Latin America, and rare materials from around the world. More on our libraries can be found at <https://www.unm.edu/libraries/>, which was the source of this information.

Since LLSS encourages students to bring various disciplines together in their programs and research, all of these libraries are valuable resources for LLSS graduate students, but materials directly related to language, literacy, sociocultural studies, and education are housed, for the most part, in Zimmerman and the Center for Southwest Research. The tragic loss of Tireman Library was previously discussed.

Zimmerman Library

Zimmerman Library is the largest of the UNM libraries and houses the Education, Humanities, and Social Sciences collections. Faculty and staff in Zimmerman Library provide reference service and instruction in the use of the library's many electronic and paper resources through individual assistance, workshops, courses, and special orientations. The University Libraries Website also enables students and faculty to search the collections, electronic databases, and access inter-library loan and e-reserve services from their offices and homes. Zimmerman provides 'ask a librarian,' a service that involves direct phone chats with support at the library. The catalog system was updated during the summer 2014 and includes a large list of electronic and traditional books, videos, DVDs, archive materials, maps, course reserves and more. The library offers loaner mobile devices and has computer pods with desktops. The Graduate Student Commons on the second floor is a collaborative workspace with specialized software and a group workstation with a large flat screen monitor. There are group study rooms and study carrels available to graduate students. Students can scan documents for free and Wi-Fi is available in the library. (Information gleaned from UNM College of University Libraries and Learning Sciences pamphlet, revised June 2014.) Comprehensive descriptions of our libraries may be found at <http://www.unm.edu/libraries/>.

Criterion 7. Facilities

Criterion 7. Facilities

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

7A. Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

Currently the department is allocated office and conference room spaces in Hokona Hall. The hallways and doors were painted and recarpeted in December 2014, having not been replaced for over thirty years. Faculty offices were recarpeted in Summer 2016. Over the last five years, LLSS has occupied 33 offices in Hokona Hall, including the main office and a mailroom. Faculty have single occupant offices that are large because the building was previously a dorm. Graduate students are temporarily occupying offices that may be distributed to new faculty or other departments. One office is for *Intersections*, the journal that LLSS is starting as a student run peer reviewed fully online forum. We also share six meeting rooms with other departments for program, department, and committee meetings and for dissertation proposals and defenses. The rooms in Hokona Hall are controlled by the College scheduling office, giving us less latitude in using the rooms for department purposes. Evening seminars also meet in these rooms.

Technology use in Hokona is most efficient and effective via hardwiring that is available in most offices. However, in the conference rooms, the Wi-Fi access is spotty at best. Faculty and students have much difficulty accessing the Internet, even though new routers were placed throughout the building in 2013. The American Indian Language, Policy Research, and Teacher Training Center on the first floor of Hokona cannot access Wi-Fi. In Hokona 373 and 200, the larger conference rooms in that building, faculty's inability to access means that they must haul bulky equipment to these rooms and the lack of built-in projectors also increases the materials that must be moved in and out for each class session. For example, faculty are not able to show YouTube movies without downloading them first and also bringing a projector and speakers to show them. We did purchase a smaller set of portable speakers and more streamlined projectors that use USB ports rather than bulky connectors for Department use, but they add weight to what faculty must carry to class sessions.

In 2010, the construction of the unit's Technology and Education Center (TEC) resulted in the addition of seven state of the art instructional classrooms that assure faculty and students have access to technology rich environments for their class work. At the same time, the five computer labs that have been part of the TEC (older part of the building) since fall 1999 were updated to assure they met the diverse needs of class offerings and support the ever-changing needs for instruction and learning. These upgrades include 100 desktops with current operating systems and support software, assorted laptops and the addition of a high-end mobile Mac cart, Smartboards, projectors and digital recording devices. Starting in the 2013-2014 academic year all instructional faculty who teach in the TEC are surveyed at least annually. The data recorded from this survey is used to address short and long-term goals to assure that the learning environment reflects the varied needs of instructional faculty and students.

Criterion 7. Facilities

During the 2011 and 2012 academic years, Travelstead Hall was remodeled (following the dissolution of Tireman Library) for use by the College's Center for Student Success. This remodel incorporated a number of technological enhancements to support students learning, advisement and general access. It incorporated a robust wireless infrastructure, 100 plus mobile devices which included, laptops, iPads, tablets, and smartphones for faculty and student use. Additionally, it developed and launched a digital communication system (monitors around the building) to keep the COE community informed of learning opportunities, and college and program information. At the same time, the COE developed and implemented an activity directory network to assure that all student and faculty work were stored in a secure and archived setting and updated 138 desktops and laptops throughout the College's departments.

The fall 2012 semester saw the College's introduction of TK20 in place of its previous customized assessment system. TK20 is a learning outcome assessment and data management system that enables students to actively participate online in various areas of their college experience, such as course instruction and professional portfolio development. At the program level, faculty members are able to assess the work submitted and use that to improve future learning. By utilizing TK20 for student learning outcomes assessment, the College began to gather data to improve program support and meet requirements for accreditation. This is fully articulated in the NCATE reviewers' report included in Appendix 2. In addition, TK20 provides the user with a set of tools to create a professional portfolio, which they then have the ability to share with faculty, colleagues, or potential employers. LLSS has used TK20 for evaluation of applications for the Graduate Student Excellence Award and also has a TK20 platform to accept and evaluate graduate students' requests to teach courses.

The COE worked collaboratively with other colleges to help fund, design and build a Collaborative Teaching and Learning Building (CTLB). This building serves multiple departments at the University of New Mexico and provides versatile, computer-based classrooms designed to provide flexibility of curriculum. The CTLB contains a series of classroom and seminar spaces designed for groups as small as 2-3 students to large classes of 126. It also provides a variety of areas for informal student and teacher gathering areas that allow learning beyond the structured settings of the classrooms.

Innovative classroom spaces in the building are technology rich. One classroom is designed as a SCALE-UP classroom (Student-Centered Active Learning Environment for Undergraduate Programs), modeled on similar facilities at North Carolina State University and MIT. Designed for 126 students, this technology-rich classroom changes the way teaching occurs for large groups of students, replacing lecture halls and allowing students to collaborate in small groups on project-based curricula. Additionally, the building provides a variety of study spaces that, along with innovative classroom models, accommodate varying learning styles. There is also an Einstein's bagel shop in the lobby on the main floor.

7B. Describe any computing facilities maintained by the unit.

Equipment Replacement and Renewal Funds and some discretionary money were used since 2014 to purchase new and updated Mac laptops for the Department, available for faculty to sign

Criterion 7. Facilities

out for classes, travel, conferences, etc. The streamlined projectors that are light and use USB connectors rather than bulky other types of connectors were already discussed. 12 iPads, ten of which fit into a protective roller-case for easy transport to classrooms, as well as two audio recorders and a high quality camera are now available for faculty to check out for classroom or research use.

Every LLSS faculty member has a personal computer allocated for his/her use; all of these are three years old or newer. Support is available through the Information and Technology Services (ITS) department, but because the need for technical support is often personal and immediate, LLSS also employs a work-study student who can often provide this service.

The department has two televisions with DVD players for use in Hokona Hall's conference rooms. Two conference calling machines are used regularly to include long distance dissertation committee members in hearings and defenses.

LLSS also has access to four computer labs, two smart classrooms, and a portable lab of wireless computers in the nearby Technology in Education Center. Instructors can request labs and rooms for a few classes or hold all of their classes for an entire semester in such settings. TEC support staff is knowledgeable and provides support in the labs and sometimes troubleshooting help with our office computers. TEC resources are outstanding, when available, but LLSS has to compete for use of these facilities with all of the other departments in the college.

Criterion 8. Program Comparisons

The programs within the unit are of sufficient quality compared to relevant peers.

8A. Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, curricula, and types of programs.

LLSS Department's Programs and Degree offerings were compared with the following institutions.

- Peer Institutions – Doctoral/Research University—Extensive
- Northern Illinois University, College of Education, **Department of Literacy Education and Elementary Education** (<http://www.cedu.niu.edu/ltcy>)
- University of Pennsylvania, Graduate School of Education, **Program in Education, Culture, and Society** (<https://www.gse.upenn.edu/ecs>)
- Penn State University, College of Education, Department of Curriculum and Instruction, **Program of Language, Culture and Society** (<http://www.ed.psu.edu/CI/ciOptionLangLitEd/about.html>)
- The University of Georgia, College of Education, **Department of Language and Literacy Education** (<http://www.coe.uga.edu/lle/>)

Regional Institutions – Doctoral/Research University—Extensive

- The University of Arizona, College of Education, **Department of Language, Reading and Culture** (http://coe.arizona.edu/pages/dep_lrc/index.php)
- University of California, Berkeley Graduate School of Education, **Program of Language and Literacy, Society and Culture** (<http://www-gse.berkeley.edu/program/lle/lle.html>)
- University of Utah, **Department of Education, Culture and Society** (www.ed.utah.edu/ecs/index.htm)
- New Mexico State University Department of Curriculum and Instruction (<https://education.nmsu.edu/education-front-page/college-overview/college-of-education-departments/>)

The LLSS graduate program seems to be fairly similar to departments and programs devoted to graduate study of bilingualism, TESOL, language development, literacy, racism, and sociocultural issues in education. We are organized as a department, like three of our peer and regional institutions. In line with the University of California Berkeley, the University of Utah, and the University of Pennsylvania, we offer no undergraduate degrees and are ancillary to undergraduate teacher preparation. Curriculum requirements and course selection are similar,

and the interdisciplinary of our program and our commitment to an intellectual community are echoed in many of the other programs. Many of these programs also offer strong curriculum in social theories, as well as qualitative research methods.

Table 8.1 shows department goals, curriculum, faculty expertise, and the ways students attend across the eight comparison institutions. Table 8.2 addresses the similarities to program goals, curriculum, faculty, and distinguishing characteristics as compared to UNM. We included the University of New Mexico in both tables as a point of reference.

University	Goals	Curriculum	Faculty Experience	Students
University of New Mexico	Develop researchers, scholars, and educators who approach literacy, bilingualism, gender, race, sexuality, and other sociocultural factors through a social justice lens.	Critical literacies, American Indian Education, language acquisition and revitalization, critical race theory, feminist epistemologies, history, and sociology of education, bilingual education. Qualitative methods.	American Indian Ed. Literacies, Bilingual Education, Critical Whiteness Studies, Feminisms, Qualitative Research, Discourse Analysis,	Full-time, part-time, and online courses available.
New Mexico State University	Provides a complex, diverse, and professional environment for students to grow as socially responsive educators and professionals in a variety of disciplines. The department prepares teachers for schools, community agencies, post-secondary teaching and scholarship, and educational leadership through programs: in Bilingual Education; Critical Pedagogies; Early Childhood, Elementary, and	Bilingual Education; Critical Pedagogies/Multicultural Education; Early Childhood Education (on-line only); Learning Design & Technology; Literacy, Language & Culture; and, Teaching English to Speakers of Other Languages	Bilingual Ed, curriculum, literacy, early childhood, critical pedagogies	Full-time, Part-Time, On-line

	Secondary Education; Language, Literacy, and Culture; Learning Technologies; and, TESOL through a critical multicultural lens.			
University of Pennsylvania	Focus on social theory and qualitative methodologies. It also focuses on political, social, cultural, and normative issues when researching problems in education.	anthropology, sociology, psychology, philosophy, and history, the program invites students to interrogate and contribute to scholarship on the social and cultural contexts of learning, both in and outside of schools.	Political Philosophy, Ethnography, History, Policy, and Practice	Full-time only
University of Utah	To better understand the sources of current educational policies and practices that lead to a more democratic society.	• They offer courses in history, philosophy, sociology, language, culture curriculum, educational theory, feminism, and critical race theory.	Sociology, Critical Race Theory, Educational Anthropology, Indigenous Knowledges, Second Language Acquisition	Full-time, part-time
University of California- Berkeley	Studying, designing, and taking part in transformative approaches to individual and social development, and approaches within schools and classrooms across diverse contexts in communities.	Language and literacy, anthropology, sociology, race studies, critical theory, media, psycholinguistics, and sociolinguistics.	Critical Whiteness Studies, Language, Literacy, Media	Full-time, part- time

<p>University of Georgia</p>	<p>Offer a selection of endorsement, certificate, and degree programs for educators interested in literacy learning and language acquisition. Whether on campus, online, or some combination of the two.</p>	<p>English education, literacies and children's literature, and TESOL/world languages</p>	<p>Educational Linguistics, Secondary English, Policy, Children's Literature, TESOL</p>	<p>Full-time, Part-time, Online</p>
<p>Penn State</p>	<p>Address critical theories in education and offers a strong qualitative methods program. It identifies as being anti-sexist and anti-racist.</p>	<p>interdisciplinary, courses related to bilingual education, literacy, racism, sexism, ablism, and heterosexism.</p>	<p>Bilingual Education, Social Theory, and Qualitative Research Methods</p>	<p>Full-time, Part-Time online</p>
<p>University of Northern Illinois</p>	<p>Preparing socially responsible practitioner scholars to work and learn within multicultural and multilingual contexts and to foster literacy and language development for all learners.</p>	<p>Special Education, Multicultural Education, Language Arts, and Reading.</p>	<p>Reading, Special Education, Bilingual Education</p>	<p>not available</p>

University of Arizona	Study of teaching and learning of literacy and bi-literacy in the educational context of cultural and linguistic diversity	literacy, bilingualism, children’s and adolescent literature, culture and education, educational linguistics, indigenous language education, American Indian education, reading and writing	Reading Instruction, American Indian Education, ESL	Online and Face to Face
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Table 8.1. Department goals, curriculum, faculty expertise, and the ways students attend across eight comparison institutions.

Institution Dept.	# of Full Time Faculty	Degrees Offered	Concentrations	Minors/ Certificates/ endorsements	Distinguishing Characteristics (as compared to UNM.)
<p>University of New Mexico, Language, Literacy, And Sociocultural Studies</p>	<p>16.5</p>	<p>PhD, MA, Certificates</p>	<p>Bilingual, TESOL, Am Indian Ed, Literacy/LA, Ed Thought, LLSS (Ph.D.), Ed Linguistics (Ph.D.)</p>	<p>TESOL, Bilingual,, Literacy,</p>	<p>Interdisciplinary, Qualitative Research Methods, American Indian Education, Educational Linguistics, Endorsements., Critical Whiteness Studies, Critical Literacy</p>
<p>New Mexico State University Department of Curriculum and Instruction</p>	<p>26</p>	<p>Ph.D. Ed.D. MA, Endorsements</p>	<p>Ph.D., Ed.D: Bilingual/TESOL Critical Pedagogies, Early Childhood Education, Educational Learning Technologies, Language, Literacy & Culture Masters: Curriculum & Instruction, Bilingual Education, Learning Design & Technologies.</p>	<p>Endorsements for current teachers: Bilingual, Technology Coordinator, Reading. Teaching English to Speakers of Other Languages (TESOL)</p>	<p>Larger faculty, similar curriculum and endorsements. This comparison is only with LLSS; when we include faculty from Teacher Education, Early Childhood and other programs, the College of Education at UNM has a greater number of faculty.</p>
<p>University of Pennsylvania Education, Culture, and Society</p>	<p>7</p>	<p>Ph.D., M.S.ED, M.A.</p>	<p>Education, Culture, and Society, International Education Development</p>	<p>None</p>	<p>Emphasis on critical social theories and qualitative research methods. Very similar to our Educational Thought Program</p>
<p>University of Utah Education, Culture and Society</p>	<p>12</p>	<p>M.A, Ph.D., M.ED, M.S</p>	<p>History, Philosophy and Sociological Studies; or Language, Culture and Curriculum.</p>	<p>None</p>	<p>Interdisciplinary and similar faculty expertise in bilingual education and indigenous knowledge's</p>

University of California-Berkeley Social and Cultural Studies	7	MA, PH.D.	Social and Cultural Studies	None	Critical whiteness studies and critical literacies.
University of Georgia Language and Literacy Education	18	M.Ed., MA, Ed.D., Ph.D.	English Education, Literacies and Children's Literature, TESOL or World Language Education	TESOL and Reading Education	Children's literature, TESOL. Flexibility with student schedules.
Penn State Curriculum and Instruction; Language, Culture, And Society Program	17	MS, M. Ed, Ph.D.	Language, Culture, and Society	None	Interdisciplinary, qualitative research methods, social theories
University of Northern Illinois Department of Literacy and Elementary Education	28	MA, MS.Ed., Ph.D. and Certifications	Literacy Education with and Emphasis in Reading, Literacy Education with and emphasis on Bilingual or ESL	Children's and Young Adult Literature, Post Secondary Developmental Language and Literacy Instruction	Children's literature, many endorsements for teachers, Bilingual and ESL
University of Arizona Teaching, Learning, and Sociocultural Studies	40	Ed.S, Ed.D, Ph.D., MA. Certifications	Teaching Learning, and Sociocultural Studies	Certification in Reading Instruction	Much larger program. American Indian Ed. Ed.D, Ed.S in addition to Ph.D.

Table 8.2. Similarities to program goals, curriculum, faculty, and distinguishing characteristics across eight institutions as compared to LLSS.

Criterion 9. Future Direction

Criterion 9. Future Direction

The unit engages in strategic planning and prioritization in order to achieve its mission and vision.

9A. Provide a summary of strengths and challenges for the unit.

LLSS Strengths and Challenges were discussed at a faculty retreat in January 2016. Knowing that we would be entering the APR process, each program met in small groups at the retreat and listed the Department's strengths and challenges. We discussed these and collated the following.

Strengths

The Department is interdisciplinary in nature, making it not only current with activity at similar institutions, but also firmly rooted in the consideration of the complexity of current education issues and the need to think across disciplines to address those issues. One point of evidence of this is the initiation of a refereed scholarly journal, *Intersections: Critical Issues in Education*, which is multimodal and interdisciplinary. We anticipate the first issue coming out (online) in early 2017. The journal is student run, modeled after the Harvard Educational Review and the Nebraska Education Journal. See the call for the journal in Appendix 14.

We are a democratic group and we are intentional about making decisions as a group typically through consensus. This sometimes makes for long faculty meetings and retreats, but the inclusion of multiple ideas and perspectives is central to our identity.

Our willingness to work across departments, particularly with TEELP, on issues of teacher preparation and professional development, has a long history stretching back long before the time period of this review. We have provided support, as explained in other criterion, with reading/writing courses for preservice teachers, bilingual and TESOL endorsements and minors, language arts endorsements, and through working as coordinators and instructional faculty within TEELP programs. We also help preservice teachers fulfill their diversity requirement (LLSS 315: Educating Linguistically and Culturally Diverse Students; LLSS 393, our newest course for undergraduates focusing on race). In the future, we will provide the many diversity courses related to language and culture that the revised Teacher Preparation programs will require. We also teach at least two sections of Children's Literature every semester, including summers. The secondary program, in the past four years, has thrived because of the leadership and course coverage we provided.

The programs we have that are similar in name to those at other universities (Literacy for example) are different in substance because of the diversity of faculty and courses emphasizing language and culture. That is, a student who completes an MA or Ph.D. with a literacy emphasis tends to understand literacy in the context of linguistic and cultural diversities. Our graduate students have a firm understanding of race, gender, multilingualism, power, and other sociocultural issues that are the backbone of our coursework.

Being a doctoral program focusing on sociocultural scholarship has attracted international students (interested in TESOL, Bilingual, Educational Linguistics, and critical literacy) in a

Criterion 9. Future Direction

fairly steady stream. This not only populates our classes, it also makes our programs increasingly desirous as international students refer their colleagues to LLSS.

Culturally and linguistically diverse faculty and students are the norm in our programs and department. We work to hire diverse faculty, recruit and retain diverse students, and compose a thought collective and learning spaces that celebrate, interrogate, and cultivate many diversities. We have one African American faculty member, six Non Hispanic White, four Hispanic, two Asian, and four Indigenous faculty. Percentage-wise, we have 5% African American, 12% Asian, 24% Indigenous, 24% Hispanic, and 35% Non Hispanic White. This just about reflects the state's percentages and is consistent with our status as the first minority majority state in the US.

ITV and online courses are available for a number of our classes, allowing access for students whose location or circumstances make it impossible for them to attend face-to-face classes. New Mexico's rural population is served by these forms of delivery.

The variety of scholarly and creative work by faculty (and students) that focuses on New Mexico and international contexts is remarkable. Appendix 4 contains the documents in which we summarized faculty work within these two contexts.

We are quite proud of our faculty having such a wide range of expertise throughout our programs. This is evidenced in both the content/topics of our courses as well as in our scholarship. This is described more fully in Criterion 5.

LLSS has the largest number of native faculty in any department in the college (and probably beyond as well); they are knowledgeable about the communities with which we work and have made the department much more credible with the students and communities we strive to serve.

Our native faculty are members of New Mexico Pueblos and tribes, further substantiating the credibility mentioned above.

Our Native faculty maintain connections with all tribal communities through outreach activities, research, scholarship, and participation in statewide organizations and service to tribal organizations. This has led to providing congressional and legislative testimony at the state and federal level in order to pass legislation as well as having the knowledge and experience required to secure and administrate many grants and projects.

The annual language teacher institutes conducted by Native faculty for Native language speakers teaching Native languages in NM schools and tribal communities are gaining in popularity as we work to be part of efforts to maintain, sustain, and cultivate Indigenous languages and cultures.

Our Native faculty are available to mentor Native graduate students in LLSS who are pursuing research areas specific to issues in American Indian Education and Native languages. Our work with sovereign nations has extended to Indigenous groups beyond the US borders as well.

Criterion 9. Future Direction

LLSS is the only New Mexico institute of higher education that provides a master's level degree with a concentration in American Indian Education.

All Native faculty are tenured or tenure track, consistent with our work to have our Department mirror the demographics of our state racially, culturally, and linguistically, and in terms of the status that such faculty deserve.

As evidenced throughout this report and in the appendices mentioned above, we have faculty who are active scholars and researchers who are publishing in many ways. This includes work within the US as well as the Southwest and international work mentioned earlier.

We have an important critical mass of Latino faculty. They bring another dimension of diversity to our faculty and also lend credibility to the work we do in serving constituents and stakeholders.

Our faculty are active in LGBTQI issues and programs, including serving as advisors for student groups. We explore gender differences and remain a safe zone for all sexual orientations in our classes, service, and scholarly and creative works.

Dr. Peele-Eady is the first African American promoted and tenured in the College.

Several of our faculty are involved in international work as part of the Latin American Programs in Education, part of the Multicultural Education Center. Faculty have also been involved in sustained projects in Oaxaca (Mexico) and Guatemala. Faculty publish collaboratively with international, national, and local colleagues.

Faculty have taken important leadership positions in the College (Multicultural Education Center, Latin American Programs in Education, Indigenous Language Institute, serving as Associate Deans, leading summer institutes, and being on many committees at all levels: program, department, college, and university, as well as within communities). Faculty have assumed leadership roles in secondary education. Many have served in a variety of leadership roles during the work done to address concerns raised by the provost (discussed below in greater depth). Our efforts in areas of diversities have resulted in the College's Diversity Council, which is now a standing committee of the College; we're the first College to have such a committee. Our faculty now serve on University level committees that address these issues.

Our faculty have international recognition as evidenced throughout this review.

The chair has been working to address some of the tensions in the Department. He's holding student events for faculty and students, meeting regularly with student groups, and beginning to address some of the lateral violence that seems institutionalized. He's meeting individually with faculty, consulting University counsel, and engaging in professional development focused on these sensitive issues.

Our many summer institutes serve the teachers, and ultimately students of New Mexico by providing the most up to date information, strategies, and scholarship.

Criterion 9. Future Direction

We have robust master's and doctoral level programs.

Drs. Blum Martinez and Sims are working with the five Institutions of Higher Education in the state of New Mexico to develop a bilingual K-8 degree plan in Spanish and Indigenous languages; the program will be housed in LLSS.

We believe in, take seriously, and live our professional lives by the LLSS mission statement and vision presented early in this document.

Challenges

We have been hit hard by retirements, losing three very experienced and highly regarded faculty in the past three years. Drs. Calhoon, Noll, and Zancanella will be missed because of their institutional knowledge and the support they provided to our students and colleagues. We've replaced only one of these at the time of this writing; the new faculty member will join us as her first position in higher education.

We need to keep much better track of the status of our doctoral students. We believe more are graduating than we have records to substantiate. This will be a challenge because of reduction in staff due to funding crises in the state.

Our reduction from 4.0 FTEs of staff to 2.5 FTEs in April 2016 has had a profound impact upon our Department. More responsibility falls to staff still remaining as well as to faculty who now must use time to complete tasks staff formerly would do. The increase to 3.0, approved in July 2016, is expected to ameliorate this to some degree; still, working without a full time fiscal person is challenging. We have had help from Kara Kamp and others in the provost's office.

ITV and online courses are available but not for every class, making it more difficult for rural/remote students as well as those whose schedules don't fit with UNM's schedule to enroll. Further, we are working to address changes in ITV classes. It appears we have lost access to certain facilities so that students may no longer be able to congregate at central places in remote areas to take classes together via ITV. This decreases student credit hour generation and also denies those students the expertise of our faculty. Graduate students that teach Indigenous children are being hardest hit by this change because of the lack of connectivity in their homes and the need for a central gathering place to take classes. Being together for a class also promotes what we believe about the social nature of learning. We are committed to the development of social forums online.

Working across departments, particularly with TEELP, will be increasingly important because of recent changes in teacher preparation (see below). Logically, they and we should work together seamlessly, particularly on the issues of teacher preparation and professional development, but too often there are conflicts. We also have a good supply of doctoral students that could teach some of the TEELP preservice educator courses, but that Department continues to hire part time faculty or relies upon their own graduate students who have limited content area knowledge, having not taken our advanced courses. In 2014-'15, one of our faculty members served as

Criterion 9. Future Direction

interim chair of TEELP and many collaborations were initiated. However, we have not been able to work on this relationship systematically.

LLSS courses are taught at our remote campuses, but we have very limited relationships with those instructors. When Dr. Lois Meyer was chair, she did visit those sites, but sustained relationships have not been established.

We have two very broad categories of students: those that are very present on campus and those that are not. The present students are typically full time and most have either stopped full time work off campus or moved to Albuquerque specifically to attend full time. The students that are not on campus regularly (except for coursework) have reported feeling disconnected from faculty and other students. Some students reported informally that the distance between the student housing facilities and the campus inhibits student involvement on campus. Chair Chats have been a forum in which some of the student issues are articulated and addressing them has been initiated.

Our students report stress about the limited amount of student funding. We have only a small number of courses that are available for teaching assistantships, little scholarship money, and little grant support for our students. Other students struggle with the fact that some students appear to get to teach more frequently than others. That said, we do try to allow students to have more than one opportunity to teach a given class so that they can experience the growth that can occur over time and semesters. The Graduate Student Excellence Awards support ten students at .25 (with tuition and health benefits) during the 2015-'16 academic year. We will support those ten again and add one more during the 2016-'17 academic year. In Criterion 4, we articulated the student scholarship support we've provided.

A small number of our faculty are engaged in grant writing, but most simply do not have the time. Our 3/2 teaching load and all of our commitments as articulated throughout this review make it apparent that we are not manifesting ourselves as a Research I institution.

We have had three native faculty departures since our last APR. We have hired one. It is essential that we hire more Indigenous faculty. We need to be able to provide AIE course offerings on a consistent basis in order for students to complete their degree.

We face recruitment challenges because of the remote location of some of our potential students. The concern is over the process for building stronger links for graduate students in satellite UNM campuses wanting to enroll in main campus program offerings.

Some of our courses that are required in TEELP for preservice teachers (Children's Literature; Social Studies Methods, others) are difficult to plan because of when our schedules are due in tension with when they let us know what they need for the coming semester.

We need to re-emphasize our AIE course offerings as a possible requirement for all graduate students so that the courses make and so that all students are familiar with the AIE content/SLOs. The work described in other parts of this section of this review explains how this may occur with undergraduates; we need to consider the same for graduate students.

Criterion 9. Future Direction

One challenge is that the major thrust of our research is qualitative in nature and this work does not always fit into the criteria that some evaluating bodies use. For example, in recent discussions about load, quantitative researchers have expressed surprise at the low number of articles produced by some qualitative faculty. This is a misunderstanding that is paradigmatic in nature and one that we have been facing since our Department originated.

Students often do not know about the research of individual faculty, although we have initiated some vehicles to address this. We would like to do more, in addition to the recent (January 2016) program we held in which doctoral students and faculty discussed their research influences and collaborations. Our once-per-semester gatherings of doctoral students needs further elaboration to address this.

Interpersonal relationships among faculty are sometimes strained and go unaddressed. We have discussed lateral violence and the Respectful Campus policy at faculty meetings. Some faculty feel their scholarship and teaching are disparaged by others. A previous chair brought in a mediator, but that session was not effective. Given that so much of our work is about justice, it remains surprising and disconcerting that faculty cannot find common ground from which to relate.

In sum, we are strained beyond capacity and description, and we do hope that this report has made some of that strain clear. Our work within the programs, Department, College, University, and many levels of community (professional, local, national, and international) and our commitment to our students and our scholarly work is a cacophony of intensity as demands are increasingly placed upon us. This is further complicated by the belief that the Provost does not appreciate the transdisciplinary nature of our work. The intensity of work with so many graduate students, including bringing Ph.D. students through dissertation, often is dismissed in discussions of teaching load.

It falls to us to travel the state to recruit students because of no University or College mechanism to do so. We find ourselves advising many students informally because they are not receiving the necessary advisement from College's Center for Student Success, particularly in areas of bilingual and TESOL. Often, junior faculty take on excessive loads, even when it is suggested that they don't, as they work to be good citizens within the Department.

Challenges Remaining after the 2006-07 Review

As we reviewed the previous APR report in anticipation of the current report, we were struck by how many of the concerns from the first study still apply today. We certainly have improved our data collection, but we also have lost the very staff member that was responsible for our increased effectiveness at this task. Although replaced by a .5 FTE position, the loss will be felt. Our fear is that we will be moving back to a time of extreme difficulty in maintaining our databases.

Our doctoral programs remain strained because of the attention we must give master's and other students. This remains particularly true in Bilingual and TESOL. Our ETSS program remains

Criterion 9. Future Direction

strained under a large doctoral load. Overall we remain committed to practitioners and the next generation of scholars and activists.

Nine years after the previous report, we are again facing a pending lack of faculty at the full level because of retirements. Our need for senior faculty is still apparent, although we have been successful in moving some faculty to that rank.

The social studies concentration is still in flux, although Dr. Glenabah Martinez is working with the History Department to change that.

The lack of doctoral level classes remains a concern for our students and faculty. Although we certainly appreciate those courses in which these two levels of students are combined, the power and impact of our two doctoral seminars (LLSS 640 and 645) on our doctoral students is well known. It would serve us better to have more doctoral seminars. Sadly, because these produce fewer student credit hours (SCH), they are not as valued by some within the College but outside of LLSS.

The concern about our EMLS program was not addressed and the program was eliminated, largely due to the elimination of Tireman Resource Library and the lectureship of the person teaching the classes. New Mexico State University swiftly filled this gap with online courses.

The area of concern that focused on our level of production but lack of recognition has not been addressed. Although we composed two very important documents about Southwest and International productivity (see Appendix 4), we still lack national recognition. That said, our international recognition is growing.

Our concern about recruitment has been addressed by the Literacy/Language Arts Program with the use of cohorts. The current chair is working to encourage other programs to utilize these. Our recruitment efforts might be sidelined by the impact of the changes in TEELP that will put considerable demand upon our programs (discussed below).

We face a new concern with enrollment because, as is happening around the country, enrollment is dropping in many graduate programs. This is a very political issue and the value of an advanced degree in education appears to be decreasing at the hands of corporate control of education and the ensuing policies and legislation.

We are still very much shaped by the data driven climate of the state and nation. This continues to force our strategic planning into inventive and creative efforts; it also sidelines our efforts as we work to comply with demands sourced in corporations and private interests.

9B. Describe the unit's strategic planning efforts.

LLSS engages in strategic planning on two levels: within programs and within the Department as a whole. The work at the program level is typically focused on the sequence of coursework, consideration of development of new courses, and addressing student feedback about their experiences. The program level work is largely devoted to master's, minor, concentration, endorsement (meeting the demands of the Public Education Department), certificate, and non-

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degree students' needs. Programs also make decisions about acceptances/denials, which shape the constitution of the programs. The Department work is focused on doctoral level decisions, but also includes broad considerations such as the quality of our students' academic lives, assessment in our core courses, quality of faculty lives, and our responses to the changing face of higher education. A huge amount of our planning efforts are in response to the excessive assessment demands placed upon us (NCATE, NMPED, Provost, CARC, to name a few).

We imagine strategic planning as a process in which goals, mission statements, and visions are confirmed and decisions are made in support of those. This view of strategic planning is proactive and reflective of our changing fields, understandings rooted in new knowledge, and the search for more impactful ways to influence our students, the University, the state, the nation, and the world.

The chair has historically been responsible for a five-year hiring plan. This is developed with input from coordinators of all of our programs and a recent version is included in Appendix 15. Coordinators discuss needs with their programs and decisions are prioritized at a coordinators' meeting led by the chair. Following the submission of the plan to all chairs in the College, a leadership team meeting is held at which chairs negotiate, bargain, and make the case for their most urgent hiring decisions. A chair might put forth the number of faculty needed, but rarely is that number agreed upon by the leadership team. LLSS has rarely received permission to hire more than one position at a time. In the Appendix, the request was for at least one new faculty member per year, including one senior hire. Our two most recent actual hires were one for Literacy, effective fall 2016 and one in bilingual/TESOL, effective fall 2013. We lost over twice as many faculty as we've hired in that same period.

The reality of strategic planning in our Department has been a much more reactive stance. We are not happy with that stance but it has been necessitated by ongoing demands from the state, accreditation agencies, and the university. The state Public Education Department has been very demanding of what is taught in our literacy classes, making the case that we should adhere to the findings of the *Report of the National Reading Panel*. That same Department made demands based upon *No Child Left Behind*, and *Race to the Top*, but as a graduate level department, we could offer our students courses that interrogate these demands. Rather than moving forward in a strategic fashion, we were reactive. We found ourselves having to make the case for bilingual education, especially when the federal office for bilingual education was dissolved. Our state constitution demands that our public school students have access to bilingual education, yet one of our faculty wrote a counternarrative about the push to eliminate bilingual in favor of TESOL programs. That document, *No Child Left Bilingual*, was presented to (at the time Congressman) Tom Udall (now Senator Udall) in a series of meetings. The state level office for bilingual education spent a few years in turmoil, and, again, we were reactive to directives rather than proactive.

As is presented in greater detail below, we had an interim dean in 2013-2014 and the main thrust of her term was the completion of three reports (see Appendix 16). These reports grew out of the provost's concern with the preparation of educators by the College, reflective of external pressures, as well as pressure from the Board of Regents. The three reports were completed by three different teams, each focusing on one of these: community input into educator preparation,

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external/national expert evaluation of the educator preparation programs in the College, and an internal report that served as a self reflection.

The term of the interim dean ended upon the hiring of Dr. Hector Ochoa as Dean. Just prior to fall 2014, Dr. Ochoa conducted a meta-study of the three reports (above) and developed a list of critical issues that the College needed to address. With that critical issues list articulated, the Dean formed the Curriculum Coordinating Committee, a group of faculty (with large LLSS presence for reasons that will be clear in a moment) whose goal it was to revamp educator preparation to address the critical issues list. That list focused on the need for educator preparation to clearly address these pressing needs of future educators in New Mexico: bilingualism, American Indian Education, TESOL, diversity, literacy, and special education. Of this list, only the last item is not housed in LLSS. The ‘diversity’ need is a general view of diversity and includes courses from our department (see 9C, below). Our faculty were instrumental in discussions, leadership, and scholarship in support of addressing the issues identified. Thus any original strategic planning was essentially coopted by a larger need, one that we had identified and responded to about twenty years ago when we formed our department as a forum in which to address these very issues. It seemed as though our time had finally come and our coursework would become more central to the work of the College and specifically for future educators.

One forum for providing evidence of the ways in which diversities can be addressed in ways that serve children in schools was the Transformational Action Groups (TAGs). Three TAGs were formed and our faculty were and remain deeply involved in these. The TAGs were articulated as: early childhood, elementary, and secondary. Each TAG developed an action plan for preservice educators, relying to some degree on a grant from the Kellogg Foundation to fund their work, which would be sited within a school. Preservice teachers were funded to be involved in the schools in various capacities. The early childhood TAG is sited at a local pueblo preschool and our Indigenous faculty have been central to that work. The elementary TAG does not involve LLSS faculty because a small group of TEELP and LLSS faculty chose instead to site themselves at a different school (from the TAG selected elementary school). The school they selected was one with which they had been grooming a relationship for over a year and they subsequently found funding to support that work. The secondary TAG involves LLSS faculty as well. We have faculty involved in TAG work or work at the other elementary site. One faculty member working at the non TAG site was invited to the TAG site to engage there as well.

The three reports in Appendix 2 were not sufficient in terms of scrutiny of the work within our Department and the College because we were required to engage in two more close self-examinations. Our work to support the completion of the 2015 NCATE review of educator preparation programs consumed massive amounts of time of our programs and especially program coordinators. The many reports and studies that we contributed were important but also distracted us from proactive strategic planning. Concurrently with the NCATE review (which took place fall 2015 but was labor intensive for the full year prior to the onsite visit), we were under Public Education Department review. The two onsite visits (one by NCATE and one by PED) occurred in successive weeks during October 2015.

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We are also required to work with assessment issues from the provost's office. All of our programs have their Student Learning Outcomes on the University website for assessment, known as TK20-CampusWide. There is also a college level of assessment in which we engaged called TK20-HigherEducation. In preparation for Provost level of reviews, our faculty were involved (and continue to be involved) in the CARC (College Assessment Review Committee). One faculty member suggested that we spend more time evaluating ourselves and engaging in institutional maintenance than engaging in the work about which we are truly passionate.

Over the past nine years, there were moments of strategic planning that did play out well for our Department. The formation of cohorts of students working on master's degrees affected our enrollment quite positively and also helped students achieve completion in a timely manner. These were planned within the Literacy/Language Arts program. The summer institutes were running regularly during the past nine years as well, involving some planning in order to maintain a steady flow of students into them. The assessment institute is the newest and will have completed its third summer in 2016. The institutes serve as a pipeline for applications into almost all of our master's programs and, to a lesser degree, our doctoral programs.

Despite some of the difficulties we've faced in strategic planning, we continue to create new courses that reflect faculty and student interest and expertise (see Criterion 4). Overall, our student body seems happy, but we have not initiated any systematic analysis of the climate our students experience. Rather than rely upon informal data, we would like to plan for a climate study. [That said, we have instituted, as of fall 2015, a yearly review of all of our doctoral students that involves input from the students followed by faculty feedback.]

We have worked, as much as time would allow, to support graduate student life in our Department. These initiatives have been discussed in other sections of this review and will not be reiterated here.

It is our hope that we will eventually find time and space to engage in intense proactive strategic planning that will involve both long and short vision, planning, activation, and systematic evaluation.

9C. Describe the strategic directions and priorities for the unit.

Considering the massive amount of scholarship and creative work, teaching and advising, and service in which we engage, we have struggled to make it apparent that we are functioning as a Research 1 institution in need of a 2/2 load. The current 3/2 load is an excessive burden and leaves us less productive than we'd like to be; our load does not reflect the load in similar institutions around the country. We have a faculty workload committee at the College level (of which Drs. Sung and Rick Meyer are members) that spent the 2015-'16 academic year working on plans to move to a 2/2 load. That work will continue in the fall 2016, with the hope of having a fully articulated plan by spring 2017.

As part of our self-study in readying this report, we considered our student credit hour generation. We also investigated faculty teaching *potential*, by which we mean the number of courses faculty would teach if they taught five courses per year vs the *actual* number of classes we taught. LLSS faculty are in demand and we have taught in other departments and/or served as

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coordinators of programs in other departments, associate deans, and center directors. The excessive amount of service time demanded by these has resulted in course reassignments, meaning faculty do not teach because of other duties. Chairs of College committees have also received course reassignments. Some faculty had grants that bought them out of teaching, which funnels some funds into the Department to cover graduate or part time instructors. In addition, faculty have taken sabbaticals for a half or full year and did not teach. Studying these patterns yielded the results presented in Table 9.1.

Academic Year	F/T Faculty Potential	F/T Faculty Actual	Lecturers Potential	Lecturers Actual	Part-time Faculty	Teaching Assistants	Non LLSS Faculty	Totals; Potential/ Actual
2007/2008	95	80	24	6	19	16	20	174/141
2008/2009	95	61	32	9	19	16	17	179/122
2009/2010	90	71	32	9	19	7	13	161/125
2010/2011	85	70	24	9	21	10	14	154/124
2011/2012	95	69	8	3	15	16	10	144/113
2012/2013	100	68	0	0	13	12	6	131/99
2013/2014	95	62	0	0	10	12	4	121/88
2014/2015	95	62	0	0	7	15	2	119/86
2015/2016	85	54	0	0	9	19	6	119/88
Totals	835	597	120	37	132	122	99	xxx

Table 9.1. Potential and actual courses taught.

In Table 9.1, above, (as an exemplar) in the 2007-2008 academic year, we had the potential of having 95 classes taught by full time tenure track/tenured faculty based on the 19 faculty in our department at that time. Faculty only taught 80 classes that year due to the reasons presented above the Table. Lecturers in that same year should have covered 24 sections because we had three lecturers in our Department that year, each carrying a 4/4 load. They taught in other Departments and/or were responsible for student teachers in other Departments, resulting in only six classes taught by them that year. We hired part time faculty to teach 19 classes that year, had 16 classes covered by graduate students (Teaching Assistants), and 20 classes were taught by faculty in other Departments. In that academic year, faculty taught 84% of what we would have expected them to teach. In 2008-09, faculty only taught 64% of their potential number of classes. The pattern continues through 2015-16 as follows: 78%, 82%, 73%, 68%, 65%, 65%, and 64%. We support faculty undertaking the important responsibilities discussed above the table. We want them to engage in grant work, serve as deans and coordinators, direct centers etc. Yet this take a toll on our Department in serving our students. If we ‘called these faculty back’ to teaching, we could easily move to a 2/2 load.

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Looking down the Non LLSS Faculty column, it is apparent that we reduced the numbers of those teaching for us. We did this as part of our efforts to support graduate students as instructors. There is also a gentle decline in the number of part time faculty, again in order to support our doctoral students. Looking down the F/T Actual column, we found a steady reduction in faculty teaching classes.

Figure 9.1 is useful in that it displays the consistent gap between potential and actual faculty teaching. The importance of this figure is that it demonstrates that to some degree we are already functioning at a 2/2 load. By equalizing that across faculty, we imagine and hope that the two lines would actually merge and faculty would carry a full (2/2) load.

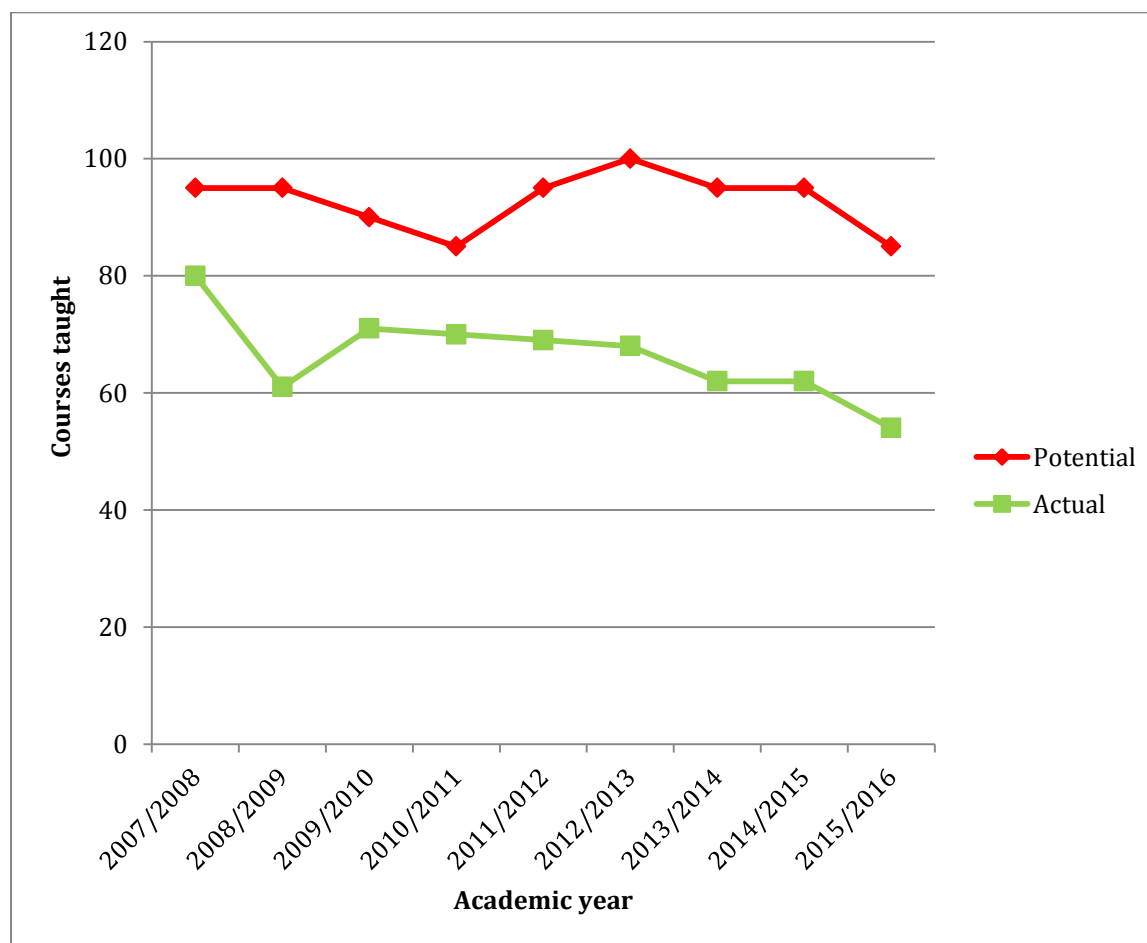


Figure 9.1. The gap between potential and actual faculty teaching over nine years.

As we worked to plan strategically for our students, and in consideration of Figure 9.1 and Table 9.1, above, we studied the student credit hours (SCH) that we generated. Table 9.2, below, presents SCH juxtaposed with total teaching faculty and advising faculty. Faculty from other departments that teach for us may not advise, hence the difference between total (teaching) faculty and total faculty advising. Given our very heavy advising loads and the loss of faculty to retirements combined with the drop in student enrollment experienced by universities around the

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country, we believe that the demands on the Department are leveling off to some degree in a way that will allow us to move to the 2/2 load we so desperately need (and fully anticipate as discussed above). Some refer to this as ‘rightsizing,’ which it may be. We view it as being effective, efficient, and being able to engage in the level and intensity of research that we desire.

	7/8	8/9	9/10	10/11	11/12	12/13	13/14	14/15	15/16
Total Faculty	23	24	23	21	21	21	21	19.5	17.5
Total Faculty Advising	19	19	18	17	19	20	19	19.5	17.5
Fall SCH**	3381	3116	2938	3085	2790	2562	2498	2502	2473
Spring SCH**	2688	2764	2616	2868	2462	2306	2376	2038	2185
Total SCH**	6069	5880	5554	5953	5252	4868	4874	4540	4658

Table 9.2. Faculty advising juxtaposed with student credit hour generation. (**Includes EM/LS SCH.)

Table 9.2 suggests the reality that we cannot generate SCH when we have fewer faculty because we can stretch no farther. Table 9.2 includes Cheo Torres, whose line is in our Department but does little or no advising because he is serving in the office of the president. Dr. Pisarn Chamcharatsri is .5 FTE in LLSS, a shared position with the English Department. His hire was part of our strategic planning, in particular by the TESOL program in their recognition of the importance of having an LLSS faculty member with expertise in adult ESL learners.

In May 2013, an event occurred that propelled LLSS into a central role in the preparation of new teachers in New Mexico. Dean Dick Howell called a faculty meeting to announced that he was stepping down as Dean and would take a full year sabbatical. Faculty were surprised that a meeting was called for May because that was not typical. Most were surprised to hear that the Dean was stepping down. As the Dean left the meeting room, Provost Chaouki Abdallah entered the room and announced that the College was failing in its efforts to provide teachers for New Mexico who could address the complexities of teaching and learning here and that help was required to address this critical issue. He made this claim based upon test scores. He explained that he was negotiating with a funder to support the necessary changes. When asked by a faculty member if this meant that we were sold to a corporation, the Provost replied, “No, it’s more like a long term lease.” At Dean Ochoa’s request, I am including here the fact that deans throughout New Mexico are new to that role.

The Provost announced that former Dean Vi Florez agreed to assume the role of interim dean for 2013-’14 so that a national search for a dean could be held. During that year, under the leadership of Interim Dean Florez, three groups were formed and charged with composing reports about the efficacy and work of the College’s educator preparation programs. One group was composed of local interests, the second was a group of nationally recognized scholars and experts in educator preparation, and a third group (formed after faculty requested a voice in the process) was composed of College faculty. Each group completed a report and those are included in Appendix 2.

When Dean Hector Ochoa was hired, he engaged in a cross-report analysis and reported to the faculty that the need for a refreshed educator preparation program was clearly articulated across

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all reports. That analysis led to the formation of the **Curriculum Coordinating Committee (CCC)**, which was charged in the fall of 2014 with redefining the curriculum for educator preparation. That group met intensely and by spring 2015 revamped educator preparation to include more coursework in assessment, classroom management, and issues of diversity. It is that last item, diversity, that will involve LLSS faculty in future planning. Those plans will affect the composition of LLSS and its work in service to educator preparation across the College. These changes need to be approved by the New Mexico Public Education Department; at the time of this writing in August 2016, verbal conditional approval has been received as reported to Dr. R. Meyer by Dean Ochoa in late July.

The increased attention to issues of language and diversities will place extreme pressure on our Department as we serve the articulated needs of the CCC. We've constructed the following tables to summarize our needs in terms of faculty. The tables demonstrate the increased need that LLSS will have in the very near future, especially since the work of the CCC was passed by the faculty senate and other appropriate governing bodies. It still requires Public Education Department approval (pending at the time of this writing). The specific timeline for the needs will be determined by the starting date of the new programs. Table 9.3 focuses on increased enrollment we can anticipate.

The Elementary Education Program created tracks from which students may choose as they work towards licensure. The tracks include Bilingual, TESOL, Special Education, American Indian Education, or a generic diversity track. For the Elementary Education row of Table 9.3, the numbers are based on figures supplied by the Elementary Education program. They anticipate that about 60% of admitted students would follow either the TESOL or Bilingual track. Assuming 120 students are admitted each year and 60% follow the TESOL or Bilingual track, 72 students per year will need LLSS coursework. Considering the current ratio of TESOL to Bilingual interests, the TESOL and Bilingual columns list 60 and 12 students respectively. Students interested in the more generic diversity track will take two additional courses (LLSS 175: *Foundations of American Indian Education* and LLSS 321: *School and Society*). Assuming about 24 students will take that option, LLSS will have an additional 24 students in each of those courses per year.

Secondary Education reported that between 50 and 75 students are admitted each year and they anticipate that amount to remain the same. We used 60 as a compromise number in considering their needs. They added two courses (LLSS 175: *Foundations of American Indian Education* and LLSS 321: *School and Society* were the courses reported at the November meeting) for all students. We will need to cover sections for 60 students registering for LLSS 321 and the same sixty registering for LLSS 175. On August 23, 2016, the chair made an inquiry because of concern about the lack of a TESOL class for secondary education students. We found that LLSS 175 was not going to be required of secondary education; LLSS 469: *ESL Across the Content Areas* will be the required class. This increases the need for another TESOL faculty member.

Physical Education Teacher Education (PETE) added LLSS 321 to their required courses. They reported at the November 4, 2015 Leadership Team meeting that they generally admit between 12 and 18 students. We used the compromise number of 15 students in the Table.

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Special Education reported at the November 4, 2015 Leadership Team meeting that they admit between 20 and 40 students per semester. We compromised at 30 students per semester, which means sixty students per year. Their students already take one diversity course and now will add a second. The Special Education program provides their students a menu of courses from which to choose; since most of those are in the TESOL concentration, the number of anticipated need (60) is placed there. However, some students may want to have a Bilingual endorsement; those students would register for courses with the elementary education students interested in that endorsement.

Family and Child Studies (FCS) added one bilingual class and one American Indian education class to their program for preservice teachers. Their students will now take LLSS 175: *Foundations of American Indian Education* and LLSS 453: *Theoretical and Cultural Foundations of Bilingual Education*. They estimated between 10 and 12 students admitted per year; we used 12 to approach the number needed for an undergraduate class to make; most of the classes will make because the FCS students will be integrated into sections that include students from other programs.

	TESOL	Bilingual	Ed Thought	Indian Ed
Elementary Education	(60 S's/two courses each) +120 students	(12 S's/two courses each) +24 students	(LLSS 321) +24 students	(LLSS 175) +24 students
Secondary Education	+60 students	--	+60 students	
Physical Education T. Ed.			+ 15 students	
Special Education	+ 60 students			
Family & Child Studies		+12 students		+12 students
TOTALS	+240 students	+36 students	+99 students	+36 students

Table 9.3. Projected change in student enrollment in LLSS courses per year.

The change in student enrollment translates directly to changes in the number of sections of classes that we'll need to provide in LLSS for students preparing to be educators. Table 9.4 summarizes and totals the sections we'll need to add to our current offerings. This does not include extra sections needed to provide the courses for state level endorsements, which require a few more courses than the CCC suggested.

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	TESOL	Bilingual	Ed Thought	Indian Ed
Elementary Education	(+120 students) 4 to 5 sections	(12 S's/two courses each) 2 sections	(LLSS 321+ 24 students) 1 section	(LLSS 175 +24 students) 1 section
Secondary Education	(+60 students) 2 sections	--	(+60 students) 2 sections	
Physical Education T. Ed.			(+ 15 students) 1 section	
Special Education	(+60 students) 2 sections			
Family & Child Studies		(+12 students) 0 sections/ integrate into Bilingual		(+12 students) 1 section
TOTALS	9 sections	2 sections	4 sections	2 sections
TOTAL:	17 sections			

Table 9.4. Projected increase in number of sections in LLSS courses per year.

Tables 9.5 and 9.6 present the numbers of additional students and the numbers of sections needed to provide sections for those students that will want to complete required coursework for an endorsement. The Tables also show the grand total of new sections we will need in LLSS to serve all students in educator preparation programs at the undergraduate level.

	TESOL	Bilingual
Elementary Education	(30 S's/two courses each) +60 students	(10 S's/three courses each) +30 students
TOTALS	+60 students	+30 students

Table 9.5. Projected change in student enrollment in LLSS endorsement courses per year.

Table 9.5 is converted to faculty/coverage demands in Summary Table 9.6, below. Table 9.6 may appear to have low enrollment in the bilingual classes, but these classes are 400/500 level classes and will fully populate when graduate students are included. Since the courses are often part of one of our summer institutes, the sections will meet minimum enrollment requirements at the very least.

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	TESOL	Bilingual
Elementary Education	(30 S's/two courses each (+60 students) 2 sections	(10 S's/three courses each (+30 students) 3 sections
TOTALS	2 sections	3 sections
Grand	Total	22 new sections

Table 9.6. Projected increase in number of sections in LLSS courses per year.

The very least that we will need would be: one TESOL position, two Spanish/Navajo Bilingual positions, and one Educational Thought position. With the loss of Dr. Zancanella to retirement, we'll need his position filled as well. Aside from the replacement position, we contend that these lines need to be filled with tenure track faculty even though we are strongly encouraged to hire lecturers (as one way to move to a 2/2 load when those lecturers assume 4/4 teaching loads. Our Bilingual/TESOL faculty is nearing retirement and we want to transition new faculty into the culture of our Department and Programs. Subsequent hires, even some replacements, might be suitable as lecturers, but in order to maintain the ethos of these Program faculty as teachers and researchers with firm commitments to service in many capacities, tenure line faculty are needed.

Once again, we have been consumed by the needs of and demands placed upon us by others. In this case, the demand is considered good because our values will be infused beyond our own Department.

We continue to dedicate serious thought to our potential and look for ways in which to have that potential realized. We will continue work to foster a vital climate of academic excellence that actively engages all elements of our community in an exciting intellectual, social, and cultural life. Specifically, LLSS will continue to work to accomplish the following.

- Promote interdisciplinary work in order to profit from the many disciplines addressing important questions in language, literacy, and sociocultural studies.
- Foster collaboration with other faculty, students, educational practitioners, and community groups with an interest in education, so that different aspects of a problem and different material and ideological interests can be included in solutions.
- Continue to work toward creating an academic community in which democratic governance, open dialogue, and authentic collegiality prevail.
- Continue to function as a single, integrated department and resist fragmentation into specialized program areas.
- Continue to share and rotate core courses of the department to facilitate program development and interdisciplinary.

Our Department shares a deep commitment to the creation of knowledge that is critical, interrogating of supposed facts, and engaged in significant scholarship. As such we will engage as follows.

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- Conduct research and offer programs that serve the state's unique cultural character as well as linking efforts in multicultural education to social action efforts that promote reform in the wider community.
- Challenge false dichotomies such as those that separate theory from practice, or universities from schools.
- Respond with research, teaching, and service to pressing needs in the state, region, and nation to prepare educators and scholars in high need fields such as bilingual education, ESL, and literacy.

Our commitment to diversities is something we will continue to express as we work towards these important ideals.

- Provide leadership, resources, and expertise necessary to help identify and address the educational needs of community members with regard to class, race, ethnicity, culture, language, religion, gender, age, ability, and sexual orientation.
- Recruit and retain minority students and faculty through a department wide emphasis on cutting edge, integrated curriculum, mentoring, active recruitment of master's and doctoral students, national recruitment of faculty, and continual dialogue within the Department.
- Situate the academic content of courses to be reflective of diverse issues within the COE as a whole.
- Work to attract diverse students and public school teachers into advanced programs in order to better serve New Mexico's diverse communities.
- Educate the public about the salient educational issues that our state and nation face.

We believe that our work will continue to be well known as we offer and engage in what follows.

- Scholarship and expertise related to languages and cultural diversity in educational settings to the state, region, and nation.
- Programs to prepare professionals for the increasingly multicultural schools and other educational institutions.
- Interdisciplinarity, diversity, and democracy within our unit, within the college, within the university, and in the wider community.

We want to engage in strategic planning that is proactive and look forward to the time when we can do so by doing the following.

- Allot time in monthly meetings for planning future department projects and for understanding and supporting existing faculty projects devoted to social justice, language preservation, literacy and language education, and furthering knowledge in these areas.

We will also make good faith efforts to improve our transparency.

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- Maintain and cultivate a database that can provide useful information about the diversity of our students, performance in our programs, and faculty workload. This will involve working more efficiently with a smaller staff.
- Make program information clearer and more available to students, including the development of an informative and interactive website.
- Continue the important work that we've started to ensure that information about scholarships and assistantships is more widely available and equitably distributed.

9D. Recommendations

A 'recommendations' section of this report was not part of the original protocol. When the LLSS chair, College Dean, and four coordinators met with the APR staff on August 19, 2016, they suggested that we provide some recommendations as a function of the content of the report. Immediately following that meeting, faculty were encouraged to reread the document and provide their thoughts for recommendations. This occurred at the very beginning of the semester and only five faculty members replied to this request. With that as the context, we move to a brief section on recommendations that we hope will prove useful to reviewers.

We compiled and wrote this report during the spring 2016 semester. Since that time, two very significant changes have occurred in our department. First, at the fall 2016 retreat in mid August, our faculty voted to move to a 2/2 load, effective for assistant professors in spring 2017 and for all faculty in fall 2017. This will help to address many of the challenges articulated above.

Second, our staffing issues have moved towards increased resolution. The 2.5 FTE staffing was proving exceptionally stressful and untenable from its beginning in April 2016. By May it was apparent that the loss of our fiscal/accountant staff and .5 Admin II was too severe a cut; the dean worked to restore the .5 and we hope to have someone fully hired by mid September 2016. These are two huge accomplishments and should make faculty and staff life much more productive and effective. With those two successes as context, we move to further recommendations that could enhance the lives of faculty, students, and our communities.

Many recommendations are implied within the Challenges section of this criterion, above. We offer the following to underscore some challenges for which we offer specific recommendations.

The relationship between TEELP and LLSS needs to be enhanced because of the overflow between the departments. The expertise in LLSS needs to be utilized more systemically into LLSS so that lecturers and part-time faculty in TEELP are not hired when LLSS has the talent and interest to be part of educator preparation. TEELP is already substantially larger than LLSS (and all the other departments in the College). We are **not** suggesting any kind of a merger; that would be untenable given ideological differences between the departments. We are suggesting that the newly required diversity classes, and also mathematics education and literacy classes, could be and should be taught by LLSS faculty qualified to do so. Our department is very willing to support this work. Furthermore, our doctoral students have expertise that should also be included in the teaching of TEELP classes. This serves our department as well as TEELP.

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We recommend that more of our doctoral students be supported by teaching TEELP classes for which they are prepared.

In reviewing the secondary education classes that are going to be added to that program to address diversity, we found that LLSS 469: *ESL Across the Content Areas* is going to be included in that program; we would like to have our talents in American Indian Education be part of that program as well. The location of this difference (we originally thought that LLSS 175: *Foundations of American Indian Education* was one of the newly required classes) solves one important issue (including ESL in the program) but exacerbates another (lack of AIE in the program). The second class for secondary education is LLSS 321: *School and Society*. This makes the need for more TESOL/Bilingual faculty even more urgent.

We recommend that more grant writing take place now that we are on a 2/2 load; we fully anticipate such activity, and also recommend it.

In 2006, it was recommended that we develop more doctoral level classes. This has occurred to some degree in the creation of some 600 level research classes; topic specific classes still need to be developed in order to afford our doctoral students the intense and demanding rigor that they desire.

We recommend finalizing the Qualitative Research Certificate that was initiated within ETSS. This will offer doctoral students a transcribed area of expertise in qualitative research.

We should initiate work on aligning our program with other programs in the university that provide students with community-based service learning opportunities or requirements (particularly at the master's level).

The American Indian Education program often has low enrolled classes. We recommend that all master's concentrations systematically integrate courses from other concentrations to not only ensure courses meet enrollment requirements but, even more important, so that our students become versed in the unique diversities within our state.

We recommend that the College find funding to better serve branch campuses. We have instituted ZOOM as a vehicle for teaching and learning, but we also lost space at one campus. This means that students need to locate Wi-Fi connectivity. Our efficacy at those campuses would be enhanced by face-to-face instruction. Delivering our courses that address new requirements will be demanding and online/ZOOM may not serve the learning styles of some students. We need to explore other methods of delivery, including intensive face-to-face workshop formats for our classes. Cultivating a cadre of part-time instructors who are consistent and reliable is also worthy of exploration.

More funding should be made available to recruit and retain students at branch campuses.

Our faculty continues to age. We recommend offering incentives for faculty who are fairly sure that they will retire at a given time to give us ample notice so that searches can occur the same year as the retirement. The incentive would be a function of early notification of their retirement

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so that we can move quickly towards replacement of their positions, rather than rely on part-time instructors to fill the gap year in which we engage in a search. We also recommend exploring ways to rejuvenate and reinvent our programs with consideration of each position that is replaced.

The new funding formula for the University is based on student credit hour generation. We recommend that doctoral students be given an increased level of worth in this formula. Our doctoral program, although quite robust, does not match the size of many undergraduate programs, a situation that will result in fiscal punishment for our College. Put simply, UNM must develop a system in which the rich do not get richer based on the single metric of student credit hours.

We recommend that the social studies/History master's degree be brought to fruition; subsequently, students should be recruited into the program.

The department should work to develop a plan of systematically recruiting New Mexico students into the doctoral programs.

We anticipate the retirement of at least five full professors within five to six years. Therefore, we run the risk of not having a full professor available for the position of department chair. In light of that, we recommend a consideration of a national search for department chair of LLSS. Full professors that might remain, such as Dr. Celedon-Pattichis, are consumed by grant awards and may also not be available for the position of chair.

Appendix 1

Advising forms- Masters and Ph.D.

Educational Linguistics Program Requirements
Endorsement in Bilingual Education
Endorsement in Reading
Endorsement in TESOL
LLSS Ph.D. Advisement
LLSS Ph.D. Advising Form
M.A. ETSS Advisement Sheet
M.A. Concentration Bilingual Education
M.A. Concentration Educational Thought Sociocultural Studies
M.A. Concentration American Indian Education
M.A. Concentration Literacy
M.A. Concentration Social Studies
M.A. Concentration TESOL
TESOL Graduate Transcribed Certificate

PhD Educational Linguistics/Program Requirements

The program of studies for each student is tailored by the individual in consultation with his/her faculty advisor and Committee on Studies, and is approved by the Committee on Studies. Requests for transferring courses will be submitted to the Committee on Studies along with appropriate course descriptions and syllabi. If the transfer is approved by the Committee on Studies, the transferred courses will be listed on the Program of Studies submitted as part of the Application for Candidacy.

Each Program of Studies will meet the following requirements:

1. At least 72 semester hours beyond the Bachelor's degree. These 72 hours must include the following (the same course may be counted in two or more of the following areas, but only once for the 72 hour requirement):
 - a. **Core Courses (24 hours)**
 - i. LING 504: Phonological Analysis
 - ii. LING 522: Grammatical Analysis OR LING 523: Functional Syntactic Theories
 - iii. LING 531: Language in Society
 - iv. LING 567: Psychology of Language
 - v. LLSS 640: Seminar in Language/Literacy
 - vi. LLSS 645: Seminar in Educational Studies
 - vii. EDPY 502: Survey of Statistics in Education (or similar course as determined by advisor)
 - viii. One course in Advanced Research Methods in Linguistics and/or Education (Possible courses include: LLSS 605: Advanced Qualitative Research Methods, LLSS 623: Ethnographic Research). Note: Other Research Methods courses may be recommended by your advisor based on your area of inquiry.

b. Area Electives (24 Hours)

Courses selected to fulfill area electives should supplement and strengthen the student's professional preparation in education, educational research, linguistics, and the area of research focus, and should be selected in conjunction with the student's advisor and Committee on Studies.

NO MORE THAN 12 credit hours may be taken in any one department.

Possible courses to fulfill the area elective requirements include, but are *not limited* to:

- i. 500 or 600-level LLSS Courses (or 400-level courses carrying graduate credit)
- ii. 500 or 600-level LING Courses
- iii. 500 or 600-level Courses in Spanish & Portuguese

- iv. 500 or 600-level OILS Courses
- v. 500 or 600-level Educational Psychology Courses

c. Area of Focus (24 Hours)

At least 24 hours in an area of focus in Educational Linguistics. Courses in this area will be determined in consultation with your advisor and/or your Committee on Studies.

2. Dissertation Hours (18 Hours)

At least 18 hours of dissertation (699); no more than 9 hours each semester.

Other course requirements:

- At least 24 hours taken at UNM.
- A maximum of 45 hours transferred from other institutions.
- At least 18 hours at the 500 or 600 level.
- No more than 24 hours in 'problems, readings, or workshops'.
- Competency in a language other than English is required for graduation. The minimal acceptable level of competency is a grade of B in a fourth semester of a college level course, or its equivalent.

Transfer of Credit. The following regulations apply to the transfer of credits toward the doctoral degree:

1. Course must have carried graduate credit.
2. Coursework must be from an accredited institution.
3. Student must have obtained a grade of "B" or better. A maximum of 6 hours of thesis from a completed master's degree or other course work graded Pass or Credit (CR) is transferable.
4. Course must be approved by the doctoral Committee on Studies and the graduate unit.
5. Course must be listed on the Application for Candidacy form.
6. All courses must have final approval from the Dean of Graduate Studies.

Additionally, please note that:

- Courses more than 10 years old will be examined on a case-by-case basis.
- MA coursework may be applied to your PhD coursework with the prior approval of your advisor and Committee on Studies.

Department of Language, Literacy & Sociocultural Studies
UNDERGRADUATE
K-12 Endorsement in Bilingual Education (Spanish-English)
(27 Hours)

Name of Student _____ SSN _____

Advisor _____

Co-requisite: Ling. 101-Introduction Study of Language or Ling. 440-Introduction to Linguistics or any other Introductory Linguistics course.

<u>Course Requirement</u>	<u>Date Course taken</u>	<u>Credits</u>	<u>Grade</u>
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Language (6 hours) – Before enrolling in these courses you must interview with a Bilingual Education Faculty member.

Courses with a ^ symbol are taught in Spanish and students must be interviewed by a Bilingual Education member.

***Graduate Credit see Bilingual Endorsement for Graduates.**

1. SPAN 301 Topics in Hispanic Culture and Language	_____	_____	_____
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2. SPAN 302 Developing Spanish Writing Skills	_____	_____	_____
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Bilingual Education Research, Theory, and Practice (18 hours, 9 of which must be in courses taught in Spanish)

3. LLSS 453 Theoretical & Cultural Foundations of Bilingual Education	_____	_____	_____
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4. LLSS 456 First And Second Language Development in Cultural Context (Co-req: Intro to Linguistics course)	_____	_____	_____
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(The following courses: #5-LLSS 300 offered in the spring, #7-LLSS 455 offered in the summer, and #8-LLSS 479 offered in the summer, must be taken prior to student teaching).

5. LLSS 300 ^ Bilingual Teaching Methods, Materials	_____	_____	_____
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And Techniques (Co-req: LLSS 453 & permission of instructor) _____

OVER

	<i>Date Course Taken</i>	<i>Credits</i>	<i>Grade</i>
6. <i>LLSS 482 Teaching English As a Second Language</i>	_____	_____	_____
7. <i>LLSS 455 ^ Spanish for The Bilingual Classroom (Prereq: permission of instructor)</i>	_____	_____	_____
8. <i>LLSS 479 ^ Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura)</i>	_____	_____	_____

Sociocultural/History/Arts (3 hours) – One Course From Following:

9. <i>LLSS 449 Teaching the Native Language to Native Speakers</i>	_____	_____	_____
<i>LLSS 460 Language Ed In SW Native American Communities</i>	_____	_____	_____
10. <i>CHMS - Any Chicano Studies Course in Consultation With an Advisor</i>	_____	_____	_____
<i>OR</i>			
<i>SPAN 307^ Introduction to Hispanic Literature</i>	_____	_____	_____
<i>OR</i>			
<i>SPAN 371^ Spanish of The Southwest</i>	_____	_____	_____
<i>OR</i>			
<i>SPAN 375^ Southwestern Hispanic Folklore</i>	_____	_____	_____
<i>OR</i>			
<i>NAS 150 Introduction to Native American Studies</i>	_____	_____	_____

SOME SUBSTITUTIONS MAY BE MADE WITH APPROVAL OF THE ADVISORS.

In addition to the coursework, students will be required to successfully complete LA PRUEBA, the New Mexico approved Spanish Language Proficiency Exam.

EndorBilEd.06/15

TEACHING FIELD ENDORSEMENT IN READING K-12

Program of Studies: Description of Course

LLSS 500: Seminar in Language, Literacy & Sociocultural Studies

This course addresses the social, cultural, and political forces that shape our beliefs about language and literacy as well as the implications for teaching and learning in schools. Some of the issues and topics explored are: the ways in which individuals of diverse cultural backgrounds construct knowledge through oral and written language, the role of sign systems (semiotics) in literacy learning, beliefs and practices related to second language learning, and the role of literature in developing understanding about cultural diversity.

LLSS 534: Seminar in Teaching Reading

Rooted in sociocultural perspectives, this course focuses on our understanding of the teaching and learning of reading by considering socio-psycholinguistic theory, politics, economics, transactional theory, and other influences on teaching learning.

LLSS 532: Reading and Writing Process

This course focuses on reading and writing as a socio-psycholinguistic process in which the mind transacts with

The language or a text a particular context and influenced by various social factors.

LLSS 533: Seminar in Language Arts

The field of language, arts is evolving and being challenged to move in new and innovative directions. In this seminar we will build our own curriculum shaped by the expression of our individual and shared gifts. Our questions will emerge from our stories and lead to primary resources.

LLSS 559: Second Language, Literacy

This course examines theories of language and literacy acquisition to provide a theoretical foundation for the pedagogical approaches to the teaching of writing and reading in the ESL classroom. Students will have an opportunity to put these theories into practice by tutoring and / or developing lessons to teach in ESL classrooms.

One course in literature studies:

LLSS 541: Seminar in Children's Literature

This course provides an opportunity to explore children's literature deeply. Students explore how children read literary texts; the role of literature in the schools, the role of literary texts for children in popular culture; and the development of literary understanding.

LLSS 528: Studies in Reading and Literature for Teachers

In this course students: develop understandings of reader response theory and its implications for K-12 literature instruction; enhance their ability to engage students in construction, sharing, reflecting on, and extending their responses through writing, discussion, and drama.

LLSS 537 Assessment of reading Language Arts

This seminar examines some of the issues that surround current reforms in the assessment and instruction of literacy. Discussions focus on both the political and practical dimensions of key national and state-level trends in literacy instruction and assessment. In addition, the course examines the uses of assessments by students, teachers, parents, administrators, legislators, and other policy-makers.

LLSS 567: Home Literacy and Schooling

Through ethnographic studies and field research, course participants learn to critically analyze, value, and build upon the diverse and rich literacy experiences that children from different ethnic groups bring to school.

TEACHING FIELD ENDORSEMENT IN READING K-12

The teaching field endorsement in reading is for teachers in grades K-12 who wish to increase their understanding of reading theories and practical application. This 24-hour endorsement does not require admission to the College of Education or enrollment in a degree-seeking program.

Advisement is available from

Academic Advisors, in Hokona Hall (277-3190); or from the following faculty members in the Department of Language, Literacy & Sociocultural Studies: Judith (Anne) Calhoon (277-9601), Richard (Rick) Meyer (277-6376); Elizabeth (Betsy) Noll (277-9610); Lucretia (Penny) Pence (277-6959); Donald (Don) Zancanella (277-7782).

Program of Studies:

LLSS 533: Seminar in Language Arts 3 cr. hrs.

LLSS 534: Seminar in Teaching Reading 3 cr. hrs.

LLSS 532: Reading and Writing Process 3 cr. hrs.

LLSS 559: Second Language Literacy 3 cr. hrs.

LLSS 500: Seminar in Language Literacy 3 cr. hrs.

One course in literature studies:

LLSS 541: Seminar in Children's Literature 3 cr. hrs.

LLSS 528: Studies in Reading and Literature for Teachers

LLSS 537: Literacy Assessment 3 cr. hrs.

LLSS 567: Home Literacy and Schooling 3 cr. hrs.

TOTAL: 24 cr. hrs

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**Department of Language, Literacy & Sociocultural Studies
UNDERGRADUATE**

K-12 Endorsement in TESOL (15 hours plus prerequisites)

Name of Student _____

Advisor _____

Co-requisite: 6 semester hours

Second Language (6 university level semester hours in Spanish, Navajo, Sign or other appropriate language).

Co-requisite: 3 semester hours

Linguistics: Ling. 101-Introduction to the Study of Language, or Ling. 440-Introduction to Linguistics, or any other Introductory Linguistics course.

<u>Course Requirement</u>	<u>Date Course Taken</u>	<u>Credits</u>	<u>Grade</u>
1. LLSS 453 Theoretical & Cultural Foundations of Bilingual Education	_____	_____	_____
2. LLSS 456 First and Second Language Development in Cultural Context (Co-req: an Introductory Linguistics Course)	_____	_____	_____
3. LLSS 482 Teaching English As a Second Language	_____	_____	_____
4. LLSS 458 Literacy Across Cultures	_____	_____	_____
5. LLSS 459 Second Language Literacy	_____	_____	_____

**For a minor apply thru TK20*

**Language, Literacy and Sociocultural Studies (LLSS)
Ph.D. Program Planning Guide**

This guide is intended for use by graduate advisors to help students plan and record their progress. It will be a useful resource for completing the Program of Studies form for the Office of Graduate Studies.

Student's Name: SS#

Phone: e-mail:

Advisor: Focus Area:

Date of Admission:

Total Credit Requirements: Minimum of 72 course credits, including up to 36 related graduate level credits approved by the student's Program of Studies Committee. 12 credits should be taken outside of LLSS.

Core Requirements (12-15 credits): Take all courses listed.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>
LLSS 640: Seminar in Language and Literacy (Take early in your program.)	3			
LLSS 645: Advanced Seminar in Foundations of Education (Take early in your program.)	3			
LLSS 595 and/or LLSS 696: Field Experience and/or Internship	3-6			
LLSS 650: Dissertation Seminar	3			

Research Requirements (12 credits): At least one course in quantitative and one in qualitative methodology must be included. Courses may be found in LLSS and other departments in the College of Education, and appropriate research methods courses from outside COE may be substituted in consultation with your advisor and Program of Studies Committee.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

Focus Area (24 credits): Focus Areas include Bilingual Education/English as a Second Language; Language Arts/Literacy/Reading; and Educational Thought and Sociocultural Studies. Take courses in one of these areas.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

Support Area (24 credits): Take courses in a field that is related to your Focus Area, usually within the College of Education. Or you may establish a Support Area outside of COE, in consultation with your advisor and Program of Studies Committee.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

Dissertation (18 hours): You may register for dissertation hours in the semester in which you take and pass your comprehensive examination and are accepted into candidacy.

Date of Admission to Candidacy:

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

Additional Coursework: You may take more than the required number of credit hours. List them here.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

Things to Consider in Your Planning:

For UNM requirements, consult “Doctoral Degrees” in the Office of Graduate Studies Catalog.

<http://www.unm.edu/grad/catalog/catalog16.html>.

For guidelines specific to the College of Education, consult the University of New Mexico Catalog 2008-2009.

All coursework should be selected in consultation with your advisor. About mid-way through your coursework, you should assemble a Doctoral Committee on Studies (A Candidacy form).

http://www.unm.edu/~grad/eforms/AC_doctoral.doc

Consult “Application/Transfer of Credit” for guidelines on what graduate credits can be applied to your doctoral coursework.

<http://www.unm.edu/grad/catalog/catalog16.html>.

UNM Doctoral “Degree Requirements” outlines additional course requirements.

http://www.unm.edu/~ogshmpg/catalog/catalog.html#doc_degree_req

Time limits are outlined in “Time Limit for Completion of Degree Requirement.”

<http://www.unm.edu/grad/catalog/catalog16.html>.

Independent Study (Problems, Directed Readings, Internship, Field Experience, and Practicum) is limited to 1/3 of total course credits (24 credits out of 72). Additional Independent Study beyond 72 hours is not subject to this limitation. (“Doctoral Study” in “College of Education,” UNM Catalog)

Use “Summary of Major Procedures and Forms for the Doctoral Degree” to track your progress through the Office of Graduate Studies.

LLSS Ph.D. Advisement Form

This guide is intended for use by graduate advisors to help students plan and record their progress. It will be a useful resource for completing the Program of Studies form for the Office of Graduate Studies.

Student's Name:

Phone:

e-mail:

Advisor:

Focus Area:

Date of Admission:

Total Credit Requirements: Minimum of 72 course credits, including up to 36 related graduate level credits approved by the student's Program of Studies Committee. 12 credits should be taken outside of LLSS.

Core Requirements (12-15 credits): Take all courses listed.

Course	Credit	Semester	Professor	Grade
LLSS 640: Seminar in Language and Literacy (Take early in your program.)	3			
LLSS 645: Advanced Seminar in Foundations of Education (Take early in your program.)	3			
LLSS 595 and/or LLSS 696: Field Experience and/or Internship	3-6			
LLSS 650: Dissertation Seminar	3			

Research Requirements (12 credits): At least one course in quantitative and one in qualitative methodology must be included. Courses may be found in LLSS and other departments in the College of Education, and appropriate research methods courses from outside COE may be substituted in consultation with your advisor and Program of Studies Committee.

Course	Credit	Semester	Professor	Grade

Focus Area (24 credits): Focus Areas include Bilingual Education/English as a Second Language; Language Arts/Literacy/Reading; and Educational Thought and Sociocultural Studies. Take courses in one of these areas.

Course	Credit	Semester	Professor	Grade

Support Area (24 credits): Take courses in a field that is related to your Focus Area, usually within the College of Education. Or you may establish a Support Area outside of COE, in consultation with your advisor and Program of Studies Committee.

Course	Credit	Semester	Professor	Grade

Dissertation (18 hours): You may register for dissertation hours in the semester in which you take and pass your comprehensive examination and are accepted into candidacy.

Date of Admission to Candidacy:

Course	Credit	Semester	Professor	Grade

Additional Coursework: You may take more than the required number of credit hours. List them here.

Course	Credit	Semester	Professor	Grade

**Master's in Language, Literacy & Sociocultural Studies
Concentration in Educational Thought & Sociocultural Studies (ETSS)**

<u>I. Core Requirement—Take during first semester:</u>	3
LLSS 500: Issues in Language, Literacy & Sociocultural Studies	
<u>II. Research Courses (Choose two from):</u>	6
EDUC 500: Research Applications to Education	
EDPY 500: Survey of Research Methods in Education	
EDPY 505: Conducting Quantitative Research Educational Research	
LLSS 501: Practitioner Research	
LLSS 502: Introduction to Qualitative Research	
<u>III. ETSS Concentration Courses (Choose four from):</u>	12
LLSS 510: Paulo Freire	
LLSS 511: History of US Education	
LLSS 513: Globalization and Education	
LLSS 515: Philosophy of Education	
LLSS 521: Proseminar: Sociology of Education	
LLSS 523: Education and Anthropology	
LLSS 524: Critical Race Theory	
LLSS 530: Whiteness Studies	
LLSS 553: Education and African American Children	
LLSS 587: Education and Gender Equity	
LLSS 588: Feminist Epistemologies and Pedagogies	
<u>IV. Support Areas Electives (Choose three from):</u>	9
(Should consist of graduate level courses offered by LLSS or any other UNM department. Consult with adviser)	
<u>V. Degree Completion Activity (Choose one from):</u>	3-6
(Consult with adviser)	
Plan I—Thesis	
<ul style="list-style-type: none"> • LLSS 599: Master's Thesis (6) • Completion of a master's thesis 	
Plan II—Non Thesis (Choose one from):	
A) Professional Paper	
<ul style="list-style-type: none"> • LLSS 590: Seminar (3) • Completion of a literature review or licensure dossier 	
B) Master's Exam	
<ul style="list-style-type: none"> • LLSS 598: Directed Readings (3-6) • Completion of comprehensive exam 	
<u>TOTAL CREDIT HOURS (I-V):</u>	
PLAN I—Thesis	36
PLAN II(A)—Professional Paper	33
PLAN II(B)—Comprehensive Exam	33-36

***Master in Language, Literacy & Sociocultural Studies
With a Concentration in Bilingual Education (English/Spanish)***

Admission requirement: 9 Hours of college course work in a second language or fluency in a second language. Note: This emphasis includes Plan II only in order to meet very specific requirements of state endorsement.

Program Core Requirements (18)

LLSS 500: Issues in Lang., Lit., and Sociocultural St.	03
LLSS 503: Research Issues in Bilingual Classroom & Communities (Prerequisite: LLSS 556 First and Second Language Develop & LLSS 580 Seminar in the Education of the Bilingual Student)	03
LLSS 556: 1st & 2nd Language Development (Prerequisite: Intro to Linguistics course)	03
LLSS 580: Ed. of Bilingual Student	03
LLSS 583: Education Across Cultures in the Southwest	03
LLSS 590: Seminar: Master's (Plan II only) Last course taken in program	03

Research – Choose one from: 03

LLSS 501: Practitioner Research
LLSS 502: Introduction of Qualitative Research
EDUC 500: Research Applications
ED PY 502: Survey Statistics in Ed.

Concentration 06

Language, Literacy and Culture- Choose two from:

LLSS 558: Literacy Across Cultures
LLSS 560: Language & Educ in SW Native American Community
LLSS 563: Seminar in Language Acquisition
LLSS 579^: Teaching of Reading in Bilingual Classroom (La Enseñanza de la Lectura)
EDPsy 563: Seminar in Thought and Language
SPAN 547: Seminar in Southwest Spanish

Other courses in Bilingual Education and/or Spanish selected with advisement.

LLSS 552: Mexican Culture for Social Studies Curriculum

Sociocultural Studies - Choose two from: 06

LLSS 446*^: Hispanic Folklore For the Classroom (El Folklor en el Aula)
LLSS 521: Sociology of Education
LLSS 523: Education and Anthropology
LLSS 566: Issues in Hispanic Education
LLSS 567: Home Literacy and Schooling

(OVER)

Curriculum and Pedagogy - Choose one from: 03

- LLSS 581: Teaching English as a Second Language
(Prerequisite: LLSS 556 First and Second Language Development)
- LLSS 557: Language, Culture and Math
- LLSS 568: Alternative Assessment Practices for English Language Learners
(LLSS Prerequisite: LLSS 556 First and Second Language Development)
- LLSS 569: ESL Across the Content Areas
- LLSS 582: Curriculum Develop in Multicultural Education
- LLSS 558: Literacy Across Cultures
- Other courses selected with advisement.**
- LLSS 455*: Teaching Spanish for Bilingual Classroom
- LLSS 552: Curriculum Development Mexican Cultural History
- LLSS 593: Literatura Infantil

TOTAL

Plan II

36

***Indicates course is available for graduate credit.**

^Indicates course is taught in Spanish.

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**Master in Language, Literacy & Sociocultural Studies
With a Concentration in Educational Thought and Sociocultural Studies**

I. Core Requirement – Take during first semester: **3**

LLSS 500: Issues in Language, Literacy & Sociocultural Studies

II. Research Courses (Choose two from): **6**

EDUC 500: Research Applications to Education

EDPY 502: Survey Statistics in Education

LLSS 501: Practitioner Research

LLSS 502: Introduction to Qualitative Research

III. ETSS Concentration Courses (Choose four from): **12**

LLSS 510: Paulo Freire

LLSS 511: History of US Education

LLSS 513: Globalization and Education

LLSS 515: Philosophy of Education

LLSS 521: Proseminar: Sociology of Education

LLSS 523: Education and Anthropology

LLSS 530: Whiteness Studies

LLSS 553: Education and African American Children

LLSS 587: Education and Gender Equity

IV. Support Areas Electives (Choose three from): **9**

(Should consist of graduate level courses offered by LLSS
Or any other UNM department. Consult with advisor)

V. Degree Completion Activity (Choose one from):

3-6

(Consult with advisor)

Plan I – Thesis

- LLSS 599: Master's Thesis (6)
- Completion of a master's thesis

Plan II – Non Thesis (Choose one from):

A) Professional Paper

- LLSS 590: Seminar (3)
- Completion of a Literature review or licensure dossier

B) Master's Exam

- LLSS 598: Directed Readings (3-6)
- Completion comprehensive exam

TOTAL CREDIT HOURS (I-V):

PLAN I – Thesis 36

PLAN II (A) – Professional Paper 33

PLAN III (B) – Comprehensive Exam 33-36

***Master in Language, Literacy & Sociocultural Studies
American Indian Education Concentration***

Program Core Requirements (06)

LLSS 500: Issues in Lang., Lit., and Sociocultural St.	03	
LLSS 590: Seminar: Master’s (Plan II only) Last course taken in program		03
OR		
LLSS 599: Masters Thesis (Plan I only) Last course taken in program		

Research – Choose two from: 06

- LLSS 501: Practitioner Research
- LLSS 502: Introduction to Qualitative Research
- EDUC 500: Research Applications
- ED PY 502: Survey Statistics in Ed.

Concentration

American Indian Education - Choose three from: 09

- LLSS 551: History of American Indian Education
- LLSS 554: Teaching the Native American Child
- LLSS 564: Issues in American Indian Education
- LLSS 583: Education Across Culture in the Southwest

Curriculum - Choose three from: 09

- LLSS 560: Lang. and Ed. in Southwest Native American Communities
- LLSS 570: Science and Native American Education
- LING 515: Native American Languages
- ART ED 570: Art in Multicultural Education
- Other courses selected with advisement.**

Finally, in consultation with a Native American advisor in the program, students will also select an **additional 6 semester hours** related to the program concentration.

TOTAL	Plan I	30(30 +6 thesis hrs)
	Plan II	36

Master of Arts in Language, Literacy and Sociocultural Studies-- Plan II

*Concentration in Literacy/Language Arts
Advisement Sheet*

Student Name:

Date of Admission:

Advisor Name:

You must be registered continuously (not counting summer) to remain active. If you are not registered for 3 semesters, you will need to reapply to the program.

There are two plans for the master’s degree. Plan II is 33 credits plus LLSS 590 as preparation for comprehensive examination, for a total of 36 credit hours to earn the master’s degree. Filling out this form will guide you through Plan II. Plan I is 27 credits plus 6 credits of thesis; work closely with your advisor to adapt this form if you select Plan I.

During your next-to-last semester of coursework, you will need to identify two LLSS faculty members other than your advisor to serve on your Program of Studies Committee. In conjunction with your advisor, they will help you design your Comprehensive Exam or Thesis and serve as final evaluators.

Also during your next-to last semester of coursework, you will need to 1) complete a Program of Studies for the Office of Graduate Studies and 2) apply for graduation. These forms are due early in the term; failure to submit these forms will delay your graduation.

Please see Debra Shaffer in the LLSS office, 140 Hokona, 277-2047 schaffer@unm.edu for assistance with paperwork. Faculty are not responsible for notifying students of dates forms are due.

Area	Credits	Date	Instructor	Grade
<i>Program Core (required 6 credits)</i>				
LLSS 500: Issues in LLSS (First course)	3			
LLSS 590: Seminar (Last course, comprehensive exam; prerequisite—all other courses completed and a Program of Studies filed)	3			
<i>Concentration (required 6 credits)</i>				
LLSS 595: Field Experience in Literacy	3			
LLSS 532: The Reading Process	3			
<i>Research (6 credits from below or substitute other research course with advisor)</i>				

LLSS 567 Family Literacy Research EDUC 500: Research Applications LLSS 501: Practitioner Research LLSS 502: Intro to Qualitative Research <i>EDPSY 502: Survey Educational Statistics</i>				
	3			
	3			
Second language learning and/or cultural diversity in education (6 credits from below or substitute other research course with advisor) *LLSS 556: First and Second Language Development within Cultural Contexts *LLSS 558: Literacy Across Cultures *LLSS 559: Second Language Literacy LLSS 560 Language and Education in Southwest Native American Communities LLSS 569: ESL Across the Content Areas LLSS 583: Education Across Cultures in the Southwest LLSS 530: Whiteness Seminar LLSS 545: Spanish-English Bilingualism LLSS 551: History of American Indian Education LLSS 554: Teaching the Native American Child LLSS 564: Issues in American Indian Education LLSS 566: Issues in Hispanic Education LLSS 568: Alternative Assessment Practices for English Language Learners LLSS 582: Curriculum Development in Multicultural Education *also applicable to the electives in literacy and language arts				
	3			
	3			

Electives in literacy and language arts (12 credits from below or substitute other language and literacy course with advisor)

- EM/LS 551: Adolescent Literature
- LLSS 514: Young Children Moving into Literacy
- LLSS 544: Children’s Literature (Prerequisites LLSS 331L & 333L)
- LLSS 522: Seminar in English Curriculum and Instruction
- LLSS 527: Studies in Rhetoric for Teachers
- LLSS 528: Studies in Reading and Literature for Teachers
- LLSS 534: Seminar in Teaching Reading
- LLSS 535 Critical Literacy
- LLSS 536 Reading and Writing Digital Texts
- LLSS 537 International Literature for Young People
- LLSS 537L: Assessment in Reading and Language Arts
- LLSS 538: Teaching Reading through the Content Field
- LLSS 539 Cross Cultural Literature for Young People
- LLSS 541: Seminar in Children’s Literature
- LLSS 555: Seminar in Educational Linguistics
- LLSS 561: Reading, Writing and Diversity
- LLSS 567: Family Literacy Research
- LLSS 593: Topics related to literacy and language arts

	3			
	3			
	3			
	3			

Notes:

Revised 09/11

***Master in Language, Literacy & Sociocultural Studies
Social Studies Emphasis***

Program Core Requirements

<i>LLSS 500: Issues in Lang., Lit., and Sociocultural St.</i>	03
<i>LLSS 590: Seminar: Master's (Plan II only) Last course taken in program</i>	03
OR	OR
<i>LLSS 598: Directed Readings Last course taken in program</i>	03-06

Research – Choose two from:

<i>LLSS 501: Practitioner Research</i>	06
<i>LLSS 502: Introduction to Qualitative Research</i>	
<i>EDUC 500: Research Applications</i>	
<i>ED PY 511: Introductory Educational Statistics</i>	

Socio-Cultural Studies

<i>LLSS 511: History of American Ed.</i>	03
<i>LLSS 515: Philosophies of Education</i>	
<i>LLSS 516: Educational Classics</i>	
<i>LLSS 521: Sociology of Education</i>	
<i>LLSS 523: Education & Anthropology</i>	
<i>LLSS 583: Education Across Cultures in the Southwest</i>	
<i>LLSS 587: Perspectives on Sex & Gender in Education</i>	

Social Studies Education

<i>LLSS 520: Seminar in the Social Studies</i>	03
<i>LLSS 540: Instructional Trends in the Social Studies</i>	
<i>LLSS 549: History Education</i>	
<i>LLSS 550: Seminar in History Education</i>	

Curriculum/Instruction

<i>LLSS 517: Reading Inform. Books Instr Strategies</i>	03
<i>LLSS 538: Teaching Reading and Writing Content Fields</i>	
<i>LLSS 544: Children's Literature</i>	
<i>EM/LS 551: Books & Related Materials for Young Adults</i>	
<i>CMTE 500: Advanced Instructional Strategies</i>	
<i>CMTE 516: Integrating Curriculum in the Classroom</i>	
<i>CMTE 542: Principles of Curriculum Development</i>	

Minor Concentration

15

Electives for this minor should focus on some aspect(s) of social studies including content from the various disciplines of the social studies. Students can select from the previous list of curriculum and pedagogical courses as well as courses from other departments in the College of Education; 6-9 hours may be taken from outside the College of Education (e.g., College of Arts and Sciences)

thesis hrs.)	TOTAL	Plan I	30(30+6
<i>Rev: 10/04</i>		Plan II	36

**Masters in Language, Literacy & Sociocultural Studies
With a TESOL Concentration**

Admission requirement: 9 hours of college course work in second language or fluency in a second language.

Program Core Requirements (18)

LLSS 500: <i>Issues in Lang., Lit., and Sociocultural St.</i>	03
LLSS 503: <i>Research Issues in Bilingual Classrooms & Communities</i> (Prerequisite: LLSS 556 First and Second Language Development & LLSS 580 Seminar in the Education of the Bilingual Student)	03
LLSS 556: <i>1st & 2nd Language Development</i> (Prerequisite: Intro to Linguistics Course)	03
LLSS 580: <i>Seminar in the Education of the Bilingual Student</i>	03
LLSS 583: <i>Education Across Cultures in the Southwest</i>	03
LLSS 590: <i>Seminar: Master's (Plan II only) Last course taken in program</i>	03

Research – Choose one from: 03

LLSS 501: <i>Practitioner Research</i>
LLSS 502: <i>Introduction to Qualitative Research</i>
EDUC 500: <i>Research Applications</i>
ED PY 502: <i>Survey Statistics in Ed.</i>

Concentration

Language, Literacy, and Culture - Choose two from: 06

LLSS 558: <i>Literacy Across Cultures</i>
LLSS 559: <i>Second Language Literacy</i>
LLSS 560: <i>Language, & Educ. in SW Native American Communities</i>
LLSS 563: <i>Seminar in Language Acquisition</i>
ED PY 565: <i>Seminar in Thought and Language</i>

Sociocultural Studies – Choose one from: 03

LLSS 521: <i>Sociology of Education</i>
LLSS 523: <i>Education & Anthropology</i>
LLSS 566: <i>Issues in Hispanic Education</i>
LLSS 567: <i>Home Literacy & Schooling</i>

Curriculum and Pedagogy- Choose two from: 06

LLSS 581: <i>Teaching English as a Second Language</i> (Prerequisite: LLSS 556 First and Second Language Development)
LLSS 557: <i>Language, Culture & Mathematics</i>
LLSS 568: <i>Alternative Assessment Practices for English Language Learners</i> (Prerequisite: LLSS 556 First and Second Language Development)
LLSS 569: <i>ESL Across Content Areas</i>
LLSS 582: <i>Curriculum Development in Multicultural Education</i>
LLSS 585: <i>Acquisition & Teaching of Grammar in ESL</i>

(Prerequisite: LLSS 556 First and Second Language Development)

Other courses selected with advisement.

TOTAL Plan I 30 (30 + 6 thesis hrs.)

Plan II 36

Rev: 06/15

Department of Language, Literacy & Sociocultural Studies
TESOL Graduate Transcribed Certificate

The TESOL Transcribed Graduate Certificate is designed to prepare graduate and non-degree graduate students to teach English as a second or foreign language in this country or abroad. The courses in the TESOL Transcribed Graduate Certificate also count toward a TESOL endorsement on a New Mexico teaching license. For information on the TESOL endorsement and application procedures, visit the New Mexico Public Education Department Web site.

In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts, including adult education. They learn methods to appropriately apply this understanding in different cultural contexts.

Program Requirements – 15 credit hours

Course #	Title of Course	Credit Hours
LLSS 556	First and Second Language Development	3
LLSS 558	Literacy Across Cultures	3
LLSS 559	Second Language Literacy	3
LLSS 580	Seminar in the Education of the Bilingual Student	3
LLSS 581	Teaching English as a Second Language	3
<i>TOTAL CREDIT HOURS</i>		<i>15</i>

*Students who are currently in a graduate program or are in graduate non-degree coursework and those students not currently enrolled at UNM who would like to add a Graduate Transcribed Certificate in TESOL will need to fill out the online Transcribed Certificate application through Admissions.

To apply, fill out the online application at <http://www.unm.edu/apply/>. Once the page opens, look to the right hand side of the page for a Red bar that says **Start your Graduate Application** and click on it. Proceed with the process.

Application deadlines dates: June 30th for Fall; November 1st for Spring; and April 25th for summer.

Within the Program of Interest section of the application, the applicant will need to select all of the following choices:

- **College: College of Education**
- **Department: Language/Literacy/Sociocultural Studies**
- **Program/Major: Teaching English as a Second Language**
- **Degree: GCERT Teaching English as a Second Language**
- **Interest: General (GCERT-TESL)**
- **Complete the Graduate Online Application - Transcribed Certificate in TESOL**
- **\$50 non-refundable application fee (credit card payment is part of online Graduate Application)**

- **One official transcript from each college previously attended (exception: UNM transcript)**

General Requirements

To meet general requirements for a graduate certificate a student must:

1. Complete a minimum of fifteen (15) credit hours of graduate course work;
2. Fulfill any additional requirements established by the certificate program;
3. Maintain a minimum cumulative GPA of 3.0;
4. Have a Program of Studies approved by the Dean of Graduate Studies;
5. **At least 50% of the course work required for the certificate must be completed after admission** to the certificate program, unless further restricted by the graduate certificate program;
6. No more than one-third of the courses applied to the certificate may be “topics”;
7. No more than one-fourth of the total course work credit hours required for the degree may be graded C, C+ or CR (See Grade Point Average policy);
8. Must complete 75% of the course work credit hours required for the certificate at UNM; and
9. Must be enrolled at the time certificate requirements are completed.

Program of Studies for Graduate Certificates

A graduate certificate student must file a Program of Studies with the Office of Graduate Studies by **October 1st for Spring graduation, March 1st for Summer graduation and July 1st for Fall graduation**. The Dean of Graduate Studies must approve the Program of Studies. The form may be obtained from the academic unit offering the certificate, the Office of Graduate Studies, or from the [OGS Web page](#). **Students must be enrolled in a course the semester they file for the transcribed certificate.**

Time Limit for Completion of Graduate Certificates

All work used to meet requirements for a stand-alone graduate certificate must be completed within a three (3) year time period immediately preceding awarding of the certificate. Graduate units may impose a stricter limitation on the time limit for a graduate certificate. Requirements for certificates taken in conjunction with a graduate degree must be completed within the time limits for the graduate degree.

Department Contact

Language, Literacy & Sociocultural Studies contact
Debra Schaffer
Hokona Hall Rm 140
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Appendix 2

NCATE Board of Examiners Final Report

NCATE Board of Examiners Final Report

BOE Report for Continuous Improvement Pathway (Updated May 2013)

Summary for Professional Education Unit

Institution Name:

University of New Mexico

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Not Applicable	Not Applicable
Standard 4: Diversity	Movement Toward Target (developing or emerging)	Movement Toward Target (developing or emerging)
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

Established in 1889, the University of New Mexico (UNM) began with two departments, one that prepared teachers and one offering general studies; the first class in 1895 awarded bachelor's degrees to five teachers. The university, with a current enrollment of approximately 36,500, is classified as a research university with very high research activity. In addition to the main campus in Albuquerque, four branch campuses in Gallup, Taos, Los Alamos, and Valencia have two-year degree missions in rural areas. Extended university offers bachelor's, master's, and licensure programs at eight centers, including three which provide educator preparation coursework: Farmington, Gallup, and Taos. These centers serve rural area students who are pursuing coursework and/or degrees, with most coursework offered online.

The College of Education (COE) is designated as the unit for educator preparation. It is the fourth largest in enrollment and has the third largest budget of the 15 colleges and schools. In conjunction with the College of Arts and Sciences and the College of Fine Arts it offers programs at the initial and advanced levels, including those for other school professionals (OSP). All five departments within the COE offer programs at both levels. Programs offered at UNM include art education, bilingual education, counselor education, early childhood multicultural education, educational leadership, elementary education, music education, physical education, secondary education, special education, speech and hearing sciences, and TESOL. The music program, with NASM accreditation, is housed in the College of Fine Arts (CFA). The art education program recently moved to CFA. The program in speech language pathology, with CAA accreditation, is housed in Arts and Sciences. The counseling program has been accredited by CACREP. Currently all candidates in initial preparation programs at the bachelor's level must complete at least 57 credit hours in general education; those in elementary and secondary must have one or more endorsements.

Faculty in educator preparation on the Albuquerque campus numbered 142 in 2014-2015 (6.5.8). Two full-time faculty serve on the Farmington campus and two on the Gallup campus, according to IR addendum exhibit 6.5.9. Some faculty who teach via distance technology make trips to the extended campuses to meet with candidates.

In 2014-2015, 964 candidates were enrolled in initial programs at the undergraduate level(4.4.e). An additional 496 candidates were enrolled in programs at the advanced level.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The NCATE legacy visit was conducted by a team of five members of the Board of Examiners (BOE) from Sunday - Tuesday, assisted by the state team chair and a consultant from the New Mexico Public Department of Education (NMPDE). State protocol calls for the NCATE and state teams to conduct a joint visit. However, this provision was not followed. The state team conducted its work of evaluating programs from Tuesday - Friday the week prior to the onsite visit, with the state team chair remaining for the duration of the NCATE visit to assist the NCATE team. The original state team chair withdrew from the visit approximately two weeks before it started, for medical reasons.

The offsite visit was conducted on June 11, 2015 by the NCATE team, with the original state team chair and PDE consultant participating.

CAEP staff reported that no third party testimony was received.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

According to UNM websites, elementary education at the bachelor's level, elementary and secondary education and educational leadership at master's level and an educational leadership certificate program are available through UNM Albuquerque at Farmington, Gallup, and Taos. The largest enrollments are at Farmington, which graduated 29 at the bachelor's level between 2012 and 2015 and 20 in its master's level program. Eight initial candidates graduated at Gallup since 2013. Because of the small size of the NCATE team and the presence of programs with faculty, staff, and candidates on branch campuses at great distance from Albuquerque, two NCATE team members conducted virtual interviews for three hours with candidates at Farmington and with faculty at Farmington and Gallup prior to the visit. Team members received virtual tours of those two campuses and the Taos campus via e-mail links.

During interviews with program faculty at the two campuses via Zoom prior to the onsite visit, team

members learned that Farmington currently has candidates in initial programs and two cohorts totaling 12 at the master's level. The master's program at Gallup enrolls 19, including some in the Teach for America program there.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There were no unusual circumstances affecting the visit.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The conceptual framework (CF) was developed and approved by faculty April 18, 2000, revisited in 2008, and has been updated in recent years to guide the preparation and assessment of professionals in the various programs. The update is evidenced by the relevant research referenced in CF, spirit of dialogues among and between constituents, and a bibliography. A summary of the framework follows.

The conceptual framework outlines understandings, qualities of practice, and characteristics of professional identity (UPI) as indicated in research on effective practice and required by state and national competencies and standards while at the same time meeting the vision and mission of the unit.

Professional Understandings support the practices and beliefs of educational professionals. Beginning practitioners gain a background in (1) human growth and development, (2) culture and language, (3) disciplinary knowledge, (4) desired practices in their field, (5) technological implications, (6) how knowledge is constructed and changed within social contexts, and (7) past and current issues in their professions. These understandings are deepened and extended within the context of their continuing practice and education.

Professional Practices vary across the fields represented in the unit. Teachers envision their field and their students, plan and implement classroom experiences, manage classroom environments, assess student performance, and reflect on, evaluate, and adjust their practices (Masters, 2014; Shulman, 2004). Other professions engage in similar, but not identical, practices. The unit seeks to help professional educators develop practices that create rich contexts for learning (Fonseca & Garcia-Marques, 2013) and that are learner-centered (Polly, Margerison, & Piel, 2014), coherent (Moss, 2008), culturally responsive (Gay, 2013), and technologically current (Walsh, Sanders, & Randolph, 2013). Over the course of a career, educational professionals become more able to enact these qualities of practice.

Professional Identities develop through participation in communities of practice (Moss, Gibson, & Dollarhide, 2014; Wenger, 1998). Course work and field experiences provide mentoring opportunities into the ways of thinking, doing, valuing, reading, writing, talking, and believing (Gee, 2000) indicative of educational professionals. The unit seeks to develop professionals who are caring, inquisitive, ethical, reflective, collaborative, and consider themselves as advocates for students/clients. The unit identified

the following aptitudes and habits of mind that candidates will develop in the course of their study: (a) knowledge of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, languages and the arts; (b) skills, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork, and problem solving; and (c) responsibility, both personal and social, manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action and foundations and skills for lifelong learning.

The UPI framework is informed by numerous sources including but not limited to state and national standards and/or competencies which form the structures for assessment rubrics and instruments that measure candidate learning outcomes for all programs across the unit, but are highly autonomous by the various disciplines in teacher education. It reflects the mission and vision of the unit for cultural responsiveness in preparing educators for P-12 schools; systemically ensures coherence among curriculum, instruction, field experiences, clinical practice; and commits to knowledge, teaching competence, student learning, and dispositions that the faculty value in teachers and other professional school personnel.

The highlight of the present rendition of the conceptual framework is that it identifies diversity as the single most dynamic core value that drives candidate proficiency and student learning. Candidates are expected to develop culturally responsive practices to respond to New Mexico's unique linguistic and cultural diversity. In support of diversity, dispositional assessments summarize the candidate's commitment to fair and equitable learning opportunities for all students. Finally the conceptual framework embeds the various tools of technology for instruction, classroom management, and personal productivity to facilitate 21st century learning environments to fostering student achievement for all students. All candidates are expected to understand the effects of media and technology on knowledge and skill acquisition and communication of ideas.

Findings of the joint NMPED and NCATE BOE teams include that the conceptual framework is connected to the assessment system in numerous ways including but not limited to candidate learning outcomes, program annual reports, syllabi, personal and collective testimony, transition points, and is well known to candidates across all programs especially in regard to culturally responsive practices and social justice qualities. This 2015 version of the conceptual framework demonstrates a recent research base and a bibliography to support it.

An example of the application of the CF was found in The Albuquerque Journal editorial published on October 4 during the site visit. Titled "U.S. higher ed should ride UNM's teacher sea change," it outlined the efforts of the COE dean and faculty to strengthened "its teachers' college for both its students and the students its graduates will be entrusted with." The dean's vision of UNM as a model of "what the United States will be one day in terms of our students' ethnic diversity" and the joint efforts of the COE, UNM provost, and university president to address this reality were highlighted in the editorial.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The onsite campus visit, additional evidence in the addendum exhibits, and video interviews with off-site field centers provided data that inform this report. The unit's undergraduate initial teacher preparation programs include art education, early childhood multicultural education, elementary education, music education, physical education, secondary education (language arts, mathematics, science, social studies, and world languages) and special education. Initial programs are also available at the master's level in art education, elementary education, secondary education, and special education. The unit offers 15 advanced programs or programs for other school professionals including master's in art education; language, literacy and sociocultural studies (LLSS); counselor education; educational leadership; elementary education; secondary education; special education; and physical education. Educational diagnostician is a graduate certificate program. There are four EdD programs and five PhD programs. Interviews with the program coordinators and their collected data provided the onsite team with confirming evidence that all doctoral programs have more than 50 percent of their graduates move to positions outside of P-12 education, thus making these doctoral programs outside the purview of this review. Three programs received national accreditation: music education (NASM), counselor education (CACREP), and speech and hearing sciences (CAA). The director of CAEP accreditation indicated that endorsements are not under the scope of this review (1.4.6). Programs that did not submit national accreditation reports developed state program reports that were made available to team members. These internal reports provided information about the program of study, syllabi, key assessments, and the relationship of the assessments to the state standards. The unit reports seven categories of assessments used to derive unit data aligned to the conceptual framework and established programmatic goals. These include such components as grade point averages, lesson planning, instruction, assessment, classroom management, diversity, and dispositions with each assessed during course work or field experiences.

As of fall 2014, entering teacher candidates must have a minimum, cumulative GPA of 2.7. The minimum score on the new basic skills test, National Evaluation Series (NES), for entry into the educator preparation programs was 220. The reported scores for the unit in 2014-2015 indicated an overall NES Basic Skills Score pass rate of 77 percent for 485 examinees (updated exhibit 1.3.2). The analysis of the NES basic skills test reveals that the disaggregated passing rate for NES I Read was 84 percent, NES EAS II Write was 70 percent, EAS III Math was 76 percent at the undergraduate level (1.3.2), and the EAS III Math was 71 percent at the graduate level (1.4.17). Analysis of the 2014-2015 NES data indicates that 93 percent of graduates passed the elementary teacher competency test and 96 percent passed the secondary teacher competency test. However, updated data on the state content area test (which over the three years includes NMTA and NES) in the addendum (1.3.2) reveals that the pass rate in recent administrations on mathematics content was 76 percent, middle level mathematics was 79 percent, and social studies 79 percent; science for the past three administrations (NMTA for two administrations and NES for one administration) was at 78 percent, 78 percent, and 81 percent. Over the past three administrations, two programs consistently fell below 80 percent: middle school mathematics at 54 percent, 79 percent, and 79 percent and early childhood with 79 percent, 73 percent, and the most recent iteration at 60 percent (n= 30). These data do not confirm the required 80 percent pass rate for all content examinations. The unit recognizes that some content areas have fallen below the 80 percent pass rate (addendum document). The addendum document also reveals that the unit began discussion with faculty at a fall 2015 retreat and considered as a potential solution that they require candidates to take content tests required for New Mexico licensure prior to admission to the final clinical experience. In

interviews with faculty this possible change was reiterated with the rationale that at that point candidates are closer to the time frame of their taking the actual content courses. There is also discussion of the creation of a test support center to assist in the preparation of teacher candidates.

Eighteen reports with program level data were received and reviewed. They included initial program data from six or seven key program assessments, most frequently related to planning, instruction, assessment, dispositions, and diversity. Teacher candidates were rated in their instructional practice over four semesters and in their student teaching with 86.1-92.2 percent meeting or exceeding expectations (1.4.d). The survey of employers was created by the COE administration in alignment with the New Mexico TEACH evaluation (NMTEACH) rubrics currently used in the state to evaluate practicing educators. Employers (94 respondents in 2014-2015 for a 49 percent response rate according to 2.5.9A) evaluated candidates with a mean score of 3.3 on a 5 point scale on the skills that match the stated NMTEACH criteria. Assessment data indicate competence in lesson planning and developing meaningful learning experiences for students. Candidates were less than effective (2.8 rating) in using student achievement data and formative assessment and rated 2.7 in asking students rigorous questions. These data are not defined as to whether they address initial or advanced programs but they are disaggregated by grade bands: elementary, middle school, high school, and multi-level. A survey of graduates collected in spring 2015 (27 percent response rate with n=57) noted that they were most favorable about the quality of teaching (4.2 on a 5 point scale) and the quality of the learning experiences. In previous iterations of data collection there were issues regarding online experiences, and candidates wanted more attention to expanded field experience opportunities and classroom management ideas. In student work samples presented during poster sessions and documentation provided to the BOE team, which included portfolios, there were numerous high quality pieces of evidence demonstrating that candidates in initial and advanced programs have an in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. In addition these presentations and work samples verified the use of technology in initial and advanced programs.

There is other evidence of initial candidates' effective use of technology in instruction with scores from fall of 2012 - spring of 2015 (1.4.12). In elementary education 99 percent are meeting or exceeding the expectations in that period, with 92 percent meeting or exceeding expectations in secondary education. At the master's level 92 percent of the candidates in secondary education met or exceeded the expectations with 100 percent of the elementary education candidates doing so. The technology data for other programs were not reported. There was evidence provided that the physical education program expanded practical training skills in assessment through tablet technology in particular using it to create rubrics, score students' performance, and provide immediate feedback. The physical education program prepares candidates to use video to analyze students' motor skills and self-assess their teaching. Evidence was provided from multiple interviews and poster sessions with initial and advanced candidates as well as portfolio data about candidates' preparation and assessment for responding effectively to school, family and community contexts. Initial and advanced candidates as well as graduates revealed that the programs' attention to P-12 students' identities in relation to their context and background were essential components of their preparation as an educator.

At the advanced level candidates in each program reported data from six assessments. Elementary and secondary candidates were assessed on the same six measures. In the area of instructional planning overall in four years of administration of these measures 94 percent to 100 percent of the candidates met or exceeded the expectations. In the area of research and reflection 87 percent to 100 percent met or exceeded expectations, and in the area of professional experience those who met or exceeded expectations were at 97 percent to 100 percent. Recent graduates of advanced programs discussed numerous examples of their expertise in aspects of professional and pedagogical knowledge and described ways that they contribute to the dialogue of their work context based on their research and experiences from the programs. They gave examples of the leadership roles they hold in the education

community and how they collaborate with colleagues and their former faculty at UNM to contribute to school improvement and reform.

Teacher candidates show evidence of the ability to assess and analyze P-12 student learning, make appropriate adjustments to instruction, and monitor student progress. Evidence for this impact on student learning can be found in candidates' portfolios with the artifacts provided frequently in the competency category of assessment of children and evaluation of programs. There were also pieces of evidence provided on course assessments in initial and advanced programs in special education and in poster sessions where data on P-12 students' performance were graphed over time and analyzed in an effort to identify students' strengths and weaknesses and to tailor instruction accordingly. This construct is also evaluated by cooperating teachers and university supervisors during student teaching, and this domain is also assessed through follow up surveys of employers with items such as rating how their employees from UNM can use student achievement data to design activities which support student learning.

At the advanced level, learning outcome data aligned with New Mexico Level III Teacher Competencies and Administrator Competencies indicate that all candidates are meeting or exceeding expectations. Data indicate that candidates have a positive impact on student learning in the educational leadership program. For example, the educational leadership coursework and experiences are designed to assist administrative licensure candidates with understanding the importance of effective school leadership and its impact on student learning. Candidates are challenged throughout their program of studies to develop transformational leadership behaviors and skills associated with the school leader's instructional leadership role and responsibilities for improving student learning and school performance outcomes. This is exemplified in the documentation of the capstone inquiry project where candidates are tasked with making a positive change in their work context - often leading directly to impact on student learning. For example one candidate's project was about multi-tiered systems of support in the school, and it detailed through data and corresponding analysis the indicators of students' growth over time. These projects are reviewed in written form, and then a subsequent presentation is evaluated by three reviewers.

Knowledge and skills for other school professionals as well as their impact on students learning for all advanced programs for other school personnel are found in their nationally recognized status as they have met the national standards in their respective fields.

Approaches to assessing dispositions vary in alignment and expressed competencies (1.4.C., p. 66), and the reporting of candidate disposition data were inconsistent across programs. There is no unified unit disposition instrument used at either the initial or advanced levels; therefore, a variety of assignments with embedded dispositional components and self-assessments are incorporated to capture these data. There is evidence that some programs (art, physical education, secondary, early childhood multicultural, and special education) have attempted to develop a variety of paths to linking the different rubric anchors and scales to a common set of levels of needs improvement, meets expectations, and exceeds expectations. For example, the early childhood multicultural education dispositions rubric does not address student learning or align specifically to the CF and scores indicate that 54.5 percent (fall 2013) and 37.5 percent (spring 2014) of the candidates need improvement. During multiple interviews on the main and field centers, teacher candidates from several programs reported that they self-assessed their dispositions at the beginning and end of the program and that their dispositions are also assessed during clinical placements by cooperating teachers and university supervisors. These assessments were in experiences in the schools prior to and during student teaching. Data from university supervisors indicated that candidates were rated highest (100 percent meet or exceed expectations) on their belief that all children can learn and at 86 percent meeting and exceeding for both the categories of fairness and enthusiasm. Data showed that candidates were largely meeting or exceeding the dispositions scores on the main campus as well as the field centers in elementary education and early childhood multicultural education. The art education programs report no data for dispositions assessment (1.4.5B p.22). There

are dispositional data collected from employers about candidates, disaggregated by grade band but not by specific program or initial or advanced level candidates (2.5.9A). Data on items such as believing all students can learn (3.5 on a 5 point scale) and demonstrating respect for all student groups (3.6) were some of the most highly rated items on this employer survey. At the advanced level between 77.4 and 100 percent of the candidates met or exceeded the expectations for dispositions; it was unclear if the same instrument was used. Interviews with advanced students indicate cultural responsiveness as one of the most meaningful dispositions highlighted in their programs.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit is engaged in ongoing analysis of candidate performance, revision of assessment instruments, and analysis of programs. Additional changes have been prompted by new requirements from the state of New Mexico such as in the continued development of the educational diagnostician program and a new initiative of a family and child studies program started in fall of 2015. The later program links to the option of two new early childhood teaching licenses. Revisions to the educational leadership program in collaboration with the Albuquerque public schools and funded through a USDE grant has been noted as an exemplary program and a model for possible replication across the state.

Since moving to the Tk20 CampusWide, an annual assessment report of student learning outcomes (SLO) has initiated additional data analysis and discourse on what candidates should know and be able to do as part of unit programs. Because previous efforts to gather data from graduates and employers was headed by an external agency, the unit felt the questions were disconnected from their need for information. Now, through the Tk20 platform, changes to the surveys were made possible, and programs can incorporate these data in decision making for continuous improvement. As a result of feedback about challenges to candidates living in remote parts of the state, the combined elementary and secondary education advanced degree was created to be fully online.

Faculty report that they are focusing on the constructs that carry importance throughout the candidates' careers and are planning to strategically collect data on those components. By looking at ways to use assessments to find out about the candidates the culture of data driven assessment is provoking new questions and more purposeful planning. For example a program coordinator provided documentation of a set of data that was driven by the secondary education group's desire to answer key questions they generated as a team. These data were used to pinpoint an assessment that was not sensitive (providing data across multiple administrations that all students were exceeding expectations) so they recognized the need to develop a more rigorous measure.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

1.3 Areas for Improvement and Rationales**1.3.a What AFIs have been removed?**

AFI	AFI Rationale

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

1.3.c What new AFIs are recommended?

AFI	AFI Rationale
Content knowledge is below the 80 percent passing rate standard in several program areas.	Candidates did not attain the required passing rate of 80 percent on content area exams in several of the secondary education disciplinary areas, middle school mathematics, and in early childhood multicultural education.
Evidence of candidate professional dispositions is inconsistent across programs.	Assessment instruments developed at the program level vary in the quality of rubrics, use different scales and anchors, and are inconsistently administered.

1.4 Recommendations**For Standard 1**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 2

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The UNM COE has over the last four years been honing an assessment system for collecting, analyzing, and evaluating key candidate assessment data and unit evaluation data, centered in the Tk20 Higher Education data collection information technology program. Prior to that time, the university adopted Tk20 Campuswide in which the COE participated. The two systems are not linked, but COE faculty have taken advantage of institutional faculty growth opportunities for analyzing assessment data and using it to evaluate their coursework and programs. A review of Tk20 program data shows that most programs fully participate with data entry; however, Tk20 reports show a few programs missing data for 2012-13. A few other programs do not enter data into Tk20 but instead submit their data to the data team who then creates a separate data file and report for them. The art education program has moved into the College of Fine Arts, so they will need to submit their data outside the Tk20 system in the future.

The unit operations are assessed through campus wide assessment and program assessment processes, which articulate overall with NCATE standards. For example, the campus wide assessment maturity matrix evaluates the unit's assessment plan, student learning outcomes alignment with program learning goals, program assessment measures, data collection, and implementation of improvements/revisions. Candidate advising and placements, faculty instruction, and technology and support are assessed through candidate, graduate, and employer surveys. Technology is also assessed through field experience assessments. Data study of unit wide data by the data team has also resulted in the creation of the Field Experience Center and Field Experience Portal to improve the field placement process. The unit provides an annual state of assessment report to the provost's office. The COE College Assessment Committee uses this report to inform their review of data across the unit. Unit leadership is working on documenting this assessment process as it addresses the NCATE standards.

Last year a new dean was hired, and in spring 2015 a new associate dean position was created and filled for the purpose of overseeing assessment, accountability and accreditation. The new associate dean has assumed leadership of the College Assessment Review Committee (CARC), consisting of the associate dean and one faculty member from each department, which monitors annual program progress. The unit has worked to align the new data collection system with the unit assessment system. The data management team, consisting of staff, assists faculty in compiling and analyzing data. Leadership has

begun to work with department chairs to identify strengths and weaknesses of the unit based upon data analysis and program evaluation. The systematic and comprehensive process for improvement of the unit operations is still in development under the direction of the new leadership. A proposed plan has already been articulated. The IR and Exhibit 2.4.E. indicate that candidate complaints are resolved and documented within the dean's office, although the team did not verify this in interviews.

The data management team prepares data reports for faculty to analyze. The unit's system includes data on multiple candidate assessments for admission, transition points, and program completion. The system provides assessment information on candidates, graduates, unit operations, and program quality. Surveys provide data from candidates, graduates, faculty, supervisors, cooperating teachers, and employers for unit assessment. However, some 2012-2013 candidate assessment data are incomplete in the evidence provided (e.g. Ex. 1.4.5A, Ex. 1.4.5B, pp.13, 16, 18 and Ex. 1.4.14A). The system is also not set up to provide files or reports for individual candidates' assessment data. Program coordinators track individual candidate progress for advancement to student teaching through their own department student files and consider this operation a function of student advising. The elementary program uses the advising center for the candidate advancement process because their program is too large to handle this task within their department.

Faculty indicated in interviews that they use data reports to improve instruction, revise coursework, and evaluate their programs. Candidate and faculty interactions with data to improve candidate performance are clear from field experience assessments and course assessments. The Undergraduate and Graduate Curriculum Committees consider ongoing program improvements through the UNM governance policies.

Faculty report analyzing data together regularly and frequently (as often as monthly) to effect data-based improvements in their courses and programs (Ex. 2.4.G.). Physical education faculty found that their data indicated a need for more attention to classroom and behavior management and created a course (PEP 430) to specifically address this issue. They also found some data gaps in assessment of dispositions and management, which prompted them to add a category on dispositions and enhance their assessment criteria for management and motivation. Their data also showed a need for more reflection and perspective on dispositions, so they have added a dispositions self-assessment. Based on data, they have also added areas on progressions and differentiation to their lesson plan format. Through study of assessment data, the elementary education program has developed a finer rubric for their key assessments. Elementary and secondary education programs have also added a second assessment project to student teaching placements. Faculty study of data in the education leadership program led them to formalize their dispositions assessment in the Tk20 system, which had previously been instructor administered. They also added a dispositions self-assessment to entry program requirements. After review of their assessment data, the special education program developed a curriculum map to ensure better alignment of assessments to outcomes and state competencies. Data study also prompted the addition of content specific lesson planning assessments. Other data driven improvements for this program include adding a diversity requirement and broadening their education technology course to include integration of technology in all instruction rather than only specific assistive technology applications (Ex. 2.5.6.).

The COE has established the Curriculum Consensus Committee for the purpose of complying with the new SB 329, which mandates that teacher education programs significantly reduce their general education course requirements. The committee consists of faculty, program coordinators, and two associate deans. Program coordinators and faculty report that this experience has allowed them to collaborate at the highest levels to impart substantive changes to their programs. While the mandate reduces general education coursework, it allows education programs to include more education courses. The education programs are embracing this mandate as an opportunity to include courses in such specialized areas as Native American education, special education and bilingual education.

Evidence shows that employers have limited opportunities to evaluate the unit because their survey data is limited to candidate quality concerns. The surveys are presently under revision to correct this. Also, employer survey data are not disaggregated by program at this time although the surveys are related to specific candidates in their employment. Many employers indicated in interviews that they do not all receive surveys, and they do not have feedback opportunities; they indicated in an interview that they have information they would like to provide to the COE about meeting their P-12 needs. The dean indicated that he has recruited 25 members of the professional community to act as an advisory council to the COE through sharing of assessment data. This new group will begin to meet with the COE this fall. District personnel reported in interviews that the program coordinators, supervisors, and faculty listen and respond to their needs.

A few programs have already aligned key assessments and rubrics with the CF and standards in all programs; other programs report working on revising their rubrics to better express the competencies, which raises questions as to assessments' fairness, bias, accuracy and consistency. Faculty and unit leadership state that they began the alignment process this year. The dean's new assessment framework is intended to provide the basis for revision and alignment of all programs' assessments with CF and standards, including faculty training for inter-rater reliability and standards revisions.

Exhibit 1.5.C. expresses professional dispositions as follows:

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.

All programs assess these dispositions, but through different means. Some embed it in their key assessments while others embed it in coursework or interviews and reviews of candidate performance. Still others have separate dispositions assessments. In addition, where dispositions assessment is embedded in other assessments, the dispositions assessment results are not disaggregated for useful analysis. It is not clear whether all candidates are assessed on dispositions aligned to the CF because of the varieties of dispositions assessments and evidence that does not show comprehensive and consistent dispositions assessment (Exhibit 1.4.E.) Interviews with faculty did not reveal a coherent articulation of the dispositions across programs as defined by the CF. The programs have been working on revisions of dispositions assessments, and some updates have been completed while other have not.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The associate dean is working to align their university assessment with their unit assessment so that NCATE standards are specifically articulated across both assessments, which contributes to more unified assessment operations. They provided a crosswalk of NCATE standards with their university assessments. The elementary and secondary MA programs are now tracking their candidates' growth on learning outcomes through alignment with the university assessment maturity matrix (Ex. 2.4.D.) The dean and associate dean are developing unit goals for an assessment framework, which will support standards-based assessments and consistent rubrics. Oversight of the assessment and rubric alignment process at the leadership level will be the responsibility of the new associate dean so that data-based program and unit changes can be enacted effectively. The College Assessment Review Committee (CARC) will coordinate revisions of the assessments and rubrics under direction of the associate dean of assessment, accountability, and accreditation. The addendum indicates that the dean has been included in the feedback loop since the system's inception through review of data reports and proposed data-based program improvements.

The unit has also hired an associate dean for educator preparation and development. She works closely with the associate dean of curriculum to lead faculty and program coordinators in major revisions of program coursework requirements to comply with SB 329 and to align key assessments and rubrics with the CF and standards. She will also liaise with the dean's new community advisory committee. Faculty and program coordinators expressed in interviews that they felt fully included in the assessment and program improvement processes through their membership on the Consensus Curriculum Committee (CCC). They collaborate not only within their programs but across the unit's programs through the CCC and the Undergraduate and Graduate Curriculum Committees.

Evidence shows that some programs, specifically education leadership, art education, physical education and special education, have already worked to create more aligned assessments with consistent rubrics. It is unclear how the data team will proceed with ensuring that all programs analyze their assessments for fairness, bias, accuracy and consistency, as many programs have not yet engaged in this process based on the evidence. The IR indicates that to-date the unit does not have evidence of comprehensive procedures for program-wide consistent assessment procedures.

A sampling of data-based program improvements provides a picture of the kinds of revisions that assessment data suggested. The physical education program has revised their classroom management instruction, field experience structure, and education technology. The elementary education program has revised their rubrics, added more formative key assessments, and created a key assessment for reading and literacy. The education leadership program has improved their capstone assessment by increasing the research skills component and aligning with the CF and standards. They also added a mid-point review by candidate request and are using more school-based data. The TESOL program has revised coursework and key assessments, particularly dispositions, to aligned with the CF. The counseling program found from the CACREP report that they needed more instruction on substance abuse and crisis management and have added instruction for these areas. Secondary education has added a diversity institute for candidates in which they shadow an ELL student for two hours, collecting data on the student behavior and actions. The special education program has re-aligned their whole program and is analyzing their data for formative progress. They have also added a philosophy paper, which is focused on the dispositions.

The program coordinators are moving toward deeper analysis of data to learn more about how their candidates can better meet the needs of K-12 students. In a recent review of data, the secondary education program found that their assessment was not sensitive enough to reveal strengths and weaknesses of their candidates and programs and have undertaken do a study of the validity and

reliability of their assessments. They spoke in an interview of applying research methods and an inquiry process to analysis of their assessments.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit's assessment system is not fully operational at the unit level.	The unit has made significant progress in developing a unit assessment system, which includes all programs. The system provides for regular evaluative feedback from the professional community through annual surveys. Most programs submit key assessment data to the Tk20 Higher Education data collection system. A few programs submit their data to the data team outside the TK20 system. The data team annually provides data reports to the programs, which analyze the data on multiple assessments and propose program improvements within the UNM governance policy procedures. The unit assessment is conducted in concert with the annual university assessment criteria, which are closely related to NCATE standards as the assessment benchmarks. For NCATE Standards which are not mirrored in the university assessment, the unit is evaluated for those standard areas through on the Higher Learning Assessment. The unit is working to more closely articulate these three assessment activities to demonstrate the full scope of

	their assessment as part of ongoing assessment system evaluation.
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2.3.b What AFI's are continued from last visit?

AFI	AFI Rationale
The unit has not implemented procedures to ensure consistency, fairness, accuracy and freedom from bias in the assessment of candidate performance.	The unit does not have in place a process for ensuring fair, accurate and bias-free candidate assessments(Ex. 2.4.C). Rubrics across the programs do not consistently include descriptions of practice to provide inter-rater reliability and assure that assessments are fair, bias-free, accurate and consistent.

2.3.c What new AFI's are recommended?

AFI	AFI Rationale

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 3

Standard 3: Field Experiences And Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit's programs and practices are guided by the conceptual framework, the eight core values that replaced the mission statement in 2010, and state and national standards and competencies. Both initial and advanced programs emphasize professional understandings, professional practices, and the development of communities of practice to assure candidates develop the knowledge, skills, and dispositions to meet the needs of the diverse learners they will encounter in their professional lives. While the unit has experienced leadership turnover in the past three years, the dean is working to enhance structures that provide oversight of programs and candidates' progress towards core competencies as teachers and instructional leaders. The IR addendum provided evidence that over the past three years the Community Partners Action Committee (CPAC) and the External Partners Action Committee (EPAC) prepared white papers as a foundation for initiatives that will change unit structure and curriculum. Both papers refer to the need to expand early field experiences, develop robust and meaningful clinical supervision, and involve partners in the design, development, and implementation of

programs, policies and procedures. Currently, there is no formal structure by which school partners and other members of the professional community have opportunity to provide input on the design, delivery, and evaluation of field experiences and clinical practice. However, letters of invitation have been sent to potential members of a Curriculum Advisory Committee that will be composed of educational leaders from around the state. Information provided onsite indicates this group will meet for the first time later this fall semester and will potentially meet each semester in the future. Interviews supported information that indicated the unit has acted upon informal conversations during the creation of MOUs, information from employer surveys, and collegial discussions to make changes such as expanding the number of candidates being trained in TESOL, bilingual education, and special education.

Information gleaned by the onsite team also clarified ways in which the unit and its partners place candidates in clinical settings. It has formal MOUs that delineate policies and procedures for placing candidates in field experiences and student teaching assignments with Albuquerque Public Schools (APS) and Rio Rancho School District. Candidates are also placed in other districts close to the main campus as well as districts associated with the campuses at Farmington, Gallup, and Taos. Programs have developed associations with individual schools (early childhood and multicultural education, art education, and elementary education) and community entities such as a home school network (physical education teacher education) to provide candidates with multiple opportunities to experience diversity, which the unit defines as going beyond race, ethnicity, social status, national origin, language, special needs, and gender to include inclusiveness, mutual respect, and multiple perspectives.

The New Mexico Administrative Codes govern both initial and advanced program requirements. Candidates are assessed at the midpoint of their program according to page 13, Exhibit 2.4.A. However, the accompanying table did not indicate the midpoint for secondary education BA/BS candidates, secondary education MA (ITP) candidates, secondary education MA (ADV) candidates, special education MA (ADV) candidates, and language literacy and socio-cultural studies MA candidates. According to the addendum response these programs do not have midpoint assessments as candidates are allowed to take courses in a non-sequenced manner (IR Addendum p. 9).

The unit uses a Field Services Portal (FSP) to track field and student teaching experiences. This was initially designed to meet the needs of secondary education to have a system that enables the collection of information needed to match candidates doing field experience and student teaching with appropriate cooperating teachers. The use of the portal has extended to other programs and has facilitated matching specific needs such as candidates seeking bilingual or TESOL endorsements within their degree program to appropriate cooperating teachers. Because programs have significant latitude to create procedures and instruments to address their needs, not all programs use FSP to match candidates with cooperating teachers but all programs use it to store specific sets of data. Examples include district pre-requisites such as background checks and unit pre-requisites such as admission to program. Data stored in FSP can be incorporated into the College Report Card as well as program reports for the Curriculum Assessment Review Committee that are then entered into TK20. Onsite evidence also disclosed that some programs allow candidates to select their cooperating teacher. This practice of self-selection is prevalent at the Farmington campus.

Initial programs at the baccalaureate level have differing expectations for hours spent in field experiences prior to student teaching. For example, secondary education requires one hour a week that is associated with EDU 362, elementary education candidates are in the field two days a week for a semester and three days a week for a second semester, early childhood education candidates complete four practicums, and physical education has a sophomore block and a junior block. All candidates complete a minimum of 16 weeks of facilitated student teaching. The dual license special education program requires two semesters of student teaching. One semester is completed in a SPCD PreK-12 environment; one semester is in an ELED K-8 environment. Each semester is a facilitated solo time experience with the student teacher, cooperating teacher, and university supervisor collaboratively agreeing on the timeline to complete the requirements which are typically divided into three phases (IR

Addendum Exhibit 3.5.4). Much like the SPED dual licensure program, initial candidates in the physical education program and art education program are placed at different school sites to complete their field experiences and student teaching assignments (IR Addendum p. 11). This variety of experiences provides opportunities to observe a variety of teaching styles and methodologies and also affords program faculty the ability to match cooperating teachers' strengths with candidates' specific developmental requirements.

Secondary education candidates do their field semester and student teaching semester with the same cooperating teacher. This policy does limit exposure to different teaching methodologies, multiple methods of classroom management, or distinctly differing experiences with diverse students or professional colleagues. The IR p. 11 states that this was a "carefully considered decision", a statement confirmed during onsite interviews. The program believes that spending a full academic year in a single classroom allows the candidate to assume more responsibility, do more complex teaching, and build substantive relationships with students. The program requires all candidates to participate in a service learning project during student teaching. This project is chosen by the candidate and designed to expand his/her connection and interaction with students and the site community. Examples included working with extra-curricular activities, tutoring, and coaching. Service learning is an opportunity to model the commitment to the profession that is part of the formal evaluation instrument for New Mexico teachers. Elementary education also believes that depth of experience is a priority -- its candidates also have a single placement -- and that the diverse demographic composition of students at the school sites the unit works with assures candidates have opportunities to gain expertise to assure all students learn.

All programs use university supervisors, some of whom are classified as part-time instructors, to oversee student teaching candidates and act as liaisons between the unit and cooperating teachers. Again, program autonomy creates great variety in the number of required observations conducted by the university supervisor but all programs require a formal observation and written evaluation by both the cooperating teacher and the university supervisor at about the sixth week of student teaching and end of the semester. These evaluations are shared with the candidate and entered into TK20.

The addendum clarified that all university supervisors have teaching experience in the area they supervise. Prior to 2012 the unit held four meetings a semester with university supervisors and cooperating teachers. Due to budget constraints from the recession the unit no longer has the funding for these meetings; consequently, field services staff provide training regarding the assessment system, observation requirements, and partnership protocols to the university supervisors. The university supervisors are responsible for sharing this information with the cooperating teachers (IR Addendum p.10).

Candidates must meet the New Mexico Entry Level Competencies related to technology skills. All candidates are required to take MSET 365 or EDUC 438, courses in which they develop basic computer and technology operational concepts. Interviews confirm candidates understand personal and professional use of technology and are adept at using various forms of technology and media to support teaching and learning. Examples of these skills include candidate videos, assessment software, graphing tools, white board usage, using music to enhance instruction, creating websites, blogs, and digital narratives. Emphasis is placed on appropriate use of web sites for various grade levels and/or disciplines. SPED and physical education programs model the use of adaptive technologies while advanced and online programs use Learn, an online instruction environment. Candidates are expected to incorporate instructional technology into lesson plans, interpret its usefulness as an instructional tool, and teach students how to produce, not just use technology.

In 2010 education leadership became a partner with New Mexico School Leadership Institute to form the Alliance for Leading and Learning (ALL). Funded by a grant from the USDOE School Leadership Program, this partnership uses a cohort model to recruit, mentor and support aspiring principals. ALL

courses were co-designed and are co-taught by faculty and APS principals and relevant central office personnel. Onsite interviews emphasized the efficacy of this program in creating successful building leaders.

Candidates in the traditional education leadership program complete their internship hours at the school site in which they work. This is the result of lack of funding to release interns from their teaching responsibilities and school board policies. A program field supervisor and the cooperating principal at the school site guide and support the intern. A mid-point review meeting is held at the halfway point of the internship to evaluate knowledge, skills, and dispositions and goals for the remainder of the semester are set.

Non-licensure advanced candidates are required to complete six credit hours of practicum during two non-sequenced semesters. These candidates are leaders and emerging leaders in instruction, non-profit education organizations, and state, tribal Bureau of Indian Education, and other education organizations. The required practicum is intentionally designed to allow candidates to gain specific experiences and skills associated with personal goals. Therefore, practicum focus, activities, and mentor choice are determined individually with the candidate and approved by the instructor through a detailed practicum contract.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The Community Partners Action Committee (CPAC) and the External Partners Action Committee (EPAC) produced white papers to create a foundation for future initiatives related to unit structure and curriculum revisions. The unit has acted upon informal conversations with school partners, employer surveys, and collegial discussions to make changes in such areas as training more candidates in high needs areas such as TESOL, bilingual education and special education. A Curriculum Advisory Committee composed of education leaders from across the state will hold an initial meeting during fall semester 2015 to formalize partnership input. Plans call for this committee to meet each semester in the future. There are formal MOUs in place with partnership districts and programs have developed associations with individual school sites and community entities to provide multiple opportunities for students to experience diversity in their field placements. Secondary education requires all candidates to participate in a service learning project during their student teaching. This requirement is an opportunity to model the commitment to the profession that is part of the formal evaluation instrument for New Mexico Teachers. The Field Service Portal (FSP) is used to track field and student teaching experiences, facilitate matching identified program needs, and store specific sets of data. Implementing university supervisors to oversee student teaching candidates has facilitated cooperation with school partners and consistency of candidate within programs. Education Leadership in partnership with the New Mexico School Leadership Institute formed the Alliance for Leading and Learning (ALL) to recruit, mentor, and support aspiring school principals.

What areas of the standard are being addressed at the target level?

Elementary Education has created co-teaching collaborative schools and secondary education embeds student teachers and unit faculty at school sites that are ethnically diverse with high numbers of students who qualify for free or reduced lunch and demonstrate large achievement gaps. There is an emphasis on preparing bi-lingual and TESOL endorsed candidates with 13 student teachers embedded at La Mesa elementary school. Supporting Transformative Action in Reciprocity Together (START) provides field experiences in rural and Native American communities. Education leadership has programs to develop and train learners from these communities and is moving forward a proposal for a master's degree program with a concentration in American Indian studies.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale
<p>Secondary education programs lack systematic procedures and consistency regarding the placement and supervision of candidates in field experiences and clinical practice.</p>	<p>The unit addressed this AFI in two ways: It implemented the practice of hiring university supervisors to provide oversight and support at the instructional site for student teachers and cooperating teachers. University supervisors are trained by unit staff to assure consistent evaluations and timely feedback to candidates. It created the FSP as a tool to assist in matching student teacher candidates with appropriate cooperating teachers and as a cache to store program requirements, demographic, and geographic data related to field placement. Together these changes provide procedures and supervisory consistency for secondary education candidates enrolled in student teaching.</p>

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

3.3.c What new AFIs are recommended?

AFI	AFI Rationale

3.4 Recommendations**For Standard 3**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 4**Standard 4: Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

4.1 Overall Findings**What did the evidence reveal about the unit continuing to meet this standard?**

The unit continues to meet Standard 4, its target standard, at both the initial and advanced levels. The University of New Mexico and the unit value diversity and work to make it an integral part of their mission and core values. Advocacy, diversity, and social justice, found in the conceptual framework, were often cited in interviews with faculty, candidates, and graduates as guiding educator preparation to help all students succeed. As described in the offsite report, and below, the unit shows strength in its curricular offerings for diversity; courses are required for candidates in all programs except educational leadership, which embeds diversity in a number of its courses. Diversity is featured prominently in the eight core values of the conceptual framework and objectives related to it appear in course syllabi. Field experience and clinical practice settings in the minority/majority state provide opportunities to work with diverse learners. Candidate and faculty demographics reflect those of the state and region.

In response to a request for the unit's definition of diversity, which did not appear in the IR, the addendum contained the following abbreviated definition: Diversity is the multiplicity of people, cultures, and ideas that contribute to the richness and quality of life. Diversity includes: race, ethnicity, social class, national origin, language, exceptionality, religion, spirituality, age, sexual orientation,

gender, and gender identity. The definition is said to align to the conceptual framework to guide the work of candidates in the development of understandings, practices, and identities as well as guide faculty in the work of unit governance. In interviews candidates and graduates mentioned cultural responsiveness as a disposition associated with their preparation in this area and provided examples of how they are prepared in accordance with this definition but they sometimes struggled to provide examples of diversity and dispositions related to it for which they were being prepared.

Team members asked what diversity proficiencies, based upon the conceptual framework, are assessed for all candidates at initial and advanced levels. In response, the unit indicated in the IR addendum that each program has autonomy to develop its own assessments and rubrics. Interviews with faculty and candidates verified that diversity proficiencies are program specific, although some, such as cultural awareness cited above, are found across a number of programs. An initiative is underway to determine what unit-wide assessments might be appropriate for future data collection.

Team members asked for clarification regarding unit-wide assessments and program assessments of candidate ability to develop lessons, teach, and assess students from diverse populations and their impact on student learning. In response, the program attached the original IR exhibit 4.4.a with aggregated data for all programs and the percent of candidates in each program over a three-year period who were at the exceeds expectations, meets expectations, or needs improvement levels, based upon rubrics in exhibit 4.4.c from the original IR. Captions for those rubrics indicate that they represent a portion of each program's student teaching observation for initial candidates rather than specific assignments related to planning, student learning, etc. As described above, each program has autonomy to develop its own assessments and rubrics. The levels of candidate performance on rubrics for initial programs vary from three to four to five but aggregated data were reported for three levels. The introductory materials to the addendum exhibit explained how the program adjusted the four and five level rubrics to report data for three levels only. Team members were unable to learn what algorithms were used in the conversion of data. Some rubrics, such as secondary education, special education, and educational leadership, have no descriptors for candidate performance of the three, four, or five levels. The performances being assessed vary widely and few related directly to planning, teaching, assessing, and impact on student learning for diverse populations. The rubric for early childhood multicultural education assesses candidates in a single criterion about their ability to create learning environments rather than on the performance related to the team's inquiry. It is based upon five levels ranging from substantial guidance and support (1) to mastered (5). The rubric for LLSS.M.A Literacy is based upon a paper. Candidate performance was inconsistent across programs; for example the SPED bachelor's program had between 10-58 percent scoring in the needs improvement category. As a result data were inconclusive regarding the abilities of candidates at both levels to meet the needs of all students.

Interviews with candidates and student teachers on all campuses indicated that they could explain ways in which they had been prepared to work with learners with special needs, those for whom English is the second language, and other diverse populations. Candidates described what must be taken into account in planning for all students, e.g, developmental levels, student background knowledge, and strengths/weaknesses, and stated they need to be culturally aware. One described a special education course that gave her insight into the life of a special needs student, his family, teacher's perspective, etc.

At least six of the eight core values relate to diversity. Team members heard examples from numerous program faculty of diversity initiatives in all parts of the state. These ranged from initiatives at various sites in the Albuquerque schools to work with Native American and Hispanic communities in rural areas throughout the state.

Exhibit 4.4.D indicates that white accounts for 64.7 percent of the unit faculty at both initial and advanced program levels. In the category of "School-based Faculty", the percent is 54.9. Meanwhile, the 2010 census results indicate 68.6 percent white in the population of New Mexico. Therefore, the unit

provides adequate opportunities for candidates to work with diverse faculty. Faculty academic initiatives, clinical support, and scholarly work span across cultural and linguistic domains.

A similar conclusion is reconfirmed by the overall faculty index in the institution as of fall 2013. The contextual support offers opportunities for candidates to interact with professional education faculty, faculty in other units, and school faculty from a broad range of ethnic groups. The value of diversity is affirmed by good-faith efforts of the unit to maintain faculty diversity through its collaboration with the university's Division of Equity and Inclusion on faculty recruitment and professional development.

The onsite team checked position descriptions for both tenure-track faculty and Lecturer III at the unit. Minimum requirements include demonstration of "commitment to diversity, equity, inclusion, and student success, as well as working with broadly diverse communities." In addition, the unit indicated that "All applicants from members of protected groups will be given a 'second look' to ensure full consideration." The unit has made concerted effort to promote and maintain faculty diversity. The unit faculty members are knowledgeable in preparing candidates to work with diverse students, including students with exceptionalities.

Requested trend data for candidate diversity indicate that more than 50 percent are from minority groups, especially Hispanic and Native American. Enrollment fluctuations over the last three years have not changed the percentages appreciatively. Candidates and graduates attending interviews reflected these percentages.

The unit is defined by its commitment to diversity with an emphasis on race and social justice issues, commitment to equity and inclusion, and celebration of community and language as individual strengths. All programs accentuate the opportunities provided by the demographic make-up of partner districts. There is a great emphasis on the Hispanic and Native American heritage, including languages, of the communities in which unit faculty work. The importance of language has led to work being carried out by unit faculty on maintaining speakers of Native American languages. Elementary education has created co-teaching collaborative schools and secondary education embeds student teachers and unit faculty at school sites that are ethnically diverse with high numbers of students who qualify for free or reduced lunch and demonstrate large achievement gaps. There is an emphasis on preparing bi-lingual and TESOL endorsed candidates with 13 student teachers embedded at La Mesa elementary school. Art and bilingual education have collaborated to bring a dynamic arts centered learning program to an elementary school that is identified as having high needs. Supporting Transformative Action in Reciprocity Together (START) provides field experiences in rural and Native American communities. Education leadership has programs to develop and train leaders from these communities and is moving forward a proposal for a master's degree program with a concentration in American Indian studies.

The unit provided data on 2266 candidate placements in rural and tribal settings for 2012-2015 in addendum exhibit 4.5.8. Over the three-year period, 92.9 percent of the candidates were in urban settings, with rural placements accounting for 6.8 percent and tribal placements for .4 percent.

Initial candidates in the STARS program, which provides an opportunity to work in Austrian schools, described their experiences working with teachers and students in another culture with a different language, which none of them speak. During the past three years, 21 of 50 applicants were accepted for this program.

Evidence provided in the IR exhibits and onsite (work samples) confirms that initial candidates are grounded in the belief that all students learn and that it is the teacher's responsibility to reach all students through differentiation. Interviews disclosed that habits of reflection and revised practice are emphasized. As indicated in other standards a high degree of autonomy allows programs to create instruments and assessments that are specific to the program. Employer surveys indicate graduates are

effective in using the environment to support daily learning activities and setting high expectations for all students (IR Addendum p. 14).

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

The institutional report (IR) and exhibits, the addendum and exhibits, additional documents provided during the visit, and interviews with candidates, graduates, members of the professional community, faculty, and unit and university administration provide evidence that the unit is performing at the emerging level as described in 4.1 and below. Team members read plans and timelines for attaining target performance in additional aspects of Standard 4; these were elaborated upon during interviews on campus and in virtual interviews.

In the IR the unit identified an area in each of the four standard elements in which it believes it is currently at the target level. Curriculum and field experiences provide strong evidence that all candidates have opportunities to develop and apply knowledge and skills to work effectively with all learners. Interviews with candidates, graduates, faculty, and school partners verify that candidates have been prepared to plan and teach students who represent the minority/majority enrollments in New Mexico schools. Faculty are representative of the diversity of the state and have the expertise and experience to assist candidates in developing diversity proficiencies. In interviews team members heard multiple examples of research and professional development activities in Albuquerque, rural areas, and tribal communities in which faculty and candidates engage with teachers, administrators, and community members to improve educational opportunities for students. Candidate diversity, as described above, is similar to the diversity of the area and state. The diverse student populations in all schools provide multiple opportunities for candidates to work with English language learners and students with disabilities.

The unit has recently appointed three Transformational Study Groups (TAGS) to determine possible revisions to field experiences and student teaching in the early childhood, elementary, and secondary education programs. Faculty with expertise in special education, bilingual education, and education of Native Americans are providing leadership for reviewing curriculum in these areas.

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

N/A

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Curriculum and field experiences provide candidate opportunities to develop diversity knowledge and

skills and apply them in classrooms with English language learners and students with special needs. Faculty and candidates reflect the diversity of the minority/majority state.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit does not ensure that all candidates work with P-12 students from diverse groups in field experiences or clinical practice.	Because of the demographic make-up of the state and the schools they work in, all candidates have experience in diverse settings.

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

4.3.c What new AFIs are recommended?

AFI	AFI Rationale
Evidence across all programs of candidate performance on diversity proficiencies and their ability to plan and teach lessons and affect student learning for all is inconclusive.	Diversity data from programs are inconsistent; proficiencies measured do not address a range of knowledge, skills and dispositions to help all students learn. Some rubrics do not have the potential to provide conclusive evidence.

4.4 Recommendations

For Standard 4

Level	Recommendation

Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Movement Toward Target (developing or emerging)
Advanced Preparation	Movement Toward Target (developing or emerging)

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Faculty qualifications include both academic preparation and professional experience. The team verified a memo from the university provost (Exhibit 5.5.1) that indicated the prerequisite of a terminal degree for tenure-track faculty hiring. The onsite team also interviewed university supervisors and confirmed the requirement of prior P-12 teaching experiences for all university supervisors. The interview results supported alignment of faculty qualification in their fields of teaching and supervision.

The NCATE team for the offsite visit noted that Exhibit 5.4A was missing in the IR. In the unit addendum, Table 11 was referred to as Exhibit 5.4A. The onsite team was satisfied with the exhibit replacement. Exhibit 5.5.3 showed hiring of 29 part-time faculty to carry an average workload of 1.4 course(s) per year in Academic Year (AY) 2014-2015.

The unit provided a document that is used to solicit information about faculty professional needs through surveys and multiple meetings in 2015. The unit also showed a hard copy of an announcement for two research brown bag seminars to support faculty professional development in diversity proficiencies. The onsite team reviewed a table that showed that the faculty had 180 publications and 365 presentations within AY 2014-2015. Faculty presentations and publications were listed in Exhibit 5.5.6A of the addendum. Exhibit 5.5.6B included samples of the scholarly work to illustrate faculty research accomplishments.

A member of the onsite team visited a unit research lab to confirm its purpose of supporting faculty and student research projects. An interview with the Faculty Governance Committee indicated informal collaborations between educational faculty and faculty of English, mathematics, and science. Part-time faculty members reported their participation in professional development workshops on educational assessment.

Faculty teaching performance was reviewed regularly for tenure, promotion, and contract renewal. The onsite team checked and verified the procedure of faculty evaluation at an associate dean's office. The evaluation efforts were designed for improvement of faculty performance in teaching, scholarship, and service domains. The onsite team found adequate evidence to link the intellectual merit of faculty work to the unit mission. Faculty members also demonstrated active involvements in professional associations. A poster presentation session illustrated projects from faculty collaboration with K-12 communities.

In summary, the information triangulation across IR, unit addendum, and site observations led the NCATE team to conclude that (1) faculty members had professional expertise in preparation of effective educators, (2) school faculty were qualified in fields that they supervise or teach, and (3) clinical faculty maintained contemporary experiences in their profession.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Due to the short timeframe for the visit and the small size of the onsite team, the unit arranged a virtual visit to interview of faculty, staff, and candidates on the three field centers outside of Albuquerque. The interview results confirmed the use of technology to support faculty teaching. The onsite team interviewed a director for online course development and unit faculty members in charge of online teaching. Faculty professional development was supported by online course designers from the extended learning division. The campus-wide collaboration is likely to facilitate continuous improvement of faculty capacity in supporting distance learning at the branch campuses.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and	There are plans and timelines for attaining	There are plans and timelines for attaining	There are plans and timelines for sustaining

timelines for attaining target level performance as described in the unit standard.	and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	and/or sustaining target level performance as described in the unit standard.	target level performance as described in the unit standard.
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5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale

5.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

5.3.c What new AFIs are recommended?

AFI	AFI Rationale

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit continues to meet Standard 6 at the initial and advanced levels. The College of Education
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(COE) serves as the unit for educator preparation at the University of New Mexico (UNM). In conjunction with the College of Arts and Sciences (CAS) and the College of Fine Arts (CFA), it offers programs at the initial and advanced levels on the main campus in Albuquerque and at field centers in Farmington, Taos and Gallup. Team members interviewed faculty, staff, and candidates at the field centers via Zoom meeting technology and observed virtual tours about the campuses.

As described in the offsite report, the unit has been in transition; the dean was appointed in 2014. Several new initiatives went into effect in September 2015 while others are still in the planning stages. The revised leadership team now includes four associate deans, with responsibilities for research, community relations and outreach; curriculum, faculty and student affairs; assessment, accountability, and accreditation; and educator preparation and development. Five departments offer educator preparation programs; decisions on curriculum and program change begin at the individual program level, where each has a great deal of autonomy in curriculum and assessments. COE committees address diversity, faculty governance, graduate, and undergraduate concerns.

Faculty governance committee members explained their role in decision making using the recent move of the art education program from the COE to the College of Fine Arts as an example. The art department program will continue to be under unit governance in areas such as field experiences and student teaching.

The campus visit verified earlier findings regarding accuracy of catalogs, websites, other publications, and advertising. The Center for Student Success, which team members toured, provides a variety of services including advising, field services, and technology support for TK20 use. During the virtual interviews, team members learned that designated field specialists visit three centers to meet with prospective students and candidates. In surveys, graduates expressed concerns about the academic advising both from faculty (rating of 3.7) and professional advisors (rating of 3.5) although these issues did not arise in interviews.

During interviews with UNM and COE financial officers team members learned that the annual budget in FY 2015 is \$15,999,349, which is eight percent of the UNM budget. This budget allocation ranks third after the College of Arts and Sciences and the College of Engineering. It receives an additional \$2,326,564 from unrestricted university funds. Although the university academic and student affairs FY 2016 budget has increased by about \$7,000,000 the COE budget has been reduced to \$14,843,456. Budget allocations are not directly linked to tuition generation. The COE has an additional \$2.5 million in grants, including \$1.2 million from the Kellogg Foundation. Approximately 95 percent of the budget funds personnel salaries. Base salary for assistant professors is \$62,000; base salaries of associate and full professors are \$65,000 and \$75,000 respectively. These salaries were described as commensurate with those in Arts and Sciences. Cooperating teachers receive \$50 for their supervision of candidates in field experiences (in Semesters 1 and 2) and \$100 for student teacher supervision. Faculty have the opportunity to earn additional salary by teaching summer school. Each department receives an allotment of \$1000 per faculty member for travel to conferences, which can be banked for an additional year for a travel maximum total of \$2000.

Team members had the opportunity to tour buildings and observe technology within, confirming the unit's claims. Unit's facilities include seven separate buildings in the center of the main campus. The Technology and Education Center (TEC), the newest of the facilities, houses unit administration offices. The university's new Collaborative Teaching and Learning Building sits next to the TEC; unit leaders helped plan this state-of-the-art teaching/learning center. There are sufficient numbers of classrooms equipped with state of the art technology and flexible seating with tables and chairs to fulfill the unit's needs for active, technology based, and collaborative approaches to instruction.

A state team member is well acquainted with the San Juan College/UNM (Farmington) facility, the

Gallup campus, and the facility in Taos. These sites provide similar and equal equipment and facility space to support web-based and face-to-face approaches to instruction in collaboration with the distance education services. Virtual tours available to the team verify the classrooms, faculty offices, library, and other university facilities to support candidate learning and to support faculty in teaching, service, and scholarship. The BOE confirms by inspection and interaction with candidates, staff, administration, and faculty that the unit has made significant investments in technology over the last several years to support faculty and candidates. See 6.2 below for details.

The offsite report continued both Areas for Improvement (AFIs) from the prior visit and listed 12 areas in which team members requested clarity or additional evidence. They were resolved as follows during the onsite visit and/or during virtual interviews.

Team members questioned how the governance system worked to ensure the unit's leadership. The addendum explained the current governance system, which allows for program oversight in curriculum development, planning, review, and delivery, illustrated by Exhibit 6.5.1. Curricular decisions flow from the program to the department prior to approval at higher levels. This process was verified in interviews with the Faculty Governance committee. Budgetary decisions affecting programs are made at least once annually by the dean and leadership team. The team asked how faculty members at the three field centers participate in program design, implementation, and evaluation and received inconsistent responses. During virtual interviews team members interviewed two fulltime faculty members at Farmington and Taos and an adjunct at Farmington. They stated that decisions on syllabi, assessments, and rubrics are made by faculty on the Albuquerque campus, although those teaching at field centers can augment the syllabus and key assessments. One center faculty member described communicating on a regular basis via phone and e-mail with those on the main campus. However, an interview on the Albuquerque campus suggested that field center faculty are full members in decision making and attend meetings on a regular basis. Field center faculty did not corroborate this.

Team members questioned what formal structures are in place to facilitate the collaboration between unit faculty and those in Arts and Sciences and Fine Arts. The addendum described a new initiative, the UNM Program Coordinator Council (PCC) that will include COE program coordinators and those from the other colleges but the group has not yet met. In the meantime, no formal processes are in place. In interviews faculty described interactions as being initiated by individual faculty members. Team members learned that a newly passed bill allows general education in all teacher preparation programs to be reduced from 57 to 38 credit hours. COE program faculty have discussed how they will increase hours within their respective major offerings but formal discussions with Arts and Sciences faculty about this change have not occurred. Faculty and program coordinators described informal collaborations with Arts and Sciences but stated that no formal policies are followed and no formal committee structures currently exist.

The team requested an explanation of processes for recruitment, admission, advisement, and counseling of applicants and candidates in advanced and other school professional programs. As described in the addendum, individual faculty members have been responsible for these activities. Recruitment occurs both via the UNM website and in collaboration with school districts. Admission decisions are the purview of program faculty. Under the revised leadership structure the associate dean for faculty development and student affairs will head initiatives in this area.

Clarity on the funding of the unit's departments and programs compared to those with similar enrollments, credit hours, and clinical practice was requested. The original institutional report (IR) and its exhibits did not provide sufficient evidence on this matter. According to the addendum, the COE has been described as overfunded by about \$2 million for FY 2015, under new accounting procedures. Candidates are charged a fee of \$125 for TK20 to defray these costs to the unit. The IR exhibits indicated a discrepancy between the budget and actual expenditure in research for the four-year reporting

period; the team asked what accounted for these differences. According to the IR addendum, remainders from former partnership grants, in place since 2010, were carried forward and not used until 2014.

Numbers reported for faculty in the IR and its exhibits were inconsistent, leading to a request for clarity about both the numbers employed in each category and their workloads. In fall 2015, 107 tenure track faculty are employed in the COE with additional faculty located in Arts and Sciences and Fine Arts. The addendum exhibit 6.5.7a provided a chart indicating fulltime tenure track faculty with a 3/2 load and lecturers with 4/4. Clinical faculty average .26 FTE and part-time instructors 1.5 courses annually. No faculty are on overload status in fall 2015. During 2014-2015, two COE faculty had overloads to teach courses on weekends at the Gallup campus. The team requested faculty and staff numbers for the field campuses. Exhibit 6.5.9 lists two faculty each at Farmington and Gallup and three at Taos. In response to a question about the availability of faculty sabbaticals, the addendum stated that two have been awarded for 2015-2016, with four having been taken in 2014-2015 and one in the prior year.

The extent to which P-12 practitioners are involved in program design, implementation, and evaluation was raised in the offsite report. A new initiative in the COE is the Curriculum Advisory Board, which was described in the IR. In response to a question from the team as to whether it had met, the addendum stated that nine members had agreed to serve on the committee, as of September 3; at the time of the visit 25 of 26 who had been invited to join indicated their acceptance. Membership will include both urban and rural representatives and those from public and charter schools statewide; members come from a wide variety of experiential backgrounds. The group had not met.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit's strongest efforts toward continuous improvement occurred in the restructuring of its leadership, study group initiatives directed at program and curricular improvement, the development of the Center for Student Success, and expanded technology use. The dean's leadership team now includes four associate deans with the titles of: associate dean for assessment, accountability, and accreditation; associate dean for educator preparation and development; associate dean for academic affairs and faculty development; and associate dean for research and community relations and outreach. Team members met with the leadership team and verified their roles in support of candidate preparation, faculty development, and community involvement.

Seven recent initiatives relate to policy/mission, research, student services, assessment, accountability and accreditation, and educator preparation and development have been in various stages of planning. In interviews faculty explained the work on policy and mission, research, and student services, the first to be addressed.

Three Transformational Study Groups (TAGS), funded through the Kellogg grant, are underway to determine possible revisions to field experiences and student teaching in the early childhood, elementary, and secondary education programs. Faculty with expertise in special education, bilingual education, and education of Native Americans are providing leadership for reviewing curriculum in these areas.

The Center for Student Success, opened since the prior NCATE visit, coordinates a number of services for both initial and advanced candidates. It houses advisors, field service specialists, TK20 technology support, and other initiatives to support candidates. The COE data team includes members from the CSS.

Faculty administration and staff have received updated office computers that are compatible with the TK20 HigherEd data management system capability and the most current Microsoft Word software. Candidates have access to five computer labs, one with mobile units, updated in May 2015. The implementation of Tk20 HigherEd system serves to gather and manage candidate and program data for assessment purposes, and enables candidates to manage their own personal portfolios to document teaching effectiveness for up to eight years after leaving the institution. The unit provided an in depth time line for the chronology of implementation of the TK20 HigherEd system.

In addition the unit has developed a portal for the registry and implementation of field service placements and related data. This system is continually updated as a fully operational database and service to cooperating teachers, university supervisors, advisement personnel, and candidates.

All unit classrooms, with the exception of Johnson Center, are equipped with Smart Board equipment. These facilities support recent developments in technology and provide the opportunity for faculty to model the use of technology and candidates to practice its use for instructional purposes. Branch campuses located in Gallup and Farmington are equipped with state of the art technology that support both web-based applications and distance education initiatives.

In an interview with a local business person team members found that there are important partnerships developing with community leaders. In a recent meeting with business representatives the Dean of the COE was invited to present on relevant issues in education in the Albuquerque community. The business leaders were motivated and inspired by the conversation and have pledged to continue these interactions. The local business liaison indicated he and the Dean are conducting smaller meetings with interested individuals to expand and deepen these emerging associations.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Workload policies and practices allow and encourage faculty to be engaged in a wide variety of professional activities, including teaching, scholarship, and work in schools and agencies. Many faculty members provided extensive examples of their work in urban, rural, and tribal communities with students, parents, and community members to improve educational opportunities for students throughout the state.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was	Clear, convincing and sufficient evidence	Clear, convincing and sufficient evidence	Clear, convincing and sufficient evidence

not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale
The allocation of technology resources is inconsistent across all programs.	Exhibits of the unit technology budget indicate that programs across the unit receive consistent allocations.

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
The unit has not fully implemented a formal structure to coordinate programs in other colleges.	A formal structure to coordinate programs with others colleges is being planned; the first meeting will occur in October.

6.3.c What new AFIs are recommended?

AFI	AFI Rationale

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

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Persons Interviewed

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Please upload sources of evidence and the list of persons interviewed.

ListofExhibits.docx
UNM Interviews.xlsx

See **Attachment** panel below.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

LLSS Ph.D. Applicant Review, Spring 2016: Summary of Candidate Application Materials

Applicant Name:

Reviewer Name(s):

Remember: Your notes should list important evidence from each document in the file to support your rating. When completed, place in candidates file.

	A. Evidence of Substance	B. Evidence of Experience	C. Evidence of Expressive Ability
Letter of Intent			
Resume			
Transcripts	Estimated GPA Relevant prior course work		
Letters of Recommendation	Estimated summary of rankings I III		
First & Second Expressive Exhibit			
Rating 1	Outstanding Acceptable Unacceptable Not enough data	Outstanding Acceptable Unacceptable Not enough data	Outstanding Acceptable Unacceptable Not enough data

Have you had contact with the candidate? _____ Yes _____ No. If yes, please summarize on back.

Recommended working group/faculty members for further review: _____

Appendix 3

Criteria for admission into the Ph.D. Program

LLSS Ph.D. Applicant Review

Reasons for Denying Admission and Recommendations for Future Action, LLSS Ph.D.

Summary of Candidate Application Materials

LLSS Ph.D. Applicant Review, Spring, 2016 - Working Group

Applicant Name:

Reviewer Names (at least two):

A. Substance: Outstanding Acceptable Unacceptable Not enough data

Check reason(s) for Outstanding or Unacceptable ratings.

___ Demonstrated ability to think critically about education and his/her professional experiences.

___ Demonstrated ability to think critically about culture generally and his/her own culture specifically.

___ Demonstrated ability to do graduate level coursework.

B. Experience: Outstanding Acceptable Unacceptable Not enough data

Check reason(s) for Outstanding or Unacceptable ratings.

___ Personal experience that applicant brings to LLSS.

___ Community and professional expertise that applicant brings to LLSS.

C. Expressive Ability: Outstanding Acceptable Unacceptable Not enough Data

Check reason(s) for Outstanding or Unacceptable ratings.

___ Demonstrated ability to organize and express ideas in academic writing.

___ Demonstrated ability to organize and express ideas in another mode of expression.

D. Compatibility: Outstanding Acceptable Unacceptable Not enough data

Check reason(s) for outstanding or Unacceptable ratings.

___ How goals and background fit the mission of LLSS.

Recommendation:

Check one.

___ Admit. Recommendation(s) for advisor:

____ Do not admit. Please complete Reasons for Denying Admission and Recommendations for Future Action form.

____ Refer to Graduate Committee for further review.

**Reasons for Denying Admission and Recommendations for
Future Action, LLSS Ph.D., Spring, 2016**

Candidate Name:

Reviewer Names (at least two):

Check at least one reason and one recommendation for each denied admission. You may add other reasons and recommendations by writing them beside the appropriate category.

Reasons

Substance - You need to demonstrate stronger ability to:

Think critically about education and your professional experiences.

Think critically about culture generally and your own culture specifically.

Do graduate level course work.

Experience

Your community, professional, and/or personal experiences do not sufficiently prepare you for study in LLSS.

Expressive Ability

You need to demonstrate stronger ability to organize and express ideas in academic writing and/or other forms of expression.

Compatibility

Your research goals are not sufficiently aligned with the mission of LLSS.

Your academic, professional, or personal background has not sufficiently prepared you for study in LLSS.

At this time, faculty members that can assist you in your research pursuits are not available.

Recommendations - We recommend that you:

Seek other programs of study.

Reapply at a later date.

Take graduate level courses to improve your ability to think critically and

reapply at a later date.

____ Seek assistance with your academic writing and reapply at a latter date.

____ Clarify your learning and research goals and reapply at a later date.

Appendix 4
International Scholarship
&
Southwest and New Mexico Scholarship

International Participation by Faculty
LLSS Faculty Scholarship, Research & Service

International Participation by Faculty, 2010-2013
Department of Language, Literacy & Sociocultural Studies, COE

The faculty in the Department of Language, Literacy & Sociocultural Studies (LLSS) in the College of Education at the University of New Mexico is extensively involved in scholarship and service on a global scale. Here, at the request of UNM's Office of the Provost, the faculty have collaborated to document most if not all of our international participation during only the last three years (2010 – 2013), though in many cases faculty have maintained active international involvements for extended periods prior to these years.

IMPORTANT NOTES:

- If we were to do a similar composite listing of LLSS faculty scholarship and service focused on New Mexico, or on the Southwest region, or on the U.S., these listings likely would be even more extensive and would include numerous contributions by the faculty named below, as well as by other LLSS faculty members.
- LLSS faculty, especially but not solely our Native American faculty (Anne Calhoon, Christine Sims, Glenabah Martinez, Greg Cajete, and Vincent Werito) are deeply involved in both scholarship and service focused on education issues of U.S. tribes, which are recognized as sovereign Native Nations by the U.S. government, in addition to their international work outside the borders of the U.S. We urge UNM to recognize work with tribal governments within the borders of the U.S. as nation-to-nation, and therefore international, work.

As will be seen in detail in the extensive listing below, during the last three years (2010-2013) LLSS faculty members have:

- a. received an international award for the global reach of their work;
- b. led a UNM Study Abroad trip to Mexico;
- c. published five books that are international in focus, with another under review (and others in previous years);
- d. published numerous refereed and invited articles and chapters in international journals or internationally focused books;
- e. produced scholarship in other world languages, and have seen their scholarship translated from English into Spanish and Japanese;
- f. co-authored articles, chapters and books with international colleagues and also with our own international doctoral students;

- g. presented their scholarship around the world, at conferences in countries such as New Zealand, Brazil, Singapore, Thailand, Mexico, Guatemala, England, Aruba, Puerto Rico, and Norway;
- h. initiated international research projects which are ongoing; and
- i. served and continue to serve international organizations, committees, and educational programs at all levels. These international service efforts by LLSS faculty are too numerous to include here; only a sampling are included at the end of this document.

In addition to the above activities, faculty in LLSS invest a very large amount of time teaching, advising and mentoring international graduate students. LLSS is overwhelmingly a graduate department with a large representation of international students. We administer two Ph.D. programs, the Ph.D. in LLSS and the interdisciplinary Ph.D. in Educational Linguistics. When doctoral students in these two programs are combined, as they are in many of our courses, our number of PhD. students (136) slightly exceeds our number of MA students (134)¹. In April 2012, 28 of our doctoral students (20.6%) and 4 of our MA students (3%) were international. Therefore, it is no surprise that a sizeable portion of our doctoral dissertations and MA theses focuses on international educational research issues.

Finally, at the end of this document special mention will be made of the international work of the Latin American Programs in Education (LAPE), a college-wide program that is directed by LLSS faculty member Rebecca Blum-Martinez.

International Award

2012 **Rebecca Blum Martínez** was awarded *La Distinción Gobernador Tomás Enrique Cresto como Líder para el Desarrollo (Governor Tomas Enrique Cresto Award as a Leader for Development)* by the Argentine Senate.

Faculty-led Study Abroad Program

Trinidad Galván, R. & P. Rosas Lopategui. (2012). Directed and taught Language, Literacy & Sociocultural Studies 593/SPAN 439/639 – Transborder Feminist Literary Representations, *Guanajuato, Mexico* (Summer).

Books

Meyer, L. and B. Maldonado Alvarado, Eds. (2011). *Comunalidad, educación y resistencia indígena en la era global: Un diálogo entre Noam Chomsky y más de 20 líderes indígenas e intelectuales del continente americano*. Oaxaca, MX: Colegio Superior para la Educación Integral Intercultural de Oaxaca.

Meyer, L. and B. Maldonado Alvarado, Eds. (2010). *New World of Indigenous Resistance: Noam Chomsky and Voices from North, South and Central America*. San Francisco, CA: City Lights.

Murillo Jr., E., Villenas, S., **Trinidad Galván, R.**, Muñoz, J., Martínez, C., & Machado-Casas, M. (2010). *The Handbook of Latinos and Education: Research, theory & practice*. New York: Routledge.

Sandoval, E., **Blum Martínez, R.** & Andrews, I. (Eds.) (2010). *Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America*. Universidad Pedagógica Nacional: Mexico DF.

1 Data from Program Review, April 2012.

Trinidad Galván, R. (2011). *Relatos de supervivencia: Desafíos y bienestar en una comunidad transmigrante mexicana*. Mexico: UAEM - Universidad Autónoma del Estado de México.

Trinidad Galván, R. (2015). *Women who stay behind: Pedagogies of survival in rural transmigrant Mexico*. Tucson: University of Arizona Press.

Book manuscript submitted for review

Trinidad Galván, R. (manuscript under review). *Pedagogies of Survival in Rural Transmigrant Mexico*. Albuquerque: University of New Mexico Press and Tucson: University of Arizona Press.

Refereed publications

Aguilar-Valdez, J. R., **LópezLeiva, C. A.**, Roberts-Harris, D., Torres-Velásquez, D., Lobo, G., & Westby, C. (in press). Ciencia en Nepantla: the journey of Nepantler@s in science learning and teaching. To appear in *Cultural Studies of Science Education*.

Allen, R. L., & Howard, N. (2012). Racial supremacy. In H. Anheier & M. Juergensmeyer (Eds.), *The Encyclopedia of Global Studies*, Volume 4 (pp. 1428-1430). Los Angeles: SAGE Publications, Inc.

Borden, A. M. (2011). Relationships between Paraguayan principals' characteristics, teachers' perceptions of instructional leadership and school outcomes. *International Journal of Leadership in Education: Theory and Practice*, 14(2), 203-227.

Celedón-Pattichis, S., **LópezLeiva, C.A.**, Pattichis, M.S., & Llamocca, D. (in press). An interdisciplinary collaboration between computer engineering and mathematics/bilingual education to develop a curriculum for underrepresented middle school students. To appear in *Cultural Studies of Science Education*.

Chamcharatsri, P. B. (Accepted). Expressing love through poetry writing. To appear in *International Journal of Innovation in English Language Teaching and Research*.

Chamcharatsri, P. B. (2013). Emotionality and second language writers: Expressing fear through narrative in Thai and in English. *L2 Journal*, 5(1), 59-75.

Chamcharatsri, P. B. (2013). Perception of Thai English. *Journal of English as an International Language*, 8(1), 21-36.

Dominguez, H. & **LópezLeiva, C. A.** (in press). Relational Engagement: Proportional Reasoning with Bilingual Latino/a Students. To appear in *Educational Studies in Mathematics*.

Hassan, Z., **Noll, E.**, & Barboza, M. (2012). Caregiving involvement, job condition, and job satisfaction of infant-toddler childcare teachers in the United States. *Education Research International*, 12, 9 pages. Article ID 676352

LópezLeiva, C. A. (2012). Limiting students' transitions in mathematical communication. In Van Zoest, L. R., Lo, J.-J., & Kratky, J. L. (Eds.) Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 889-892). Kalamazoo, MI: Western Michigan University.

LópezLeiva, C. A. (2010). Juxtaposing mathematical identities: Same students with different contexts, perspectives, and languages. In P. Brosnan, P., & L. Flevaris (Eds.) *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 318-326). Columbus, OH: The Ohio State University.

LópezLeiva, C. A. & Khisty, L. L. (in press). "Juntos pero no revueltos": Microaggressions and language in the mathematics education of non-dominant Latinas/os. To appear in the *Mathematics Education Research Journal*.

LópezLeiva, C. A., Torres, Z., & Khisty, L. L. (in press). Acknowledging Spanish and English resources during mathematical reasoning. To appear in *Cultural Studies of Science Education*.

LópezLeiva, C. A., Torres, Z., & Licón Khisty, L. (2012). Exploring Productive Interactions with Parents of Bilingual Students in Mathematics. In J. Díez-Palomar & C. Kanes (Eds.), *Family and community in and out of the classroom: Ways to improve mathematics achievement* (pp. 111-115). Bellaterra, Barcelona: Servei de Publicacions de la Universitat Autònoma de Barcelona. Retrievable from: http://publicacions.uab.es/pdf_llibres/CON0009.pdf.

LópezLeiva, C. A., Torres, Z. N., & Khisty, Lena L. (2011). Exploring the “chanzas” for bilingual students to understand probability: using bilingual resources in mathematics. In Prof M. Setati, T. Nkambule, & L. Goosen (Eds.) *Proceedings of the ICMI Study 21 Conference: Mathematics Education and Language Diversity* (pp. 177-186), São Paulo, Brazil: ICMI.

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Domínguez, H., **LópezLeiva, C. A.** & Khisty, L. L. (2014). Relational Engagement: Proportional Reasoning with Bilingual Latino/a Students. *Educational Studies in Mathematics*, 85(1), 143-160. doi: 10.1007/s10649-013-9501-7.

Mahn, H. (2012). Vygotsky’s analysis of children’s meaning making processes. *International Journal of Educational Psychology*, 1(2), 100-126. doi: 10.4471/ijep.2012.07

Kim, Y. & **Mahn, H.** (2015). An analysis of elementary students’ L2 meaning making in an EFL context. *English Language Teaching (Korea)*, 27(3) 65-86. [peer review] 2014 – “The Relationship between Praxis and

Meyer, L. (2010). Hacia una alternativa de formación indígena bilingüe e intercultural: Una pedagogía liberadora desde la “comunalidad.” (Toward an alternative bilingual, intercultural indigenous teacher preparation: A pedagogy of liberation based in “comunalidad”.) In E. Guajardo, ed. *Revista Latinoamericana de Educación Inclusiva* 4:1, 83-103. Thematic volume: Teacher preparation in Latin America. Santiago, Chile: Escuela de Educación Diferencial, Facultad de Ciencias de la Educación, Universidad Central. Electronic version at www.rinace.net/rlei/

Meyer, L. M. (2012). Fishman's Cultural Autonomy as an Approach to Sociolinguistic Power-Sharing. In O. Garcia & G. S. Fishman (Eds.). Special Issue: Cultural Autonomy and Fishmanian Sociolinguistics. *International Journal of the Sociology of Language* 213: 127-142.

Meyer, L. In press. Teaching our own babies: Teachers' Life Journeys into Community-Based Initial Education in Indigenous Oaxaca, Mexico. To appear in January 2016 in *Global Education Review's* themed issue on Rural Education (edited by Paula Beckman & Jessica Gallo).

Abouelhassan, R. & Meyer, L. In press. Economy, Modernity, Islam and the Story of English in Egypt. To appear in January 2016 in *World Englishes*.

Jiménez Ramírez, J., Martínez Pérez, L., Mendoza Almaráz, J., and Meyer, L.M. In press. Análisis de las actividades de niños de Educación inicial en Pueblos Originarios de Oaxaca, México (Analysis of children's early education activities in Indigenous communities of Oaxaca, México). Under review for publication in *Antropológica*, the international anthropological journal of the Department of Social Sciences of the Pontificia Universidad Católica del Perú (PUCP-Perú), in a special edition entitled "Infancia indígena, identificaciones étnico nacionales y educación: experiencias formativas cotidianas dentro y fuera de las escuelas/ Indigenous infancy, ethno-national identities and education: Everyday, formative experiences inside and outside schools," edited by Patricia Ames (PUCP-Perú) and Ana Padawer (Universidad de Buenos Aires - Argentina).

Sims, C. (2011). Teaching Indigenous Languages: Perspectives from American Indian Pueblo Communities. In *Educación Comunal*. 4-5:153-164, July 2011. Oaxaca, MX: CSEIIO, CEEESCI, Universiteit Leiden, and World Learning Mexico.

Sung, Y. (2012). Hearing the voices of "Comfort Women": Confronting historical trauma in Korean children's literature. *The Bookbird (Japanese Edition): A Journal of International Children's Literature*. JBBY (Japanese Board on Books for Young People). 9. 18-25. (Translation and reprinting of the original English refereed publication.)

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Trinidad Galván, R. (2011). Chicana transborder vivencias and autoherteorías: Reflections from the field. *Qualitative Inquiry* 16(6), 552-557.

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Trinidad Galván, R. & Guevara Beltran, M. T. (forthcoming in July 2016). Discourses of Legitimation and loss of sons who stay behind. *Discourse & Society* 27(4):

Trinidad Galván, R. (2014). Chicana/Latin American feminist epistemologies of the global South (within and outside the North): Decolonizing el conocimiento and creating global alliances. *Journal of Latino/Latin American Studies – JOLLAS* 6(2): 135-140. [This fits in SW also]

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Abouelhassan, R. & **L. Meyer**. (Under review). Economy, Modernity, Islam and the Story of English in Egypt. *World Englishes*.

Shin, M. & **L. Meyer**. (Under review). The power of American English in today's South Korea. *International Journal of the Sociology of Language*.

Book Chapters

Aguilar-Tamayo, M. F., & **Mahn, H.** (2012). Educación especial y tecnología: Un encuadre teórico en la perspectiva de Vygotski. [Special education and technology: Vygotsky's theoretical framework.] In A. Padilla Arroyo, (Ed.) *Deficientes, anormales, discapacitados en los siglos XIX y XX: Actores, instituciones y prácticas. [Impairments, abnormalities, disabilities in the nineteenth and twentieth centuries: Actors, institutions and practices.]* México: Universidad Autónoma del Estado de Morelos/Consejo Nacional de Ciencia y Tecnología/Juan Pablos Books.

Blum Martínez, R. & Flores Dueñas, L. (2010). Countercurrents; State and National Education Policy in New Mexico. *Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America.* Universidad Pedagógica Nacional: Mexico DF.

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Chamcharatsri, P. B. (2013). Implementing world Englishes in first-year composition classrooms. In N. T. Zacharias & C. Manara (Eds.), *Contextualizing the Pedagogy of English as an International Language: Issues and Tensions* (pp. 168-176). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Guevara Beltrán, M. T. & **Trinidad Galván, R.** (2013). Undocumented workers. In Mason, P. (Ed), *Encyclopedia of Race and Racism*, 2nd edition, 4 vols. pp. Detroit, MI: Macmillan.

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Commentary on: "Let me be your cultural resource" by Anita A. Wager. To appear in D. White, S. Crespo, M. Civil, M. Felton-Koestler, I. Goffney, & J. Spencer (Eds.), *Cases for teacher*

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Díez Palomar, J. & **LópezLeiva, C. A.** (in press). Re-thinking the teaching and learning of Latina/o students to promote an inter-cultural mathematics education. In C. Clark, Z. Haad, & A. VandeHei, (Eds.), *Volume 2: Multicultural Curriculum Transformation in Science, Technology, Engineering, and Mathematics (STEM) of the PK-12 Multicultural Curriculum Transformation Handbook Series.* Rowman & Littlefield Publishers.

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Willey, C., **LópezLeiva, C. A.**, Torres, Z., & Khisty, L. L. (2014). Chanzas: The probability of changing the ecology of mathematical activity. In B. B. Flores, O. Vásquez, & E. Riojas Clark (Eds.), *Generating Transworld Pedagogy: Reimagining La Clase Mágica* (pp. 159-176). New York, NY: Routledge.

LópezLeiva, C.A., Castro, J., & Monge, J. (2015, May). Enseñando operaciones con números decimales: Representaciones conflictivas. Paper to be presented at the *Interamerican Conference on Mathematics Education*, Tuxtla Gutiérrez, Chiapas, México.
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Meyer, L. (2010). A hemispheric conversation among equals. Introductory chapter in L. Meyer and B. Maldonado Alvarado, eds. *New World of Indigenous Resistance: Noam Chomsky and*

Voices from North, South, and Central America, 7-37. San Francisco, CA: City Lights Publishers.

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Meyer, L. M. (2011). El Estado imperial y la esperanza desde adentro de la América Indígena (The imperial state and hope from within Indigenous America). Interview conducted with Noam Chomsky on October 4, 2007. In L.M. Meyer & B. Maldonado (eds.) *Comunalidad, educación y resistencia indígena en la era global*, 61-78. Oaxaca, Oax.: Colegio Superior para la Educación Integral Intercultural de Oaxaca.

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Meyer, L. (2015) Teaching our own children: Linguistic & educational autobiographies of Indigenous teachers in Oaxaca, Mexico. Bilingual presentation at the International Society of Language Studies Conference, Albuquerque NM, June 2015.

Meyer, L., Jiménez, J. & L. Martínez. (2015) Infant learning in Indigenous communities of Oaxaca, Mexico: Implications for communal bilingual initial education. Collaborative presentation with 2 Oaxacan colleagues at the International Society of Language Studies Conference, Albuquerque NM, June 2015.

Trinidad Galván, R. (2010). Renegotiating masculinity in transnational relationships: An innovative research perspective on gender. In Hernandez-Castañeda, R. & Gacel-Avila, J. (eds), *Innovación e internacionalización de la educación: Estudios de caso y propuestas*. (pp. 303-332). Guadalajara, Mexico: Editorial Universitaria.

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Zancanella, D. (In press.) The Origins and ominous future of the US Common Core Standards in English Language Arts. In L. Reid, A. Goodwyn & C. Durant. *International Perspectives on Teaching English in a Globalised World*. Routledge.

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Meyer, L. and Soberanes, F. (2010). The Language Nest: Orientation for the "guides". English version of L. Meyer and F. Soberanes. 2009. *El Nido de Lengua: Orientación para sus "guías."* Mexico, D.F. and Oaxaca: National Congress of Indigenous & Intercultural Education. Digital English version available online at http://www.cneii.org/index.php?option=com_content&view=article&id=10:nueva-publicacion

Trinidad Galván, R. (2010). Para una educación antiopresiva. *Nuevas Políticas*, año 5, núm 11, pp. 26-30.

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Blum Martínez, R. (2011). A culturally appropriate language assessment process. *Bilinglatam, Oaxaca, Oaxaca, Mexico.*

Blum Martínez, R. (2010). Revitalización de la lengua en el Pueblo de Cochiti. *Noveno Congreso Latinoamericano de Educación Bilingüe Intercultural. Antigua, Guatemala* (October).

Blum Martínez, R. & Sims, C. (2010). El Nido de Lengua Como Parte de la Planeación Lingüística Comunal en Nuevo México. *Taller Estrategia “Nido de Lengua”, Programa de Apoyo a la Calidad Educativa, Antigua, Guatemala* (October).

Blum Martínez, R. (2010). El programa de revitalization lingüística en el Pueblo de Cochiti. Panel Foro, Lenguas Amenazadas y Estrategias de Revitalización Lingüística y Cultural. *Programa de Apoyo a la Calidad Educativa, Antigua, Guatemala* (October).

Borden, A. (2014). Guatemalan Primary School Teachers’ Self-Assessment of the Integration of Citizenship Competencies in their Classrooms. Proposal submitted for the Annual Meeting of the American Educational Research Association, Philadelphia, PA (April).

Borden, A. (2013). Educating for Democracy at Colegio Naleb’. Annual Conference of the Rocky Mountain Council for Latin American Studies, Santa Fe, NM (April).

Borden, A. (2012). A Different Way to Do Things Well: Teachers’ and School Leaders’ Perceptions of Education and Democratic Practices at Colegio Naleb’. Annual Meeting of the *American Educational Research Association, Vancouver, BC.* (April).

Borden, A. (2011). Sower of peace? Education and democracy at Colegio Naleb’. Annual Conference of the University Council for Educational Administration, Pittsburgh, PA (November).

Cajete, G. (2012). Design and Evaluation of Culturally Responsive Curricula for Indigenous Learners. *World Indigenous Higher Education Conference. Taipei, Taiwan* (September).

Cajete, G. (2011). International Conference on the Effects of Global Climate Change in Asia. *Tai Pei University, Tai Pei, Taiwan* (January).

LópezLeiva, C. A., & Pattichis, M. S., & Celedón-Pattichis, S. (2016, July). *Integrating mathematics, engineering, and technology through mathematics modeling and video representations.* To be presented at the International Congress on Mathematics Education, Hamburg, Germany.

Musanti, S. I., Gottlieb, M., Brisk, M. E., Erns-Slavit, G., **Celedón-Pattichis, S.**, & Turkan, S. (2015, March). *Opportunities and challenges: English learners in the times of standards.* Panel member—presented at the annual meeting of the Teachers to Speakers of Other Languages (TESOL)-Bilingual Education Interest Section Academic Session, Toronto, Canada.

LópezLeiva, C.A., (2014, September). Mathematics Problem Solving, Latino/a Students and Positioning. Paper presented at the *International Society for Cultural and Activity Research Congress, ISCAR2014*. Sydney, Australia.

LópezLeiva, C. A. & Monge, J. A. (2015, November). Experiencing math centers and envisioning their application in my class. Workshop conducted at Teachers2Teachers Guatemala Mathematics, *The Joy of Mathematics: A Conference for Elementary Educators*. Antigua Guatemala, Guatemala.

LópezLeiva, C. A. & Rothschild, K. (2015, November). Teaching and learning with multiple fraction representations. Workshop conducted at Teachers2Teachers Guatemala Mathematics, *The Joy of Mathematics: A Conference for Elementary Educators* Antigua Guatemala, Guatemala.

LópezLeiva, C.A. (2015, August). *Motivation, discipline and culturally responsive teaching across subjects*. Presentation developed at Colegio Emanuel, Quetzaltenango, Guatemala.

Chamcharatsri, P. B. (2014). Expressing emotions with different genres. Poster presentation accepted at the *Writing Research Across Borders Conference, Paris, France* (February).

Chamcharatsri, P.B. (2013). Introducing World Englishes to ESL students. *International Association for World English*, Tempe, AZ (November).

Chamcharatsri, P. B. (2012). Perception of Thai English, *International Association for World Englishes*, Hong Kong (November).

Chamcharatsri, P. B. (November 2015). Meta-analysis on L2 writing and writing center scholarship, IWCA, Pittsburgh, PA, USA.

Chamcharatsri, P. B. (November 2014). Invited colloquium on early career writing professionals, The Symposium on Second Language Writing, Tempe, AZ, USA.

Chamcharatsri, P. B. (March 2014). Identity construction of a joint appointment faculty position, TESOL Convention, Portland, OR, USA.

Chamcharatsri, P. B. & Ruecker, T. (March 2014). Cross cultural composition in American composition classrooms, CCCC (Conference on College Composition and Communication), Indianapolis, IL, USA.

Dominguez, H. & **LópezLeiva, C. A.** (2011). The proportional power and proportional reasoning of Latino bilingual students. Paper presented at the *4th International Symposium on Bilingualism and Bilingual Education in Latin America ("BILINGLATAM IV") in Oaxaca, México.*

LópezLeiva, C. A., Castro, J. & Monge, J. A. (2015). Enseñando operaciones con números decimales: Representaciones conflictivas. *In Proceedings of the XIV Interamerican Conference on Mathematics Education.* Tuxtla Gutiérrez, Chiapas, México.

CEMELA (2014). An innovative model for preparing leaders to improve the mathematics education of Latina/o students. In R. Hernández and P. Boverie (Eds.), *Leadership and Innovation in universities, organizations and corporations* (pp. 67-97). Jalisco, México: Universidad de Guadalajara/ The University of New Mexico.

LópezLeiva, C. A., Celedón-Pattichis, S., Pattichis, M.S., & Llamocca, D. (2013). Image representation in a middle school afterschool program. Paper to be presented at the *4th International Realistic Mathematics Education Conference*, Boulder, Colorado.

LópezLeiva, C. A., Torres, Z. N., & Khisty, L. L. (2011). Exploring the “chanzas” for bilingual students to understand probability: Using bilingual resources in mathematics. Paper presented at the International Commission on Mathematical Instruction (ICMI) Study-21 Conference: *Mathematics Education and Language Diversity, Aguas de Lindóia, São Paulo, Brasil* (September).

LópezLeiva, C. A., Vomvoridi-Ivanovic, E. & Willey, C. (2012). Reconnecting with Powerful, Personal Resources to Teach and Learn Mathematics: Experiences of Latina/o Pre-service Teachers. In P. M. Appelbaum (Chair), *After the School Bell Rings: Opening Up New Spaces for Teaching/Learning Mathematics with Latinas/os.* Symposium presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canadá.

Mahn, H. (2011). “How Leontiev’s Representations of Vygotsky’s Theoretical Framework Conceal Its Essential Concepts.” *Paper for the Congress of the International Society for Cultural and Activity Research, Rome, Italy* (September).

Mahn, H. & M. F. Aguilar-Tamayo (2010). Collaborative theory building with sociocultural and concept mapping theories. Paper presentation at the *2010 Fourth International Conference on Concept Mapping. Santiago, Chile: Universidad de Chile.* (October).

Mahn, H. 2014 – “The Relationship between Praxis and Methodology in Vygotsky's Theory.” Paper for the *Congress of the International Society for Cultural and Activity Research, Sydney, Australia*, September 2014.

Mahn, H. 2015 – “Vygotsky’s Teaching/Learning System” – *Universidad Autónoma del Estado de Morelos in Mexico*, Cuernavaca, Mexico. Two-week workshop

Meadows, B., Guerrero, H., & **Sung, Y. K.** (2011). Where the Wild Identity Things Are: The fluidity of identity in educational settings. *International Society of Language Studies (ISLS) Conference*, Aruba (June).

Meyer, L. M. (2013). Reconstrucción comunal de la Educación Inicial en el Oaxaca Indígena. Presentation at the *XIII Inter-American Symposium on Ethnography and Education*, UCLA (September).

Meyer, L. M. (2013). Comunalidad and Initial Education in Indigenous Oaxaca, México. *American Educational Research Association*, San Francisco, CA (May).

Meyer, L. M. (2013). Pobreza material pero riqueza organizativa, lingüística y cultural: La investigación en la educación comunitaria en el México Profundo. Organizer & moderator of a symposium presented with 6 Oaxacan colleagues at the American Educational Research Association, San Francisco, CA (April).

Meyer, L. (2012). Construyendo Nuestra Identidad Bilingüe en Oaxaca y Nuevo México (*Constructing our Bilingual Identity in Oaxaca and New Mexico*). Presentation in Spanish at the *3rd Annual AAME Conference and the 39th Annual NMABE Bilingual Multicultural Education Conference*, ABQ (April).

Meyer, L. (2011). Hacia una alternativa de formación indígena bilingüe e intercultural: Una pedagogía liberadora desde la “comunalidad” (*Towards an alternative preparation for bilingual and intercultural Indigenous teachers: A liberatory pedagogy of comunalidad*). Presentation at the *4th International Symposium of Bilingualism and Bilingual Education in Latin America*. Benito Juarez Autonomous University of Oaxaca, MX. (June 30, 2011).

Meyer, L. (2010). Indios que enseñan (*Indians who teach*). Presentation at the *IX Congreso Latinoamericano de Educación Intercultural Bilingüe / 9th Latin American Congress on Intercultural Bilingual Education*, Antigua, Guatemala (October).

Meyer, L. & Maldonado, B. (2011). Presentation and analysis of the book, *Comunalidad, educación y resistencia indígena en la era global at the 4th International Symposium of Bilingualism and Bilingual Education in Latin America. Benito Juarez Autonomous University of Oaxaca, MX.* (July).

Musanti, S. I., **Celedón-Pattichis, S.**, & Marshall, M. (2011). “Ellos necesitan saber que pueden aprender matemática”: Cuestiones de equidad en la enseñanza de matemáticas en los primeros años de la escuela primaria. Paper presented at *VI Jornadas Nacionales sobre la Formación del Profesorado: "Currículo, Investigación y Prácticas en contexto(s)"*, Mar del Plata, Argentina (May).

Musanti, S. I., Marshall, M., **Celedón-Pattichis, S.** (2010). Desarrollo profesional docente situado en el aula: Un proceso colaborativo entre una maestra bilingüe principiante e investigadores cualitativos. *II Congreso Internacional sobre Profesorado Principiante e Inserción Profesional a la Docencia, Buenos Aires, Argentina* (February).

Noll, E. (2012). Aesthetic response & learning in the language arts and content classroom. *American Studies of Norway Conference, Fredrikstad, Norway* (August).

Noll, E. (2012). English: The subject of discussion. *National Association for the Teaching of English, York, England* (June).

Noll, E. (2011). Much Ado about Vampires. *International Federation of Teachers of English, Auckland, New Zealand* (April).

Noll, E. (2010). The marginalization of academic discourses. *XVI Congreso Mundial de Ciencias de las Educación, Monterrey, México* (June).

Roberts-Harris, D., Rockford Aguilar-Valdez, J., **LópezLeiva, C. A.**, Lobo, G., Torres-Velasquez, D., & Westby, C. (2013). Crossing through Nepantla on the way to science learning and teaching. Presentation conducted at the *2013 National Association for Research in Science Teaching (NARST) conference, Rio Grande, Puerto Rico.*

Sakoi, J. & **Sung, Y. K.** (2011). “I feel good when I practice English!”: *Japanese EFL learners’ ideology in Twitter-based English language learning. International Society of Language Studies (ISLS) Conference, Aruba* (June).

Sandoval, E., **Blum Martinez, R.** & Nielsen, M. (2013). Nuevas reformas educativas: mayorías, minorías y percepciones de maestros en servicio. *Inter-American Symposium on Ethnography in*

Education/ Simposio Inter-americano de Etnografía en Educación. University of California, Los Angeles, Los Angeles, CA.

Sung, Y.K. (2012). Exploring Diversity and Complexity of the U.S. Korean-diaspora through Picture Books. *IBBY Congress, London* (August).

Sung, Y. K. & C. Desai. (Accepted 2011). Whose Fear and Whose Safety? *International Research Society for Children's Literature Conference (IRSCL) Congress, Brisbane, Australia* (July).

Sung, Y. K. & Sakoi, J. (Accepted 2011). Feeling like an orphan, but I am not!: Dark secrets around young children's trauma and stress in Japanese picture books. *International Research Society for Children's Literature Conference (IRSCL) Congress, Brisbane, Australia* (July).

Sung, Y. K. (2014). Experiencing Multicultural Literature as a Self-Portrait of South Korea. *IBBY Congress, Sep 10-13, Mexico City, Mexico.*

Trinidad Galván, R. (2013). Educación and transformational knowledge: Evidence from the Southwest United States, Mexico and Ecuador. *Symposium paper presented at the Southwest Council of Latin American Studies (SCOLAS), Antigua, Guatemala* (March).

Trinidad Galván, R. (2011). Renegociando la Masculinidad en las Relaciones Transnacionales: Una perspectiva Innovadora sobre el Género. *Primer Congreso Latinoamericano de Ciencias Sociales. Universidad Autónoma de Zacatecas, Zacatecas, México* (October).

Trinidad Galván, R. (2011). Relatos de Supervivencia: Desafíos y bienestar en una comunidad transmigrante mexicana. *Primer Foro Internacional: Interdisciplina y espacios sustentables. Universidad de Guanajuato, Guanajuato, Mexico* (May).

Trinidad Galván, R. (2010). Refashioning Masculinity: Transnational Fathering among Ecuadorian Men that Stay Behind. *Association for Research on Mothering (ARM). San Juan, Puerto Rico* (February).

Zancanella, D. & Moore, M. (2011). The Common Core Standards: The Nationalization of English Language Arts in the U.S. *International Federation for the Teaching of English Conference, Auckland, New Zealand* (April).

Zancanella, D. & Moore, M. (2012). Comparing the Role of Standards in the U.S. and U.K.

National Association of Teachers of English Conference, York, England (July).

Invited Presentations

Cajete, G. (2013). Look to the Mountain: The Emergence of Indigenous Education. *The National Education Ministry of Ecuador Symposium on Indigenous Education and Indigenous Knowledge*. Quito, Ecuador (April).

Cajete, G. (2013). Designing Indigenous Science Education Curricula. *Ping Dong University, Ping Dong, Taiwan (July).*

Cajete, G. (2012). Prime Minister of Bhutan's Executive Committee on Curriculum for "Gross National Happiness." *United Nations Assembly Meeting on Creating a New Global Economic Paradigm, United Nations. New York, NY. (April).*

Cajete, G. (2011). COMMENCEMENT SPEAKER: The Indigenous Mind Rising - Finding Face, Finding Heart and Finding Foundation. *First Nations University of Canada. Regina, Saskatchewan, Canada. (June).*

Cajete, G. (2011). KEYNOTE: Applied Transformation: Re-creating Sustainable Indigenous Community Through Indigenous Research and Education. *Transformative Education Conference: Center for Transformative and Holistic Education. University of Toronto. Toronto, Ontario, Canada (October).*

Cajete, G. (2010). KEYNOTE: A History of Indigenous Community, A Pueblo Perspective. *International Symposium on Maori Planning. Awanuiwananga Maroi University. Whakatane, New Zealand (November).*

Cajete, G. (2010). Ignite the Sparkle: Creating Indigenous Based Science Education. (*Three Day Intensive U.S. State Department Workshop*). The Catholic University of Bolivia, La Paz, Bolivia (October).

Cajete, G. (2010). KEYNOTE: Creating Sustainable Indigenous Community in a 21st Century World. Tenth Anniversary of the Indigenous Doctoral Program at Trent University. *A Conference on the Future of Indigenous Studies, Trent University. Toronto, Canada (June).*

Chamcharatsri, P. B. (2012). Narrative writing in ESL classrooms. *Chulalongkorn University, Thailand.*

Chamcharatsri, P.B. (2013). Current research in ESL/EFL context. *Maha Sarakam University, Thailand*. (July).

LópezLeiva, C.A. (2013). El aprendizaje estratificado durante la comunicación matemática. Virtual presentation for the Seminario de Investigación PROME “en línea” del Postgrado en Matemática Educativa. *Centro de Investigación en Ciencia Aplicada y Tecnología Avanzada, Instituto Politécnico Nacional, México D.F.: México*. <http://sem-inv-promo.blogspot.com/2013/08/ano-3-sesion-no-8.html>

Mahn, H. (2010). Workshop on Vygotsky’s Conceptual Understanding and Concept Maps. *Universidad Autonoma del Estado de Morelos, Cuernavaca, Mexico* (March).

Meyer, L.M. (2012). KEYNOTE: Educación Indígena Crítica: Perspectivas desde Oaxaca (*Critical Indigenous Education: Perspectives from Oaxaca*). Presentation at the *First International Encounter for Critical Education, organized by the Center for Research and Educational Development (CEDES) of Section 22 of the Mexican National Union of Education Workers, in Oaxaca, México* (May).

Meyer, L. M. (2011). Investigación y análisis de la base comunal de la crianza de los niños en las comunidades originarias de Oaxaca (Investigation and analysis of the communal base of childrearing in indigenous communities of Oaxaca). Facilitator and presenter at a session of the *intensive study project (diplomado) on Early Education, sponsored by the Coalition of Indigenous Teachers and Promoters of Oaxaca, Oaxaca, México* (November).

Meyer, L.M. (2010). La lengua y discriminación (*Language and discrimination*). Panel presentation at the Seminar on Culturally Relevant Education: An Unrealized Expectation, part of a conference to inaugurate the national campaign against discrimination in indigenous education, initiated by the *National Congress on Indigenous and Intercultural Education*. Held at the *National Pedagogical University, Ajusco, MX*. (April).

Meyer, L. & Soberanes, F. (2010). Los Nidos de Lengua en Oaxaca (*Language Nests in Oaxaca*). *Taller Estrategia “Nido de Lengua”, Programa de Apoyo a la Calidad Educativa, Antigua, Guatemala* (October).

Meyer, L.M. (2010). La etnometodología de Garfinkel: Enfoques contemporáneos de la teoría sociológica. (*Garfinkel’s ethnomethodology: Contemporary foci in social theory*). *Inaugural presentation of the Permanent Seminar on Contemporary Social Theory, held at the Center for Theoretical and Multidisciplinary Studies in the Social Sciences, School of Political and Social Sciences, National Autonomous University of Mexico (UNAM)* (April).

Meyer, L.M. & E. Jiménez (2010). Reafirmar el trabajo lingüístico en los Nidos de Lengua (*Reaffirm linguistic efforts in the Language Nests*). Presentation in Spanish at the *9th Language Nest Workshop, Oaxaca, Mexico* (March).

Meyer, L.M. (2010). *Transformando nuestra metodología/Transforming our methodology*. Facilitator and presenter in an intensive course (diplomado) for indigenous teachers in *Chiapas, MX, in a project sponsored by INED* (February).

Meyer, L.M. (2012). *Globalization and Indigenous Resistance. Presentation at The World in Ferment: A Symposium*. Sponsored by the Santa Fe World Affairs Forum with co-sponsor UNM Center for Science, Technology & Policy (April).

Meyer, L. & Maldonado, B. (2011). Defying inequality by fortifying communal life: Experiences of ‘comunalidad’ in Oaxaca. Presentation at *Center for Lifelong Learning, Institute for American Indian Arts, Santa Fe, NM* (April).

Meyer, L. & Maldonado, B. (2011). Defying inequality by fortifying communal life: Experiences of ‘comunalidad’ in Oaxaca. Featured presentation at the symposium, *Shrinking Latin America's Inequalities: Livelihood, Nutrition and Health Strategies for All*, sponsored by the Center for Latin American and Caribbean Studies, Michigan State University (April).

Meyer, L. & Maldonado, B. (2011). Creating schools that defend rather than destroy community: Reflections from Indigenous Latin America. MSU Libraries Colloquia Series Event co-sponsored with the Center for Latin American and Caribbean Studies, Michigan State University Libraries (April).

Meyer, L. 2015. Indigenous language maintenance & revitalization in Oaxaca, Mexico. Invited presentation featured in the Roadrunner Series of speakers organized by the High Desert Linguistics Society student group, April 17, 2015.

Meyer, L. & Maldonado, B. (2011). “Indios” who teach: Preparing indigenous teachers in “comunalidad”. Presentation to the Michigan State College of Education (April).

Meyer, L. & Soberanes, F. (2011). Presentation on Language Nests and language/culture revitalization. Center for Lifelong Learning, Institute for American Indian Arts, Santa Fe, NM (November).

Sims, C.P. (2013). Indigenous Language Revitalization in the Pueblos of New Mexico, USA . *IV Congresso Internacional de Estudos Linguísticos e Literários na Amazônia*. April, 2013. *Federal University of Pará. Belem, Brazil*.

Sims, C.P. (2010). Iniciativas para el Mantenimiento de las Lenguas Indígenas entre las Comunidades de Pueblos Indios del Suroeste de Los Estados Unidos. *Congreso Latino Americano de Educación Intercultural Bilingüe, Antigua, Guatemala* (October).

Sims, C.P. (2010) Iniciativas para el Mantenimiento de las Lenguas Indígenas entre las Comunidades de Pueblos Indios del Suroeste de Los Estados Unidos: Temas y Retos de Actualidad. *XVI Congreso Mundial de Ciencias de la Educación. Monterrey, Mexico* (May).

Sims, C.P. (2010). La Enseñanza de los Lenguajes Indígenas en las Escuelas Públicas de Nuevo México. *Congreso Latino Americano de Educación Intercultural Bilingüe. Antigua, Guatemala* (October).

Trinidad Galván, R. (2011) KEYNOTE: Renegociando la Masculinidad en las Relaciones Transnacionales. Primer Foro Internacional: Interdisciplina y espacios sustentables. *Universidad de Guanajuato, Guanajuato, Mexico* (May).

Trinidad Galván, R. (2012). KEYNOTE: Book presentation of *Relatos de Supervivencia: Desafíos y bienestar en una comunidad transmigrante mexicana*. Dolores Hidalgo, México. (July)

Trinidad Galván, R. (2012). KEYNOTE: Book presentation of *Relatos de Supervivencia: Desafíos y bienestar en una comunidad transmigrante mexicana*. Universidad Autónoma del Estado de México (UAEM), Toluca, México (May).

Ongoing International Research

Meyer, L. M. (2012 to present). *Diplomado in Communal Initial Education for Indigenous Teachers in Oaxaca, México*. Data to evaluate this teacher preparation effort has been collected and is in process of analysis, in collaboration with the *Coalition of Indigenous Teachers and Promoters of Oaxaca, México*.

Meyer, R. (2011 to present). *Eye Movement Miscue Analysis and Retrospective Eye Movement Miscue Analysis with Struggling Readers*. Ongoing research sponsored by the Center for the Expansion of Language and Thinking, an international non profit. The work is being done in collaboration with a colleague in Egypt and a Japanese-born Korean colleague at NMSU.

Media Interviews

Meyer, L. M. (2010). *La Discriminación y el Rescate de las Lenguas Indígenas - Conversación con Lois M. Meyer* (Discrimination and the Revitalization of Indigenous Languages – Conversation with Lois M. Meyer.) Live interview by the Center for the Study and Development of the Indigenous Languages of Oaxaca / *Centro de Estudios y Desarrollo de las Lenguas Indígenas de Oaxaca* (CEDELIO) in May. Interview posted on youtube: http://www.youtube.com/watch?v=xXjWE_sl0wA

López Bárcenas, F., **L. M. Meyer**, & R. Jasso Aguilar. (2010). *Indigenous movements: Struggle and repression in Mexico*. Interviewed live on NM IndyMedia Channel 27 TV, ABQ (April).

Funded Grants

Borden, A. (2013). Tinker Foundation/Latin American & Iberian Institute Field Research Grant (\$838.50): Travel support for research for a book project on Colegio Naleb' in Guatemala (May-June).

Borden, A. (2012). College of Education in cooperation with the Office of the Provost at UNM, Research Grant for Summer Salary (\$12,701): Sower of Peace? The History of Colegio Naleb' (Summer).

Borden, A. (2011). OFAC Research Grant (\$1734): "Sower of peace? The history of Colegio Naleb'." UNM College of Education Overhead Funds Allocation Committee.

Sims, C.P. (2010). *2010-2011 International Indigenous Language Policy Research Conferences*. Submitted to National Science Foundation Endangered Languages Fund. Funded for three symposia for \$35,000.

Trinidad Galván, R. (2012) Tier 2 Individual Investigator Summer Research Program Project included two endeavors—a book manuscript and a *National Endowment for the Humanities* (NEH) Summer Institute Grant Proposal for K-12 teachers. Funded for \$13,940 by the Provost's Office and the COE (Summer).

Trinidad Galván, R. & Rosas Popategui, P. (2012). *Faculty-led Study Abroad Program* Proposal to direct a *Study Abroad Program* to teach a course [*Transborder Feminist Literary Representations*] and lead a group of up to 15 students to the city of Guanajuato, Mexico. Supported by the Provost Office [\$9,500]; College of Education [\$1,000]; Department of Spanish and Portuguese [\$1,000] at the University of New Mexico.

International Service and Consulting

Borden, A.

- 2007-Present: Various free-of-charge workshops for parents, teacher trainers, teachers, and departmental supervisors in *Guatemala*
- Secretary, Latin American and Iberian Institute Executive Committee for the Faculty Concilium, 2009-2011.

Cajete, G.

- 2011: Teacher In-Service Workshop: Ignite the Sparkle: Teachers Creating Culturally Responsive Curricula. *Winnipeg Public Schools. Winnipeg, Manitoba, Canada* (October).

Celedón-Pattichis, S.

- 2010: Cómo Crear Comunidades que Comuniquen las Matemáticas. Colegio de Bachilleres del Estado de Jalisco (COBAEJ). (Provided professional development to secondary mathematics teachers). *Guadalajara, Jalisco, México* (May).

Meyer, L.

- 1999- present: Advisor to the *Coalition of Indigenous Teachers and Promoters of Oaxaca and to the Mexican National Congress on Indigenous and Intercultural Education* on the conceptualization, implementation, and evaluation of bilingual education teacher preparation and on language revitalization efforts (language nests) in Oaxaca and other Mexican states.
- 2009-present: Expert consultant and witness for immigration lawyers Judith Seed Miller and Howard David in Los Angeles, representing Mexican families facing deportation.
- Reviewer of manuscripts or proposals from Columbian, Mexican, Lebanese, and Icelandic researchers for SAGE Open, *The Oral History Review*, *Teacher Education*, *the Icelandic Research Fund*, and *REICE: Publicación oficial de la Red Iberoamericana de Investigación sobre Cambio y Eficacia Escolar* (official publication of the Iberoamerican Network of Research on Educational Change and Effectiveness).

Meyer, R.

- 2011-2013: President of the Whole Language Umbrella, whose membership and executive board are international

Sung, Y. K.

- 2009- present: Asahi-Reading Promotion Award Committee Member, International Board on Books for Young People (IBBY)
- 2009- present: International Collection of Children's and Adolescent Literature, WOW,
- Advisory board member
- Refereed Member of International Research of Children's Literature (IRSCL)

- 2012-present: Advisor/mentor to two intercultural understanding projects through children's literature, including one with *Gangdong Elementary School 6th Graders' Literature Discussion in Culture Project, Seoul Korea.*

Zancanella, D.

- 2013-2015: Member of the planning committee for the 2015 Conference for the International Federation for the Teaching of English.

Rebecca Blum Martinez, Director, Latin American Programs in Education (LAPE):

LAPE has facilitated the following:

- Three summer courses on the teaching of English for Mexican teachers of English and Professors of Engineering at ITESM.
- Research and publication of a book comparing teacher education programs in Mexico, the U.S., and Canada.
- Indigenous professors to academic visits in Mexico and Ecuador
- MOUs with various Ministries of Education in Mexico
- MOU with the Universidade do Pará in Brazil -- this initiative just beginning
- Visits by various UNM COE professors to different institutions in Mexico (LAPE initiated these and in some cases paid for their visits)
- Exploration of student teaching possibility in San Isidro, Argentina
- Visits to various educational institutions in Buenos Aires, Argentina to explore possible projects.
- Working on an MOU with the University of Rosario in Argentina
- Faculty exchanges with faculty in Mexico.
- Presently exploring possible projects with the Universidad de Guadalajara, Mexico

LLSS Faculty Scholarship, Research & Service
Focus: EDUCATIONAL ISSUES IN NEW MEXICO
& THE U.S. SOUTHWEST, 2009-2014
Department of Language, Literacy & Sociocultural Studies, COE, UNM

EXECUTIVE SUMMARY

The work of faculty in the Department of Language, Literacy, & Sociocultural Studies (LLSS) in the College of Education reflects an extensive and broad range of scholarship, research and service focused on education in New Mexico and the U.S. Southwest. While the results of this faculty survey show some of the more salient examples of faculty contributions during the last five-year period, there are many more examples of long-standing professional experience among LLSS faculty who have worked in New Mexico and/or the greater Southwest for more than 20+ years. Unfortunately, this could not be completely captured in this report due to the specific time parameters of the survey. Emerita faculty extend the sweep of the department's and the College's commitments to NM and the SW into even more distant decades.

The information collected during Fall 2013 and Spring 2014 was contributed by fifteen of nineteen LLSS tenured and tenure track faculty in the LLSS Department. Their input revealed an impressive record of scholarship, research and service commitments to the wider community beyond the UNM university setting, while at the same time they maintained their regular teaching and student advisement loads. In other words, the scholarship and service documented here was on top of, not in substitution for, these faculty members' regular teaching and student advising duties. In addition, some faculty members also served as Coordinators of their respective programs in LLSS, including Bilingual Education/ESL, American Indian Education, and Educational Thought & Sociocultural Studies. Several also serve as PIs or Co-PIs for various projects and/or Centers, such as the Multicultural Education Center/Latin American Programs in Education (LAPE), and the American Indian Language Policy Research and Teacher Training Center (more information is provided about these centers at the very end of this report).

Of particular note is the breadth of professional contributions LLSS faculty have made within the last 5 years and the key roles they continue to play in the areas of service and outreach to local New Mexico schools and communities, as well as their focused educational research related to New Mexico's diverse cultural and linguistic student populations. Overall, the survey results (listed in more detail in the following pages) show that LLSS faculty serve as educational leaders, advisors, facilitators, and advocates in various capacities at the local, state, and regional level. For example, they have:

- Served as members of the New Mexico Public Education Department bilingual education advisory committees, state education task forces, local education boards and other statewide organizations representing minority student populations.

- Organized and facilitated state, regional, national conferences, institutes, symposia and international dialogues focused on community-based Indigenous education, Indigenous language policy issues, bilingual and ESL teacher education, mathematics and Native language teacher training.
- Facilitated state-wide curriculum development projects focused on New Mexico Indigenous history and government,
- Participated in numerous state, local and regional conferences as invited or keynote speakers addressing key issues in teacher education, instruction, and Indigenous language policy.
- Presented and shared their original research at professional meetings and national and international conferences.
- Enabled hundreds of New Mexico teachers to successfully add state endorsements in high need areas (Teaching English as a Second Language and Bilingual Education) to their teaching licenses.
- Organized and mentored New Mexico teacher cohorts through Masters' degree programs, academic literacy seminars, ELL workshops, and graduate assistantships.
- Advanced mathematics and engineering instruction for New Mexico's minority student populations.
- Conducted cutting edge research in the areas of bilingual mathematics education, literacy, Indigenous language teacher training, and the education of Indigenous youth.
- Provided testimony on bilingual education issues in legislative education hearings for New Mexico state legislators.
- Taught or provided technical assistance in field-based collaborative work with New Mexico Pueblos and Tribal Nations.
- Offered their bilingual proficiency (in Spanish, Pueblo languages, and Navajo), to support educational programs, language revitalization efforts, curriculum development projects, and dialogues between communities, educators, and the university.

FACULTY AWARDS

Given this impressive record of scholarship, teaching, research, and service, LLSS faculty have been recognized by state, regional, national and international organizations, and the university for their scholarship and excellence in teaching, mentorship of students, as well as their professional service and contributions to diverse populations of New Mexico and the greater Southwest. Examples of faculty recognitions and awards received within the last 5 years include:

Dr. Glenabah Martinez

- UNM, 2009, 2010 and 2011 Award for Outstanding Faculty of Color. Awarded by the PMGS.
- UNM, 2009, 2010 and 2012 American Indian Student Services Award for Teaching and Mentoring

Dr. Sylvia Celedón-Pattichis

- 2012 Senior Scholar Reviewer's Award, National Association for Bilingual Education.

- 2012 Faculty of Color Mentoring Award. Received this award through the Project for New Mexico Graduates of Color at the University of New Mexico. Albuquerque, New Mexico.
- 2011 Senior Scholar Reviewer's Award. National Association for Bilingual Education. Dallas, Texas. (February 2012)
- 2011 Faculty of Color Research Award. Received this award through the Project for New Mexico Graduates of Color at the University of New Mexico. Albuquerque, New Mexico.
- 2010 Innovation in Research on Diversity in Teacher Education Award. Received this award through AERA Division K.
- 2008-2011 Regents Lecturer Award. The University of New Mexico. Albuquerque, New Mexico. (\$2,900/year)

Dr. Christine P. Sims

- 2012 Joseph M. Montoya Award for contributions at state and national level on behalf of American Indian Language Issues. New Mexico Association for Bilingual Education, 2012 Annual Conference, Albuquerque, NM.

Dr. Rebecca Blum Martinez

- 2012 International Governor Tomás Enrique Cresto Award as a Leader for Development by the Argentine Senate: La Distinción Gobernador Tomás Enrique Cresto como Líder para el Desarrollo.

Dr. Ricky Lee Allen:

- 2011 Scholar in Action Award, UNM Project for New Mexico Graduates of Color, UNM.

SCHOLARSHIP

The breadth of scholarship reflected in LLSS faculty publications is yet another example of the valuable professional resources available in the LLSS Department and the College of Education. Faculty research and service in the field, combined with faculty knowledge and expertise, are reflected in the sheer number of published original works and research grants produced over the last five years (a full listing is included after this Executive Summary). The summary below reflects only the fifteen faculty members who responded to the survey:

- A total of six books have been authored or co-edited addressing a wide range of topics including Indigenous youth and issues of curriculum and instruction, educational policy in New Mexico, teacher education, mathematics education for ELLs, comparative community-based education in New Mexico and across the hemisphere in an era of globalization, and issues of identity in writing and Latino education.
- The extensive list of scholarly publications, including: 14 peer reviewed articles in professional journals; 35 book chapters; 4 invited publications; 1 invited commentary; 5 invited book reviews; and 3 published curricula. In addition, LLSS faculty sat on 3 editorial boards.
- In the past five-year period, 3 LLSS faculty presented their NM and SW research 14 times at international conferences in Latin America, including to audiences in Mexico, Guatemala, Brazil, Argentina, and Puerto Rico.

- In terms of national, state, regional and local professional presentations: 10 LLSS faculty made 73 presentations at national professional meetings; 9 faculty were invited to make 60 state, regional, and local presentations about their NM/SW scholarship and projects, including 2 who were invited multiple times to make keynote presentations.
 - LLSS faculty have successfully generated research and project support from funding sources at the national, state and college levels.
1. In the five years prior to April 2014 when this report was submitted, LLSS faculty reported receiving Sponsored Research funding in the amount of **\$2,448,621**; an additional **\$2,525,091** of sponsored research support is still pending. This sponsored funding was overwhelmingly generated by successful proposals for Spanish-English bilingual research/service with Hispanic/Latino students in the areas of math, science, and engineering;
 2. Additionally, major amounts of funding support came through Funded Project Grants (funded **\$1,978,013**; pending **\$100,000**). These funds from federal, state and private foundation grants were secured by Native faculty to support the work of an American Indian Language Center and fund graduate scholarships for American Indian students.
 3. Summer COE Research grants: 8 LLSS faculty have been awarded Summer Research funding by the COE in competitive competitions, for research focused on NM and regional SW educational issues, in some cases viewed comparatively with Indigenous issues in Mexico and Latin America (funded by the COE: **\$177,917.95**)
 - The state and local service contributed by LLSS faculty to NM and regional schools and communities is extensive and impossible to summarize briefly here. Please consult pages 29-36 of this report for a detailed sampling of this extensive professional service to our communities, state and region.
 - In the COE, several critically important Centers and programs that attend to issues of NM's diversity are directed by LLSS faculty. The COE's Multicultural Education Center is co-directed by Tryphenia Peele-Eady and Sylvia Celedón-Pattichís, both LLSS faculty. Housed within this Center, Rebecca Blum Martinez directs the Latin American Programs in Education (LAPE), with a focus on educational outreach and programs throughout the Spanish and Portuguese-speaking Americas. In addition, within the Department of Language, Literacy & Sociocultural Studies (LLSS), the American Indian Language Policy Research and Teacher Training Center (AILPRTTC) exists to serve as a local and national center of collaborative research that examines major policy issues affecting the survival and maintenance of American Indian languages. The work of these two centers is summarized at the end of this report (pp. 37-38).

PLEASE NOTE: This summary of LLSS faculty scholarship and service focused on NM and the

U.S. Southwest extends to 38 pages and covers only 5 years' time (2009-2014). Nevertheless, it considers *only* the scholarship and service of those faculty members who were able to respond in a relatively short period of time to our. It is certain that this document could be extended were all LLSS faculty to respond. In addition, the categories included here were defined hastily; had there been greater clarification of what counted for "NM and SW research and service" (versus national concerns for diversity in educational issues), this list of scholarship and service would unquestionably be longer.

Nevertheless, we trust that this recounting of our research, our work, and our passions and commitments, displays the extent to which ONE College of Education department (LLSS), surely among others, is committed to issues of diversity and social justice, as we both educate and learn from the diverse students and communities within our state, our nation, and our world.

[Many thanks to Dr. Christine Sims for facilitating the major work of compiling this important document of LLSS scholarship and service in NM and the U.S. Southwest!]

Full Bibliography of LLSS Faculty Scholarship, Research & Service

Focus: EDUCATIONAL ISSUES IN NEW MEXICO

& THE U.S. SOUTHWEST, 2009-2014

PUBLICATIONS

The following sections have been organized according to the type of published work and the name of the individual LLSS faculty member who has created and published the work. These examples reflect a variety of educational issues or research specific to New Mexico, the Southwest, and diverse populations of this region.

Books

- **Martinez, G.** (2010). *Native Pride: The politics of curriculum and instruction in an urban, public high school.* Cresskill, NJ: Hampton Press, Inc.
- **Sung, Y.K.** & O'Herron, G. (In Press). *Sliding Glass Door that Open South Korea For American Children.* New York, ME: Stenhouse

Co-Edited Books

- Sandoval, E, **Blum Martinez, R.** & Andrews, I (Eds) (2010). *Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America.* Universidad Pedagógica Nacional: Mexico DF.
- **Celedón-Pattichis, S.,** & Ramírez, N. (2012). *Beyond good teaching: Advancing mathematics education for ELLs.* Reston, VA: National Council of Teachers of Mathematics. [Invitation from NCTM and peer reviewed book].
- **Meyer, L.** & Maldonado, B. (2010). *New World of Indigenous Resistance: Noam Chomsky and Voices from North, South and Central America.* San Francisco, CA: City Lights.
- **Meyer, R.** & Whitmore, K. (Eds.)(2014). *Reclaiming writing: Composing spaces for identities, relationships, and action.* New York: Routledge/Francis & Taylor Group.

- Murillo Jr., E., Villenas, S., **Trinidad Galván, R.**, Muñoz, J., Martinez, C., & Machado-Casas, M. (2010). *The Handbook of Latinos and Education: Research, theory & practice*. New York: Routledge.

Refereed Publications

- **Blum Martínez, R.** (in press). El bilingüismo: Nuestro don. In Guerrero, M. & Soltero González, L. *Fundamentos de la educación bilingüe*. Albuquerque, NM: Dual Language Education of New Mexico.
- Romero-Little, M.E & **Blum Martínez, R.** (2012). In retrospect, revitalizing the Cochiti language—a proposal for community re-engagement in collective spirit and mutual respect. *Journal of American Indian Education*, 51 (3), 95-103.
- Reiersen, S., & **Celedón-Pattichis, S.** (in press). Transforming borders through English use and service-oriented cultural capital: A case study of indigenous Honduran immigrants. Manuscript to appear in *Latin American Perspectives*.
- **Celedón-Pattichis, S., LópezLeiva, C. A.,** Pattichis, M. S., & Llamocca, D. (2013). An interdisciplinary collaboration between computer engineering and mathematics / bilingual education to develop a curriculum for underrepresented middle school students. *Cultural Studies of Science Education*, 8(4), 873-887. doi 10.1007/s11422-013-9516-5
- Musanti, S. I., **Celedón-Pattichis, S.**, & Marshall, M. E. (2012). Reflexiones sobre lenguaje, cultura y equidad en la enseñanza de matemáticas en una escuela primaria bilingüe de Estados Unidos. *GIST-Education and Learning Research Journal*, 6, 44-70.
- **Celedón-Pattichis, S.**, & Turner, E. (2012). “Explícame tu respuesta”: Supporting the development of mathematical discourse in emergent bilingual kindergarten students. *Bilingual Research Journal*, 35(2), 197-216.
- Musanti, S. I., & **Celedón-Pattichis, S.** (2012). “They need to know they can do math”: Reaching equity and bilingual teachers’ perceptions of integrating contextualized word problems. *Journal of Bilingual Education Research and Instruction*, 14(1), 80-94.
- Turner, E., & **Celedón-Pattichis, S.** (2011). Mathematical problem solving among Latina/o kindergartners: An analysis of opportunities to learn. *Journal of Latinos and Education*, 10(2), 146-169.

- **Celedón-Pattichis, S.** (2010). Implementing reform curriculum: Voicing the experiences of an ESL/mathematics teacher. *Middle Grades Research Journal*, 5(4), 185-198.
- Musanti, S. I., **Celedón-Pattichis, S.**, & Marshall, M. E. (2009). Reflections on language and mathematics problem solving: A case study of a bilingual first grade teacher. *Bilingual Research Journal*, 32(1), 25-41.
- Turner, E., **Celedón-Pattichis, S.**, & Marshall, M. E. (2008). Cultural and linguistic resources to promote problem solving and mathematical discourse among Hispanic kindergarten students. In R. Kitchen & E. Silver (Eds.), *Promoting high participation and success in mathematics by Hispanic students: Examining opportunities and probing promising practices [A Research Monograph of TODOS: Mathematics for ALL]*, 1, 19-42. Washington D.C.: National Education Association Press.
- **Meyer, L.** (2012). Fishman's Cultural Autonomy as an Approach to Sociolinguistic Power- Sharing. In O. Garcia & G. S. Fishman (eds.). *Special Issue: Cultural Autonomy and Fishmanian Sociolinguistics*. *International Journal of the Sociology of Language* 213: 127- 142.
- **Meyer, R.** (2010). Official and Unofficial Portraits. *Talking Points* 21 (2), 9-15.
- **Meyer, R.** (2014). This is a Test. *Journal of Language and Literacy Education* (online journal). Available at <http://jolle.coe.uga.edu/current-issue/this-is-a-test/>.
- **Sims, C.** (2011). Teaching Indigenous Languages: Perspectives from American Indian Pueblo Communities. In *Educación Comunal*. 4-5:153-164, July 2011. Oaxaca, MX: CSEIIO, CEEESCI, Universiteit Leiden, and World Learning Mexico.

Book Chapters

- **Allen, R. L.**, & Howard, N. (2012). Racial supremacy. In H. Anheier & M. Juergensmeyer (Eds.), *The Encyclopedia of Global Studies*, Volume 4 (pp. 1428-1430). Los Angeles: SAGE Publications, Inc.

- **Blum Martínez, R.** & Baker, S. (2010). Preparing Teachers of Bilingual Students. In C. Faltis & Valdés, V. (Eds). Education, Immigrant Students, Refugee Students, and English Learners. NSSE Yearbook. Teachers' College Press.
- **Blum Martínez, R.** & Flores Dueñas, L. (2010). Countercurrents; State and National Education Policy in New Mexico. Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America. Universidad Pedagógica Nacional: Mexico DF.
- **LópezLeiva, C., Celedón-Pattichis, S., & Pattichis, M. S.** (accepted for publication in 2015). Participation in the Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) project: Supporting middle school Latinas' bilingual and STEM identities. In B. Polnick & B. Irby (Eds.), Women of color in STEM: Navigating the double bind. Charlotte, NC: Information Age Publishing. Center for the Mathematics Education of Latinos/as (CEMELA). (2014). An innovative model for preparing leaders to improve the mathematics education of Latina/o students. In R. Hernández & P. Boverie (Eds.), Leadership and innovation in universities, organizations, and corporations (pp. 67-97). Tlajomulco de Zúñiga, Jalisco: Wyant House Publishers.
- Kim, D., & **Celedón-Pattichis, S.** (2014). Empowering preservice teachers to advocate for English language learners. In B. Cruz, A. Vásquez, C. Ellerbrock, & E. Howes (Eds.), Talking diversity with teachers and teacher educators: Exercises and critical conversations across the curriculum (pp. 147-156). New York, NY: Teachers College Press.
- **Celedón-Pattichis, S., & Musanti, S. I.** (2014). Supporting emergent bilingual students to move from problem solvers to problem posers. In M. Civil & E. Turner (Eds.), The common core state standards in mathematics for English language learners, grades K-8 (pp. 35-49). Alexandria, VA: TESOL.
- **Celedón-Pattichis, S., & Musanti, S. I.** (in press). Supporting emergent bilingual students to move from problem solvers to problem posers: The use of PRO-literacy. To appear in M. Civil & E. Turner (Eds.), The common core state standards in mathematics for English language learners, grades K-8. Alexandria, VA: TESOL.
- Kim, D., & **Celedón-Pattichis, S.** (in press). Empowering preservice teachers to advocate for English language learners. To appear in B. Cruz, A. Vásquez, C. Ellerbrock, & E. Howes (Eds.), Talking diversity with teachers and teacher educators: Exercises and critical conversations across the curriculum. New York, NY: Teachers College Press.

- **Celedón-Pattichis, S., & Musanti, S. I.** (2013). “Vamos a suponer que...”: Developing base- ten thinking. In M. Gottlieb & G. Ernst-Slavit (Eds.), *Academic language in diverse classrooms: Promoting content and language learning: Mathematics, grades K-2* (pp. 87- 128). Thousand Oaks, CA: Corwin Press.
- **Celedón-Pattichis, S., & Ramirez, N.** (2012). Thoughts, stories and consejos (advice) from English language learners and their educators. In S. Celedón-Pattichis & N. Ramirez (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs* (pp. 5-17). Reston, VA: National Council of Teachers of Mathematics.
- Ramirez, N., & **Celedón-Pattichis, S.** (2012). Understanding second language development and implications for the mathematics classroom. In S. Celedón-Pattichis & N. Ramirez (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs* (pp. 19-37). Reston, VA: National Council of Teachers of Mathematics.
- **Celedón-Pattichis, S., & Nora Ramirez.** (2012). Elements of an effective mathematics community for ELLs. In S. Celedón-Pattichis & N. Ramirez (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs* (pp. 47-53). Reston, VA: National Council of Teachers of Mathematics.
- **Celedón-Pattichis, S., & Turner, E.** (2012). Using storytelling to pose word problems in kindergarten ESL and bilingual classrooms. In **S. Celedón-Pattichis & N. Ramirez** (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs* (pp. 56-62). Reston, VA: National Council of Teachers of Mathematics.
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- Musanti, S., Marshall, M., Ceballos, K., & **Celedón-Pattichis, S.** (2011). Situating mathematics professional development: A bilingual teacher and researchers’ collaboration. In K. Téllez , J. Moschkovich, & M. Civil (Eds.), *Latinos and mathematics education: Research on learning and teaching in classrooms and communities* (pp. 215-232). Charlotte, NC: Information Age Publishing.
- **Celedón-Pattichis, S., & Gómez, K.** (2011). Bilingual/ESL candidate knowledge for mathematics and science teaching. In B. Flores, R. Hernández Sheets, & E. Riojas

- Clark (Eds.), *Teacher preparation for bilingual student populations: Educar para transformar* (pp. 131-145). New York, NY: Routledge.
- **Celedón-Pattichis, S., Musanti, S., & Marshall, M.** (2010). Bilingual teachers' reflections on students' native language and culture to teach mathematics. In M. Foote (Ed.), *Mathematics teaching and learning in K-12: Equity and professional development* (pp. 7-24). New York, NY: Palgrave Mcmillan.
 - Turner, E., **Celedón-Pattichis, S., Marshall, M., & Tennison, A.** (2009). "Fíjense amorcitos, les voy a contar una historia": The power of story to support solving and discussing mathematical problems with Latino/a kindergarten students. In D. Y. White & J. S. Spitzer (Eds.), *Mathematics for every student: Responding to diversity, grades Pre-K-5* (pp. 23-41). Reston, VA: National Council of Teachers of Mathematics.
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 - **Martinez, G.** (2010). "We are supposed to act like one, not like an enemy": U.S. imperialism and the Declaration on the Rights of Indigenous Peoples. In L. Meyer and B. Maldonado (Eds.) *The New World of Indigenous Resistance: Noam Chomsky and Voices from North, South & Central America*. San Francisco, CA: City Lights Publishers.
 - **Martinez, G.** (2010). History keeps you going: Cultural integrity, sovereignty, and New Mexico history. In Martinez, R.B. (Ed.) *Challenges and Possibilities in Teacher Education: A North American Perspective* (pp. 176-178). NY: Routledge.
 - **Martinez, G.** (2009). Representation, Power, and Stereotyping: A lesson on Indigenous People and sports mascots. In M. Missias, E. Heilman & R. Fruja (Eds.) *Social Studies and Diversity Teacher Education*. New York: Routledge Press.
 - **Meyer, L.** (2010). *Hungering for Educational Justice*. In N. Berlatsky, ed. *Opposing Viewpoints: School Reform*. (OVPSRF-1). Greenhaven Press.
 - **Meyer, L.** (2010). A hemispheric conversation among equals. Introductory chapter in L. Meyer and B. Maldonado Alvarado, eds. *New World of Indigenous Resistance*:

- Noam Chomsky and Voices from North, South, and Central America, 7-37. San Francisco, CA: City Lights Publishers.
- **Meyer, L.** (2010). Resistance and hope: The future of “comunalidad” in a globalized world. Interview conducted in 2004 with Noam Chomsky. In L. Meyer and B. Maldonado Alvarado, eds. *New World of Indigenous Resistance: Noam Chomsky and Voices from North, South, and Central America*, 41-62. San Francisco, CA: City Lights Publishers.
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 - **Meyer, L., J. Kirwin, and E. Tooher.** 2010. An Open-Ended Closing. Concluding chapter in L. Meyer and B. Maldonado Alvarado, eds. *New World of Indigenous Resistance: Noam Chomsky and Voices from North, South, and Central America*, 383-399. San Francisco, CA: City Lights Publishers.
 - **Meyer, R.** (in press). Demands of Literacy on New Mexico’s Teachers, Children, and Families. In K. Shanton (Ed.), *The Most Important Work -- Stories of Struggle and Self-determination for Literacy*. University Press of America/Rowman & Littlefield.
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 - Ibara Johnson, S. and **Meyer, R.** (2014). Translanguaging: A language space for multilinguals. In R. Meyer & K. Whitmore (Eds.), *Reclaiming writing: Composing spaces for identities, relationships, and action* (pp. 164-167). New York: Routledge/Francis & Taylor Group.
 - Jurich, C. and **Meyer, R.** (2014). The girls go to the ‘70s and the ‘80s: Self-produced videos and play. In R. Meyer & K. Whitmore (Eds.), *Reclaiming writing: Composing*

- spaces for identities, relationships, and action (pp. 201-213). New York: Routledge/Francis & Taylor Group.
- Jurich, C. and **Meyer, R.** (2014). Democratic writing in video production: Reclaiming the social nature of writing practices. In R. Meyer & K. Whitmore (Eds.), *Reclaiming writing: Composing spaces for identities, relationships, and action* (pp. 228-239). New York: Routledge/Francis & Taylor Group.
 - Guevara Beltrán, M. T. & **Trinidad Galván, R.** (2013). Undocumented workers. In Mason, P. (Ed), *Encyclopedia of Race and Racism*, 2nd edition, 4 vols. pp. Detroit, MI: Macmillan Library Reference. ISBN: 9780028661742
 - **Trinidad Galván, R.** & Gonzalez, N. (2010). Policies and politics in Latino education: An introduction. In Murillo Jr., E., Villenas, S. Trinidad Galván, R., Muñoz, J., Martinez, C., & Machado-Casas, M. (eds.), *The Handbook of Latinos and Education: Research, theory and practice*, (pp. 127-134). New York: Routledge.
 - Deyhle, D., Swisher, K., Stevens, T., & **Trinidad Galván, R.** (2008). Indigenous resistance and renewal: From colonialist practices to self-determination. In Connelly, F.M. (Ed), *Sage Handbook of Curriculum and Instruction*, (pp. 329-348). Sage Publications.
 - **Sims, C.** (2014). Pueblo languages of the southwest. In Wiley, T., Peyton, J., Christian, D., Moore, S., & Na Lui (Eds.) *Handbook of Heritage and Community Languages in the United States: Research, Educational Practice, and Policy* (pp.202-211). Routledge.
 - Romero, A., Romero-Little, M.E. & **Sims, C.** (in press). Revisiting the Keres study to envision the future: engaging indigenous pueblo youth, elders, and teachers in intergenerational collaborative research and praxis. In D. Paris and M.T.Winn (Eds.), *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities*. Sage Publications. Pp. 161-173.
 - **Sims, C.P.** (2009). Maintaining American Indian Languages: A Pueblo Indian language immersion program. In P. Richard-Amato (ed.) *Making It Happen: From Interactive to Participatory Language Teaching*. Longman/Pearson Education.
 - **Sims, C.P.** (2009). *Native American Languages in New Mexico*. Nuevo México: A New Mexico History Anthology Albuquerque: Semos Unlimited, Inc. and New Mexico Highlands University.

- Bird, P. & **Sims, C.** (2015). How can educators create opportunities for families to engage in equitable school participation in linguistically and culturally appropriate ways? In Valdes, G., Menken, K., & Castro, M. (Eds.). *Common Core Bilingual and English Language Learners: A Resource for Educators*. Philadelphia: Caslon Publishing.

Invited Publications

- **Blum Martínez, R.** (2013). Helping ELLs make sense of complex text with “Sentence Talk”. Soleado, Dual Language Education of New Mexico, Spring, 2013.
- **Blum Martinez, R.** (2011). *El español académico en los grados avanzados*. Soleado. Albuquerque, NM: Dual Language New Mexico.
- **Sims, C.P.** (forthcoming). Pueblo perspective on mother tongue survival: Looking beyond the last 100 years. SAR-IARC Pueblo Studies Symposium. Santa Fe, NM: School of American Research.
- **Werito, V.** (2013). Dine youth and identity in education. In J. Rehyner, J. Martin, L. Lockard, and W.S. Gilbert (Eds.) *Honoring Our Children: Culturally Appropriate Approaches for Teaching Indigenous Students*. (pp. 53-64.) Flagstaff: Northern Arizona University. (Available online at <http://jan.ucc.nau.edu/~jar/HOC/>)

Invited Commentary

- **Sims, C.P.** (2009). Commentary: Voices from the field: an American Indian Pueblo perspective in Virginia Collier and Wayne Thomas, *Educating English Language Learners for a Transformed World*. Albuquerque: Dual Language Education of New Mexico.

Book Reviews

- **Martinez, G.** (2010). Review of *We Have a Religion: The 1920s Pueblo Indian Dance Controversy and American Religious Freedom* by Tisa Wenger. *American Indian Quarterly*.
- **Martinez, G.** (2010). Review of *To Remain An Indian* by K. Tsianina K. Lomawaima & Teresa L. McCarty. *Education Review*, 12, Jan. 5. <http://edrev.asu.edu/reviews/rev875.pdf>

- **Meyer, L.** (2011). Review of *Critical Multiculturalism: Theory and Praxis* by S. May & C. Sleeter, eds. *Teachers College Record*, February 17, 2011.
- **Sims, C.P.** (2010). Review of *Indigenous Language Revitalization: Encouragement, Guidance & Lessons Learned* by Jon Reyhner and Louise Lockard (eds). Flagstaff: Northern Arizona University.
- **Werito, V.** (2012) Journal Article Reviewer: A proposal to improve the parity of graduation rates of American Indians at the University of New Mexico. *Journal of American Indian Education*.

Curriculum Development

- Gchachu, K., **Martinez, G.**, & **Sims, C.** (Eds.) (2013). *100 Years of State and Federal Policy: The Impact on Pueblo Nations Curriculum: Elementary, Middle, and High School*. Albuquerque, NM: Indian Pueblo Cultural Center.
- **Martinez, G.** and Martinez, N. (2013). *Civil Rights and Pueblo Nations of New Mexico: Unit Plan for High School Students*. In *100 Years of State and Federal Policy: The Impact on Pueblo Nations Curriculum: Elementary, Middle, and High School*. Albuquerque, NM: Indian Pueblo Cultural Center.
- **Werito, V.** (2005-2011). Curriculum Reviewer and New Mexico Indian History Developer: New Mexico Public Education Department- Indian Education Division and Museum of New Mexico.

Editorial Boards

- **Sims, C.** Member, Editorial Board for *Journal of American Indian Education*, Arizona State University
- **Meyer, L.** & **Sims, C.** Members, Editorial Board for *Educación Comunal*, Oaxaca, Mexico

PUBLIC PRESENTATIONS

LLSS faculty were invited as guest speakers, keynote speakers, public lecturers, and conference presenters focused on educational issues specific to New Mexico, or its diverse cultural and linguistic populations. These are categorized according to type of presentation and grouped under each individual faculty responding to the survey.

International Presentations

- **Blum Martínez, R.** (2013). Grappling with language and meaning in complex texts. Keynote. Puerto Rico TESOL. San Juan, PR.
- **Blum Martínez, R.** (2011). A culturally appropriate language assessment process. Bilinglatam, Oaxaca, Oaxaca, Mexico.
- **Blum Martínez, R.** (2010). Revitalización de la lengua en el Pueblo de Cochiti. Noveno Congreso Latinoamericano de Educación Bilingüe Intercultural. Antigua, Guatemala, October, 2010.
- **Blum Martínez, R. & Sims, C.** (2010). “El Nido de Lengua Como Parte de la Planeación Lingüística Comunal en Nuevo México”. Taller Estrategia “Nido de Lengua”, Programa de Apoyo a la Calidad Educativa, Antigua, Guatemala, October, 2010.
- **Blum Martínez, R.** (2010). El programa de revitalization lingüística en el Pueblo de Cochiti. Panel Foro, Lenguas Amenazadas y Estrategias de Revitalización Lingüística y Cultural. Programa de Apoyo a la Calidad Educativa, Antigua, Guatemala, October, 2010.
- **Celedón-Pattichis, S., & Musanti, S. I.** (2012, April). “Make them fly...”: Prioritizing problem solving and transferring mathematical concepts in a bilingual kindergarten classroom. In J. Aguirre (Chair), Re-imagining mathematics teaching quality for K-12 ELL and Latin@ students. Paper presented at the meeting of the American Educational Research Association, British Columbia, Vancouver.
- **Celedón-Pattichis, S., & Musanti, S. I.** (2012, April). “I wanted to make a difference...”: Building mathematics academic literacy in bilingual kindergarten classrooms. In M. Fránquiz (Chair), Knowing English is not enough! Cultivating academic literacies among bilingual learners. Paper presented at the meeting of the American Educational Research Association, British Columbia, Vancouver.
- **Musanti, S. I., Celedón-Pattichis, S., & Marshall, M.** (2011, May). “Ellos necesitan saber que pueden aprender matemática”: Cuestiones de equidad en la enseñanza de matemáticas en los primeros años de la escuela primaria. Paper presented at VI Jornadas Nacionales sobre la Formación del Profesorado: "Currículo, Investigación y Prácticas en contexto(s)", Mar del Plata, Argentina.

- Musanti, S. I., Marshall, M., **Celedón-Pattichis, S.** (2010, February). Desarrollo profesional docente situado en el aula: Un proceso colaborativo entre una maestra bilingüe principiante e investigadores cualitativos. II Congreso Internacional sobre Profesorado Principiante e Inserción Profesional a la Docencia, Buenos Aires, Argentina.
- Marshall, M., Musanti, S., & **Celedón-Pattichis, S.** (2008, July). Reform mathematics in bilingual classrooms: Flexible thinking and language development in Spanish-speaking first graders. Paper presented at the meeting of the 11th International Congress on Mathematical Education, Monterrey, Nuevo León, México.
- **Sims, C.P.** (2013). Indigenous Language Revitalization in the Pueblos of New Mexico, USA. IV Congreso Internacional de Estudios Lingüísticos e Literários na Amazônia. April, 2013. Federal University of Pará. Belem, Brazil.
- **Sims, C.P.** (2010). Iniciativas para el Mantenimiento de las Lenguas Indígenas entre las Comunidades de Pueblos Indios del Suroeste de Los Estados Unidos. Congreso Latino Americano de Educación Intercultural Bilingüe. October, 2010. Antigua, Guatemala.
- **Sims, C.P.** (2010). La Enseñanza de los Lenguajes Indígenas en Las Escuelas Públicas de Nuevo México. Congreso Latino Americano de Educación Intercultural Bilingüe. October, 2010. Antigua, Guatemala.
- **Sims, C.P.** (2010) Iniciativas para el Mantenimiento de las Lenguas Indígenas entre las Comunidades de Pueblos Indios del Suroeste de Los Estados Unidos: Temas y Retos de Actualidad. XVI Congreso Mundial de Ciencias de la Educación. May, 2010. Monterrey, Mexico.

Refereed Papers/Presentations at National Professional Meetings

- **Allen, R. L.**, Howard, N., & Necochea, V. (2011, November). Mostly minority, mostly white: Learning lessons about race relations from New Mexico. Paper presented at the 2011 meeting of the American Educational Studies Association, St. Louis, Missouri.
- Rosen, L., **Blum Martinez, R.** (2013). Assisting English Learners with the Complex Texts Required by CCSS. La Cosecha Conference (November), Albuquerque, NM.

- Rosen, L., Encinias, N., Balderas, D. **Blum Martínez, R** (2013). Changing the Culture of Instruction for English Language Learners: Remediation to Enrichment. Council of Great City Schools Conference (October), Albuquerque, NM.
- Rosen, L. Aaronson, R. **Blum Martínez, R.** Uro, G. (2013) Maximizing Human Capital to Support the Common Core: Re-thinking the Role of ESL Teachers. Council of Great City Schools Conference (November). Albuquerque. NM.
- **Blum Martínez, R.** (2012). La importancia de los textos complejos en el desarrollo del español. La Cosecha Conference, Santa Fe, NM.
- **Blum Martínez, R.,** Maestas, A.L., Cucchiara, M., Wong Fillmore, L. (2012). Meeting the challenge of making complex texts accessible for all students. Pre-Conference Institute. Council of Great City Schools, Indianapolis, IN.
- **Blum Martínez, R.,** López, M.J.H., Bird, P., Sims, C., Martinez, P., Briseño, D. (2012). The Coalition for the Majority. La Cosecha conference, Santa Fe, NM
- **Blum Martínez, R.** (2011). El lenguaje académico en los grados avanzados. La Cosecha Conference. Albuquerque, NM.
- Martinez, P., Soltero-González, L. A., LaChance, J., **Celedón-Pattichis, S.,** & Guerrero, M. D. (2014, November—**Invited**). Panel session: Dual language education teacher preparation. Presented at the annual meeting of La Cosecha de Otoño, Two-Way Dual Language Immersion Conference, Santa Fe, New Mexico.
- Musanti, S. I., & **Celedón-Pattichis, S.** (2014, October). PRO-Literacy: Strategies to support mathematics academic literacy and language development in the bilingual classroom. Paper presented at the annual meeting of the Texas Association for Bilingual Education, McAllen, Texas.
- **Celedón-Pattichis, S., LópezLeiva, C. A.,** Pattichis, M. S., & Llamocca, D. (April, 2014). “At first it was very hard, then it was fun”: Conjecturing a learning trajectory for underrepresented middle school students in mathematics and engineering. In K. Gomez (Chair), Creating contexts of pedagogical and curricular support for non-English background students in mathematics and science. Paper to be presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

- **Celedón-Pattichis, S., LópezLeiva, C. A.,** Pattichis, M. S., & Llamocca, D. (October, 2013). Advancing out-of-school learning in mathematics and engineering. In J. Aguirre (Chair), Learning to do math inside and outside of school—fostering productive mathematical practices and identity development for Latin@ youth. Scientific Research Symposium presented at the annual meeting of the Society for the Advancement of Chicanos and Native Americans in the Sciences, San Antonio, Texas.
- Musanti, S. I., Marshall, M. E., & **Celedón-Pattichis, S.** (2013, February). Understanding emergent bilingual students' mathematical thinking to improve instruction in K-2 bilingual classrooms. Presented at the annual meeting of the National Association of Bilingual Education, Lake Buena Vista, Florida.
- Musanti, S. I., **Celedón-Pattichis, S.,** & Marshall, M. E. (2012, March). Scaffolding and transferring mathematical concepts in a kindergarten bilingual classroom. Paper presented at the meeting of Teaching English to Speakers of Other Languages, Philadelphia, Pennsylvania.
- Fránquiz, M., Salinas, C., Avila, A., **Celedón-Pattichis, S.,** & Musanti, S. I. (2012, February). Promoting academic literacy with bilingual learners. Paper presented at the meeting of the National Association for Bilingual Education, Dallas, Texas.
- **Celedón-Pattichis, S.,** & Musanti, S. I. (2012, February). "They can do it!" Learning challenging mathematics and language transfer in a bilingual kindergarten classroom. Paper presented at the meeting of the National Association for Bilingual Education, Dallas, Texas.
- **Celedón-Pattichis, S.,** Musanti, S. I., & Marshall, M. E. (2011, April). Equity issues in mathematics: A researchers' and bilingual teachers' collaborative professional development. In J. Aguirre (Chair), Advancing mathematics learning for Latina/o students: Innovative models of teacher professional development. Symposium conducted at the meeting of the American Educational Research Association, New Orleans, Louisiana.
- **Celedón-Pattichis, S.** (2011, January). Preparing pre-service teachers to work with bilingual and ESL students. In J. M. Bay-Williams (Chair), What experiences in math methods courses can prepare teachers to support English language learners? Symposium conducted at the meeting of the Association of Mathematics Teacher Educators, Anaheim, California.

- Torres Guzman, M., Mercado, C., Brochin, C., **Celedón-Pattichis, S.**, & Gomez, K. (2010, October). Teacher preparation for bilingual student populations: Educar para transformar. Panel presented at the meeting of the American Association of Teaching and Curriculum, St. Louis, Missouri.
- **Celedón-Pattichis, S.** (2010, October). Implementing standards-based curriculum: Voicing the experiences of an ESL/mathematics teacher. In J. Aguirre & R. Gutiérrez (Co-Chairs), Mathematics teaching of Latinas/os: Helping the field better understand and predict the future of STEM. Scientific Research Symposium conducted at the meeting of the Society for Advancement of Chicanos and Native Americans in Science, Anaheim, California.
- Turner, E., & **Celedón-Pattichis, S.** (2010, October). Mathematical problem solving among Latina/o kindergarten students: An analysis of opportunities to learn. In J. Aguirre & S. Celedón-Pattichis (Co-Chairs), Mathematics learning and identity as Latinas/os: Our mathematics, our future. Scientific Research Symposium conducted at the meeting of the Society for Advancement of Chicanos and Native Americans in Science, Anaheim, California.
- **Celedón-Pattichis, S.**, Musanti, S., & Marshall, M. E. (2010, April). Placing language, culture, and mathematics at the center: A study of bilingual elementary teachers' growth. Paper presented at the meeting of the American Educational Research Association, Denver, Colorado.
- **Celedón-Pattichis, S.**, Musanti, S. I., & Marshall, M. E. (2010, January). Situating mathematics professional development: A bilingual kindergarten teacher and researchers' collaboration. In J. M. Menéndez (Chair), Equity in mathematics education: Experiences and reflections from a teacher preparation program and professional development initiatives. Symposium conducted at the meeting of the Association of Mathematics Teacher Educators, Irvine, California.
- **Celedón-Pattichis, S.**, Musanti, S., & Marshall, M. E. (2009, September). Integrating language, culture, and mathematics: A longitudinal study of bilingual elementary teachers' growth. Paper presented at the Pre-Session of the Transforming East Alabama Mathematics (TEAM)-Math Partnership Conference, Tuskegee, Alabama.
- Marshall, M., **Celedón-Pattichis, S.**, & Musanti, S. (2009, April). CGI problem solving by bilingual primary grade students. In P. K. Kisunzu (Chair), Teacher and teaching in mathematics with "minority" students. Symposium conducted at the

- meeting of the National Council of Teachers of Mathematics Research Pre-Session, Washington, D.C.
- **Celedón-Pattichis, S.**, Musanti, S., Marshall, M. E. (2009, April). Reflections on language and mathematics problem solving: A case study of a bilingual first-grade teacher. In R. Kitchen (Chair), Teacher learning communities as a means to advance the mathematics education of Latinos/as. Symposium conducted at the meeting of the American Educational Research Association, San Diego, California.
 - **Celedón-Pattichis, S.**, Musanti, S., Marshall, M. E. (2009, April). Bilingual and ESL teachers' perceptions of integrating contextualized word problems into a reform curriculum for Latino students. In J. Aguirre (Chair), Redefining boundaries of mathematics teaching for Latina/o youth: Examining community, multi-state, and transnational contexts. Symposium conducted at the meeting of the American Educational Research Association, San Diego, California.
 - **Celedón-Pattichis, S.**, Marshall, M., & Musanti, S. (February, 2009). Cognitively guided instruction within a Vygotskian framework: Building mathematical concepts with Spanish-speaking primary students. Paper presented at the meeting of the National Association for Bilingual Education (Research SIG), Austin, Texas.
 - Aguirre, J., **Celedón-Pattichis, S.**, Chan, A., Drake, C., Felton Koestler, C., Park, J., & Turner, E. (2009, February). Exploring issues of diversity, equity, and social justice in mathematics teacher education courses. Panel conducted at the meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
 - **Celedón-Pattichis, S.**, & Ramirez, N. (2011, November). Beyond good teaching: Meeting the mathematical needs of ELLs. Presented at the annual meeting of the National Council of Teachers of Mathematics 2011 Regional Conference, Albuquerque, New Mexico.
 - Ramirez, N., & **Celedón-Pattichis, S.** (2011, October). Beyond good teaching: Meeting the mathematical needs of English language learners (ELLs). Presented at the annual meeting of the National Council of Teachers of Mathematics 2011 Regional Conference, St. Louis, Missouri.
 - Ramirez, N., & **Celedón-Pattichis, S.** (2011, October). Beyond good teaching: Meeting the mathematical needs of ELLs. Presented at the annual meeting of the National Council of Teachers of Mathematics 2011 Regional Conference, Atlantic City, New Jersey.

- **Celedón-Pattichis, S.** (2013, October). Panelist for Biliteracy development research: A need for federal funding (Moderator: Kathy Escamilla). Presented at the annual meeting of La Cosecha de Otoño, Two-Way Dual Language Immersion Conference, Albuquerque, New Mexico.
- Musanti, S. I., & **Celedón-Pattichis, S.** (2013, October). “Vamos a suponer que...”: A first grade teacher's approach to developing base ten thinking and academic language. Paper presented at the annual meeting of the Texas Association for Bilingual Education, Houston, Texas.
- Musanti, S. I., & **Celedón-Pattichis, S.** (2012, October). Mathematics academic literacy in bilingual kindergarten classrooms. Paper presented at the annual meeting of the Texas Association for Bilingual Education, San Antonio, Texas.
- Musanti, S. I., & **Celedón-Pattichis, S.** (2011, October). Language, culture and learning challenging mathematics in two bilingual kindergarten classrooms. Paper presented at the meeting of the Texas Association for Bilingual Education, McAllen, Texas.
- Alvarado, E., Ceballos, K., **Celedón-Pattichis, S.**, Lanphere, N., Marshall, M., Musanti, S., & Sandoval, A. [listed in alphabetical order]. (2008, November). Contextualized problem solving to develop academic Spanish and mathematical understanding. Presented at the meeting of La Cosecha de Otoño, Two-Way Dual Language Immersion Conference, Santa Fe, New Mexico.
- Marshall, M., **Celedón-Pattichis, S.**, Musanti, S. (2008, October). CGI problem solving by bilingual primary grade students. Presented at the meeting of the New Mexico Council of Mathematics Education, Albuquerque, New Mexico.
- Musanti, S., **Celedón-Pattichis, S.**, Marshall, M. (2008, October). Contextualized mathematics problem solving: Bilingual teachers and researchers explore the development of student thinking and academic language in primary grades (K-2). Presented at the meeting of the New Mexico Council of Mathematics Education, Albuquerque, New Mexico.
- **LópezLeiva, C. A.** (2013, November). Parent, student, and teacher perspectives on bilingual education. Presentation conducted at “La Cosecha” 18th dual-language National conference in Albuquerque, NM.

- **LópezLeiva, C., Celedón-Pattichis, S.,** Pattichis, M.S., & Llamocca, D. (2013, April). Successes and challenges of supporting interactive learning in a mathematics and engineering afterschool program for middle school students. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- **LópezLeiva, C. A., Celedón-Pattichis, S.,** Pattichis, M.S., & Llamocca, D. (2013, September). Image representation in a middle school afterschool program. Paper presented at the 4th International Realistic Mathematics Education Conference, Boulder, Colorado.
- **LópezLeiva, C.,** & Pattichis, M. S. (2012, October). “With our feet on the ground”: Affordances and challenges of developing an integrated STEM approach for Latina/o middle school students. In **S. Celedón-Pattichis** (Chair), *Making our voices heard: Negotiating the promises and challenges of STEM education for historically underrepresented youth*. Scientific Research Symposium presented at the annual meeting of the Society for the Advancement of Chicanos and Native Americans in the Sciences, Seattle, Washington.
- Kingsley, K., Goodrich, K., **LópezLeiva, C. A.,** & Daugthery, D. (2013, October). Preventing and Responding to Bullying and Electronic Aggression in Schools. Round table conducted at the National Network for Educational Renewal (NNER), Albuquerque, NM.
- **LópezLeiva, C. A.** (2012, November). When those who have more, get more; and those who have less, get less: “Differentiated” Instruction of Bilingual Students in Mathematics. Presentation conducted at “La Cosecha” dual-language national conference in Santa Fe, NM.
- **LópezLeiva, C. A.** (2012, April). What immigrant Latina/o parents and their children say about English. Paper presented at the 39th New Mexico Association for Bilingual Education (NMABE) State Bilingual Education Conference / the 3rd Alliance for Multilingual and Multicultural Education (AMME) Annual National Conference: Our Community Growing Together. Albuquerque, NM.
- **Martinez, G.** (2013). Cultural Integrity and Curriculum: Implications for Social Studies Educators. AERA Conference, San Francisco.

- **Martinez, G.** (2012). Cultural Integrity and Curriculum: Implications for Social Studies Educators. Joe Sando Symposium. Albuquerque, New Mexico: October 26, 2012.
- **Martinez, G.** (2012). Panel Chair: The Indian Pueblo Cultural Center's 100 Years of State and Federal Policy Curriculum Project. Joe Sando Symposium. Albuquerque, New Mexico: October 27, 2012.
- **Martinez, G.** (2011). History Keeps You Going: Cultural Integrity, Sovereignty, and New Mexico History. AERA Conference in New Orleans, Louisiana: April 9, 2011.
- **Martinez, G.** (2010, October). What is a Hoosier? Is it white or what? A lesson on Indigenous Peoples and Sports Mascots. 11th Annual Curriculum & Pedagogy Conference. Akron, Ohio.
- **Martinez, G.** (2009, April). New Horizons in Indigenous Research and Transformative Action: Perspectives from the Indigenous Peoples of the Americas, the Pacific, and Postcolonial Studies. 2009 AERA Annual Meeting, San Diego.
- **Martinez, G.** (2008, March). The Subaltern Speak: Curriculum, Power, and Educational Struggles. Symposium presentation with Kristen Buras, Michael Apple, Stanley Aronowitz, Luis Gandin, Thomas Pedroni, Kevin Kumashiro, and Dolores Delgado Bernal to the Postcolonial Studies and Education SIG of the 2008 AERA Annual Meeting, New York.
- **Meyer, L.** 2015. Teaching our own children: Linguistic & educational autobiographies of Indigenous teachers in Oaxaca, Mexico. Bilingual presentation at the International Society of Language Studies Conference, Albuquerque NM, June 2015.
- **Meyer, L., Jiménez, J. & L. Martínez.** 2015. Infant learning in Indigenous communities of Oaxaca, Mexico: Implications for communal bilingual initial education. Collaborative presentation with 2 Oaxacan colleagues at the International Society of Language Studies Conference, Albuquerque NM, June 2015.
- **Meyer, L.M.** (2013). Quality teachers for community-based early education: Who are they? Presentation at the La Cosecha Dual Language Conference, Albuquerque, NM, Nov., 2013.

- **Meyer, L.M.** (2012). Construyendo Nuestra Identidad Bilingüe en Oaxaca y Nuevo México (Constructing our Bilingual Identity in Oaxaca and New Mexico). Presentation in Spanish at the 3rd Annual AAME Conference and the 39th Annual NMABE Bilingual Multicultural Education Conference, ABQ (April).
- **Meyer, L.M.** (2012). Lives of Resistance: Creating or "Re-remembering" Bilingual Identities in Oaxaca and New Mexico. La Cosecha Dual Language Conference, Santa Fe, Nov. 7-10, 2012.
- **Meyer, L. M.** (2010). Un-standardizing the dual language curriculum, presentation at La Cosecha Dual Language Conference 2010, Santa Fe, NM (November 2010).
- **Meyer, R.** (2013). Engaging with the Community to Reclaim Student Learning: Political Lessons for Teacher Education. Paper presented at the annual meeting of the National Network of Educational Renewal, Albuquerque, NM.
- **Meyer, R.** (2012). When it's time to act. Paper presented at the preconference of the Literacies for All Institute, St. Louis, MI.
- **Meyer, R.** (2011). Did our writing matter? 11th/12th graders look back on 5th/6th grade composing. Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, Ill.
- **Meyer, R. & Laffler, C.** (2010). "We are stuck in a place with hate." Supporting our Students In Writing Their Truths and Acting Upon Them. Paper presented at the annual meeting of the National Council of Teachers of English, Orlando Fl.
- **Meyer, R. & Jurich, C.** (2010). We are Here! We are Here! We are Here! Whole Language & 21st Century Literacies In Action. Paper presented at the annual meeting of the National Council of Teachers of English, Orlando Fl.
- **Meyer, R.** (2010, October). Telling Our Truths as Teachers and Learners. Invited keynote at the 2010 Tucson Teachers Applying Whole Language Conference, Tucson, Arizona.
- **Meyer, R., Laffler, C., McKay, N., Escobar, A., Siow, V., Pearce, K., & Jurich, C.** (November, 2009). Recruiting for the Invitational Summer Institute: How does an NWP site recruit for and respond to diversities. Paper presented at the annual meeting of the National Writing Project, Philadelphia, PA.

- **Meyer, R.** (September, 2013). Education Under Siege. Paper presentation as part of a panel at the Albuquerque Cultural Conference: Creating and Preserving Our Common Culture, Albuquerque, NM.
- **Meyer, R.** (March, 2013). The Common Core State Standards, presented to the Latino Education Task Force membership, Albuquerque, NM.
- **Meyer, R.** (2011, October). Collective voices for collective action. Paper presented at the Collective Voices Conference, Albuquerque, New Mexico.
- **Peele-Eady, T.B. & Blum Martinez, R.** (2013). Analyzing sermons as rich and complex texts: Implications for the literacy development of African American youth. American Association for Applied Linguistics, Dallas, TX.
- **Peele-Eady, T. B.** (2016, January 18). Pursuing liberty in the face of injustice. Keynote address presented at Santa Fe Branch NAACP and New Mexico Martin Luther King, Jr. State Commission, Martin Luther King, Jr. Commemoration, New Mexico State Capitol Rotunda, Santa Fe, New Mexico.
- **Peele-Eady, T. B.** (2014, August 02). Moving beyond buzz words: Reclaiming agency and expanding opportunities for student success. Keynote address presented at Mission: Graduate, GradNation Community Summit, America's Promise Alliance – Cultivating a Land of Opportunity, Volcano Vista High School, Albuquerque, New Mexico.
- **Sims, C.** (2010). Revitalization and Maintenance of Tribal Heritage Languages: Considerations for ESEA Reauthorization. 2010 Inaugural Conference of the Alliance for Multilingual Multicultural Education. May 19-21, 2010. Albuquerque, NM.
- **Sims, C.** (2010). Planning and Evaluation for Strengthening Native Language Programs. 2010 National Indian Education Association Conference. October, 2010. San Diego, CA.
- **Sims, C.** (2009). Invited Panelist: Native American Language Maintenance and Revitalization: Oral Tradition, the Foundation for Pueblo Language Maintenance Programs in New Mexico. 2009 National Literacy Research Conference. Albuquerque, NM.

- **Sims, C.** (2009). The Role of Native Languages in Education: Current Research Findings. 2009 National Association for Bilingual Education National Pre-Conference Institute. Austin, TX.
- **Sims, C.** (2010). Native American Early Childhood Development: A Review of New Mexico Standards. La Cosecha Dual Language Conference. November, 2010. Santa Fe, NM.
- **Trinidad Galván, R.** Nov 2012 “Chicana and Mexicana feminists’ lessons on epistemology and pedagogy.” American Educational Studies Association (AESA), Seattle, Washington.
- **Trinidad Galván, R.** October 2010 “Moving between and beyond: Transborder/transfronterizo feminist epistemologies and pedagogies across the Americas.” American Educational Studies Association (AESA), Denver, CO.

Invited Presentations (State, Regional, and National)

- **Blum Martinez, R., Sims, C. & Torres Velazquez, D.** (2011). Letter to the New Mexico Legislative Educational Study Committee (LESC) regarding the New Mexico Public Education Department’s lack of inclusion and concern for Hispanic, Native American and ELL students. This resulted in a group testimony to the LESC in December, 2011.
- **Cajete, G.** Creating Cultural Responsive Curricula to Address the Needs of New Mexico Adult Learners, New Mexico Adult Basic Education and Occupational Learning Conference, The Embassy Suites Hotel, Albuquerque, NM. February 14, 2013.
- **Chamcharatsri, P. B., Tseptsura, M., Ruecker, T., & Saengngoen, J.** (June 2015). (Mis)representation of Linguistic Diversity in Common Core State Standards, ISLS, Albuquerque, NM
- **Yoder, A. L., LópezLeiva, C. A., & Schroeder, T.** (2014, February). The Experiences of UNM Hispanic Students in STEM Programs. Paper to be presented at the 20th annual New Mexico Higher Education Assessment and Retention (NMHEAR) Conference. Albuquerque, New Mexico.

- **Martinez, G.** (2012). Representation of Indigenous Peoples in World History Textbooks: Challenges and Possibilities. 21st World History Association Conference, June 28, 2012. Albuquerque, New Mexico.
- **Martinez, G.** (2011). The State of Urban Indian Education: Focus on NM. NIEA Pre-Convention Session – Families and Communities: Driving Native-Based Education, October 26, 2011.
- **Martinez, G.** (2011). Book Talk: Native Pride: The politics of curriculum and instruction in an urban high school. National Association for Multicultural Education (NAME), November 4, 2011: Chicago, Illinois.
- **Martinez, G.** (2012). Religious Persecution of Pueblo Peoples in New Mexico in the Twentieth Century. Historias de Nuevo México, Northern New Mexico College, October 12, 2013.
- **Martinez, G.** (2012). Social Justice, Dialogue Poetry, and Native American Studies: Grades 6-12. 3rd Annual Kidd Literacy Conference: Literacy as Social Justice. New Mexico State University, March 31, 2012.
- **Noll, E.** (2011). Rural New Mexico English Teachers Creating Online Communities. New Mexico Council of Teachers of English Annual Conference, Oct. 2011. Albuquerque, NM
- **Sims, C.** (2010). Native American Early Childhood Development: A Review of New Mexico Standards. La Cosecha Dual Language Conference. November, 2010. Santa Fe, NM.
- **Sims, C.** (2012). Invited Speaker: Pueblo Perspectives on Mother Tongue Survival: Looking Beyond the Last 100 Years. Joe Sando Symposium for Pueblo Indian Studies, School of American Research. October, 2012. Albuquerque, NM.
- **Sims, C.** (2012). Invited Speaker: The Gift of Language: Our Mother Tongue. Pueblo Convocation, Leadership Institute. April, 2012. Tamaya Resort, Santa Ana Pueblo, NM.
- **Sims, C.** (2011). Invited Speaker: Maintaining Languages among Native American Tribal Communities. UNM Alumni Chapter. April, 2011. Washington, DC.

- **Sims, C.** (2011). Invited Speaker: Researching Native Language Maintenance and Revitalization Issues. Santa Fe Indian School Senior Honors Research Project. January, 2011. Santa Fe, NM.
- **Sims, C.** (2010). Invited Speaker: Preserving New Mexico's Tribal Languages. Summer Policy Academy. Santa Fe Indian School. June, 2010. Santa Fe, NM.
- **Sims, C.** (2010). Keynote Speaker: The Status of Native Languages: Implications for Tribal Communities in New Mexico. Isleta Tiwa Language Forum. April, 2010. Isleta Pueblo, NM.
- **Sims, C.** (2009). Invited Speaker: Native Language Program Planning. Tiwa Language Summit. January, 2009. Isleta Pueblo, NM.
- **Sims, C.** (2009). Invited Speaker: Native Language Maintenance and Revitalization Issues. Santa Fe Indian School Senior Honors Research Project. December 11, 2009. Santa Fe, NM.
- **Sims, C.** (2009). Invited Speaker: The Mission of the American Indian Language Policy Research and Teacher Training Center. UNM Alumni Chapter. April, 2009. Atlanta, Georgia.
- **Werito, V.** (2012). Conference Presentation: Dine Youth and Identity in Education. 19th Navajo Studies Conference. March 16, 2012. Institute of American Indian Arts. Santa Fe, NM.
- **Werito, V.** (2011). Conference Presentation/Workshop: Revitalizing Dine Language. 18th Annual Stabilizing Indigenous Language Symposium. Albuquerque, New Mexico. May 22, 2011.
- **Werito, V.** (2011). Conference Presentation: The State of Dine/Navajo Language today: Challenges to and possibilities of Revitalizing the Navajo language. NMABE Conference. Albuquerque, NM. May 12, 2011.
- **Werito, V.** (2011). Conference Presentation/Forum: Issues in Native language education. NMABE Conference. Albuquerque, NM. May 12, 2011.

- **Werito, V.** (2011). Conference Presentation: “Are Navajo teacher education programs meeting the needs of Dine students today?” La Cosecha Conference. Albuquerque, New Mexico. November, 2011.
- **Werito, V.** (2011). Conference Presentation/Workshop: The Role of Fluent Speakers in Reversing Navajo Language Shift. 42nd Annual National Indian Education Association Convention, Community and Family Engagement Strand. Albuquerque, New Mexico. October 29, 2011.
- **Werito, V.** (2011). Conference Presentation: Dine Youth and Identity in Education. 42nd Annual National Indian Education Association Convention, Data and Research Strand. Albuquerque, New Mexico. October 28, 2011.

Invited State and Local Addresses

- Von Toll, E. group of 6th grade students, Roberts-Harris, D. & **LópezLeiva, C.** (2014, April). Learning in Motion about Motion. Presentation conducted at the UNM COE 2014 Graduate Colloquium, Albuquerque, NM.
- Abeita, A., Allen, M., Andriamanana, R., Begay, W. R., Díaz-Cruz, N., Herrera, C., Saad, R., Walter, K., Wilson, D. A., & **LópezLeiva, C.** (2014, April). Spacializations and Thirdspaces in Education. Presentation conducted at the UNM COE 2014 Graduate Colloquium, Albuquerque, NM.
- **LópezLeiva, C. A.** (2013, June). Different cultures: Understanding rich points to promote bridges with diverse learners. In H. Mahn (Chair), Cultural Issues in ESL Education. Panel conducted as part of the ESL Endorsement Summer Institute at La Mesa Elementary School. Albuquerque, NM.
- **LópezLeiva, C. A.** (2013, February). The “dual” nature of Latinas/os and/or Hispanics. In D. Daugherty (Chair), Educational Ethics and the Academic Achievement Gap: Teach in and APS Board of Education Candidates. Forum conducted at the University of New Mexico. Albuquerque, NM.
- Daugherty, D., Padilla, A. J., & **LópezLeiva, C. A.** (2012, April). Love and social transformation. Presentation conducted in the Graduate Colloquium at the University of New Mexico. Albuquerque, NM.
- **LópezLeiva, C. A.**, Goodrich, K., Lear, J., Kingsley, K., Daugherty, D., Levitt, H., Bayley, J., & Taylor, B. (2012, March). “The other side of the coin:” Successful

stories of LGBTQIA people. Symposium conducted at the 2012 Graduate Colloquium at the College of Education, University of New Mexico.

- **LópezLeiva, C. A., & Khisty, L. L.** (2009, January). “Juntos pero no revueltos:” Uncovering exclusionary practices in the mathematics education of Latinas/os. Paper presented at the CEMELA Research Symposium, Albuquerque, NM.
- **Martinez, G.** (2012). “Nurture our children: Embrace our future.” Taos Pueblo. October 10, 2012.
- **Martinez, G.** (2012). Interviewing Native Participants. Indigenous Research Theory and Practice: A Workshop Series. University of New Mexico American Student Services, March 8, 2012.
- **Martinez, G.** (2012). Indigenous Women and Education. Indian Pueblo Cultural Center: Indigenous Women in Leadership, Health, and Education. Albuquerque, New Mexico March 14, 2012.
- **Martinez, G.** (2011). Goals of Education: Curriculum, Assessment, and Policy. New Mexico Education Equity Alliance. Albuquerque, New Mexico December 13, 2011.
- **Martinez, G.** (2011). History and Identity. UNM Taos 2011 Lecture Series. Taos Community Auditorium (November 11, 2011).
- **Martinez, G.** (2011). “We are supposed to act like one, not like an enemy” U.S. Imperialism and the Declaration on the Rights of Indigenous Peoples. University of New Mexico Indigenous Day Teach-In, October 10 2011.
- **Martinez, G.** (2011). Addressing Diversity, Equity, Inclusion and Social Justice in Politically and Economically Challenging Times. University of New Mexico Office for Equity and Inclusion Town Hall (February 2011).
- **Martinez, G.** (2010). Tribal Critical Theory and Praxis. University of New Mexico Critical Issues Roundtable Critical Race Theory Teach-In sponsored by PNMGC (November 2010).

- **Martinez, G.** (2010). Book Talk: Native Pride: The politics of curriculum and instruction in an urban high school. University of New Mexico Institute for American Indian Research Book Festival (November 2010).
- **Martinez, G.** (2010). Importance of Service and Mentorship in Indigenous Nations in the Southwest. University of New Mexico Sidekicks Mentorship Program (October, 2010).
- **Martinez, G.** (2009). Strategies for Improving Native American Success at UNM. University of New Mexico Title V Committee (March 2009).
- **Martinez, G.** (2008). What is Indigenous Self-Determination in Education? Perspectives from the southwest. University of New Mexico Native American Studies Lecture Series (April 2008).
- Maldonado, B. & **L. M. Meyer.** (2011). Defying inequality by fortifying communal life: Experiences of “comunalidad” in Oaxaca, with responses from New Mexico. Issues in Indigenous Education-Community Dialogue, Indigenous Liberal Studies Department, Institute of American Indian Arts. April 26, 2011.
- Soberanes, F. & **L.M. Meyer.** (2010). Educational challenges to Indigenous languages planning and the communal process of language nest development in Mexico: Possible applications to New Mexico. Plenary presentation as part of a two-day community dialogue, Celebrating Achievement and Sharing Knowledge to Promote Indigenous Original Language Revitalization, Center for Lifelong Education, Institute of American Indian Arts, Santa Fe. Nov. 8 & 9, 2010.
- **Meyer, R.** (September, 2013). This is a test. Performance poem presented during the Speak Easy, Speak Free opening of the Albuquerque Cultural Conference, Albuquerque, NM.
- **Sims, C.** (2012). Invited Speaker: Pueblo Perspectives on Mother Tongue Survival: Looking Beyond the Last 100 Years. Joe Sando Symposium for Pueblo Indian Studies, School of American Research. October, 2012. Albuquerque, NM.
- **Sims, C.** (2012). Invited Speaker: The Gift of Language: Our Mother Tongue. Pueblo Convocation, Leadership Institute. April, 2012. Tamaya Resort, Santa Ana Pueblo, NM.

- **Sims, C.** (2011). Invited Speaker: Maintaining Languages among Native American Tribal Communities. UNM Alumni Chapter. April, 2011. Washington, DC.
- **Sims, C.** (2011). Invited Speaker: Researching Native Language Maintenance and Revitalization Issues. Santa Fe Indian School Senior Honors Research Project. January, 2011. Santa Fe, NM.
- **Sims, C.** (2010). Invited Speaker: Preserving New Mexico's Tribal Languages. Summer Policy Academy. Santa Fe Indian School. June, 2010. Santa Fe, NM.
- **Sims, C.** (2010). Keynote Speaker: The Status of Native Languages: Implications for Tribal Communities in New Mexico. Isleta Tiwa Language Forum. April, 2010. Isleta Pueblo, NM.
- **Sims, C.** (2009). Invited Speaker: Native Language Program Planning. Tiwa Language Summit. January, 2009. Isleta Pueblo, NM.
- **Sims, C.** (2009). Invited Speaker: Native Language Maintenance and Revitalization Issues. Santa Fe Indian School Senior Honors Research Project. December 11, 2009. Santa Fe, NM.
- **Sims, C.** (2009). Invited Speaker: The Mission of the American Indian Language Policy Research and Teacher Training Center. UNM Alumni Chapter. April, 2009. Atlanta, Georgia.
- **Werito, V.** (2012). Invited Lecture/Presentation: Community Language Forum. Native Language and Core Values in Native Language Revitalization Efforts. February 20, 2012. Santa Ana Pueblo Tribal Offices, Santa Ana Pueblo. Bernalillo, NM.
- **Werito, V.** (2011). Panelist: Panel Discussion by Navajo Nation Teacher Education Institutions and College of Education Deans. Department of Dine Education. NCA Fall Summit, Northern Arizona University. October 6, 2011.
- **Werito, V.** (2012). Panel Presentation: Diné Perspectives: Navajo Thought in an Era of Colonialism. Paper titled, "Contemporary Interpretation of the Principles of Hozho." 19th Navajo Studies Conference. March 15, 2012. Institute of American Indian Arts. Santa Fe, NM.

Keynote Speaker/Featured Speaker

- **Celedón-Pattichis, S.** (2013, August). Advancing young Latina/o children's mathematical thinking in bilingual/ESL classrooms. Keynote presented at the first annual meeting of the Mathematically Connected Communities (MC2), Las Cruces, New Mexico.
- **Celedón-Pattichis, S.** (2013, June). Beyond good teaching: Advancing mathematics education for ELLs. Keynote presented as part of the Diverse Learners Symposium in Northeast School District, San Antonio, Texas.
- **Celedón-Pattichis, S.** (2011, April). Advancing mathematics education for Latin@ kindergarten students and implications for STEM fields. Keynote presented at the CO-AMP Steering Committee Meeting at Colorado State University, Pueblo, Colorado.
- **Celedón-Pattichis, S.** (2009, January). Promising teaching practices in bilingual kindergarten classrooms for advancing Latina/o students' mathematical thinking. Keynote presented at the Center for the Mathematics Education of Latinos/as (CEMELA) Research Symposium, Albuquerque, New Mexico.
- **Celedón-Pattichis, S.** (2013, November—**Invited**). "Vamos a suponer que...": Developing base-ten thinking in bilingual classrooms. Presented at the annual meeting of La Cosecha de Otoño, Two-Way Dual Language Immersion Conference, Albuquerque, New Mexico.
- **Celedón-Pattichis, S.** (2012, November—**Invited**). Developing bi-literacy through mathematics in kindergarten classrooms. Presented at the annual meeting of La Cosecha de Otoño, Two-Way Dual Language Immersion Conference, Santa Fe, New Mexico.
- **Celedón-Pattichis, S.** (2009, October—**Invited**). "Escuchar, pensar, y levantar la mano": Establishing sociomathematical norms in bilingual elementary classrooms. Presented at the annual meeting of the Texas Association of Bilingual Education, Houston, Texas.
- **Celedón-Pattichis, S.** (2015, June). Essential teaching practices for advancing the mathematics education of ELLs. Annual Meeting for Educating Language Minority Students Project with a focus on meeting the needs of ELLs in Mathematics and Science, University of North Carolina-Wilmington, Wilmington, North Carolina.

- **Celedón-Pattichis, S.** (2015, April). Creating opportunities for young emergent bilinguals to engage in mathematical problem solving. Keynote presented at the Early Care Early Education Conference, Edinburg, Texas. (Cancelled because of weather issues)
- **Celedón-Pattichis, S.** (2015, February). Opportunities to learn mathematics in bilingual classrooms. Distinguished Lecture presented at the 9th Annual New Teacher Conference at the University of Texas at Pan American, Edinburg, Texas.
- **Celedón-Pattichis, S.** (2014, February). “Vamos a suponer que...”: Using problem solving and developing base-ten thinking with emergent bilinguals. Keynote presented at the 2nd Annual Lubbock Association of Bilingual Education (LABBE)/Proyecto English Learner Science and Mathematics Education (EL SMED) Conference, Lubbock, Texas.
- **Celedón-Pattichis, S.** (2015, October—**Invited**). From margins to center: Advancing the mathematics education of ELLs. Presented at the NCTM 2015 Regional Conference, Atlantic City, New Jersey.
- **Celedón-Pattichis, S.** (2015, February—**Invited**). Developing base-ten thinking through problem solving and promoting bi-literacy with emergent bilinguals. TODOS Live Session. Presented through TODOS—Mathematics for ALL (an affiliation of the National Council of Teachers of Mathematics).
- **Celedón-Pattichis, S., & Musanti, S. I.** (2014, June—**Invited**). Promoting the mathematical success of emergent bilinguals through problem solving. Presented at the First TODOS Conference, Chandler, Arizona.
- **Sims, C.** (2011). Keynote Speaker: The Challenge of Literacy Development in Native American Language Revitalization Efforts. First One Hundred Institute, Literacy for Language Preservation. June, 2011. Albuquerque, NM.
- **Sims, C.** (2011). Invited Speaker: New Mexico Alternative Certification for Native Speakers teaching Native Language and Culture in New Mexico Public Schools. American Indian Language Development Institute, University of Arizona. June, 2011. Tucson, AZ.
- **Sims, C.** (2011). Invited Presenter: Developing Tribal Languages: The Key to Cultural Survival. 2011 New Mexico Faculty Institute. March, 2011. Albuquerque, NM.

- **Sims, C.** (2010). Invited Presentation: Research Priorities in Tribal Language Maintenance and Revitalization Efforts. Council of Indigenous Education and Educational Research, Arizona State University. February, 2010. Phoenix, AZ. Co-Presenter: Dr. Tiffany S. Lee.
- **Sims, C.** (2010). Plenary Speaker: Revitalizing the Original Languages of New Mexico. Institute for American Indian Arts Language Conference. November, 2010. Santa Fe, NM.
- **Sims, C. P.** (2009). Keynote Speaker: Envisioning the Future of Our Languages: Creating a Road Map for Language Maintenance and Revitalization, Stabilizing Indigenous Language Conference. Flagstaff, AZ. May 2, 2009.
- **Sims, C. P.** (2009). Featured Speaker: Maintaining Tribal Languages in a Changing World: Current Issues and Challenges. Stabilizing Indigenous Language Conference. Flagstaff, AZ. May 1, 2009.
- **Sims, C.** (2009). Implementing Native American Language Initiatives. 2009 New Mexico Association for Bilingual Education Conference. Albuquerque, NM.
- **Sims, C.** (2009). Keynote Speaker: Envisioning the Future of Our Languages, Implications for Community Planning. 2009 13th Annual Oklahoma Native Language Association Conference. Preston, OK.
- **Sims, C.** (2009). Keynote Speaker: La Cosecha Dual Language Conference. November, 2009. Albuquerque, NM.
- **Sims, C.** (2010). Invited Lecture: New Mexico's Indigenous Languages. UNM Freshman Learning Community Class, FLC 615 Genes, People, and Languages taught by Dr. Alan Hudson Edwards and Michael Schwartz. October, 2010. On-site presentation at Pueblo of Acoma, NM.
- **Sims, C.** (2009). Invited Lecture: Taking Back our Languages: Tribal Language Perspectives on Maintenance and Revitalization Efforts. For the UNM College of Education and the UNM Linguistics Department. Educational Linguistics 30th Anniversary Symposium Series. October, 2009. University of New Mexico, Albuquerque, NM.

- **Sims, C.** (2009). Invited Lecture: Research priorities in Native American Languages. NATV 305 Indigenous Self-Determination in Education, taught by Dr. Tiffany S. Lee, Native American Studies. October, 2009. UNM, Albuquerque, NM.
- **Sims, C.** (2009). Presentation on The work of the UNM Institute for American Indian Education and the American Indian Language Policy Research and Teacher Training Center. For Encuentro Educativo Secretaría de Educación de Jalisco y Facultad de Educación, Programas Educativos Para Latino America (LAPE). November 9-10, 2009. University of New Mexico, Albuquerque, NM.
- **Sims, C.** (2009). Invited Lecture: New Mexico's Native Languages. LLSS 583 Education Across Cultures of the SW taught by Dr. Mary Belgarde, Assoc. Professor, Dept. of LLSS. April, 2009. University of New Mexico, Albuquerque, NM.

SPONSORED RESEARCH & PROJECT GRANTS

LLSS faculty who have secured Sponsored Research grants or Project grants focused on specific educational projects relating to students in New Mexico and/or the greater Southwest are listed below, with a brief description of each project, the funding amount, and funding source.

Sponsored Research (\$2,448,621 funded; \$2,525,091 pending)

- **Sylvia Celedón-Pattichis, Carlos LópezLeiva, and Marios S. Pattichis**, lead researchers. Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) Graduate Excellence Assistantship. Amount requested **\$1,419,961** from the National Science Foundation-Research on Education and Learning. Duration of Project: July 1, 2014 to June 30, 2017. Status: Pending.
- **Sylvia Celedón-Pattichis**, Principal Investigator and Research Collaborator, with Marios S. Pattichis from the Dept. of Electrical and Computer Engineering and **Carlos LópezLeiva** from the Dept. of LLSS. Advancing New Mexico Science and Engineering Education Through Student and Teacher Education in Digital Audio, Image and Video Processing. Request for a Postdoc Position from UNM's Provost's Office. Amount Funded: **\$58,500** from Provost and **\$29,500** from the College of Education Dean's Office. Duration of Project: January, 2012 to May, 2013. Status: Funded.
- **Carlos LópezLeiva**, Co-Principal Investigator with Deborah Roberts-Harris. STEM2 Learning Communities. Amount requested: **\$4000** from the College of Education, Overhead Funds Allocation Committee (OFAC), University of New Mexico. Awarded December 2011. Received for developing and implementing a curriculum

- integrating mathematics, science, and technology through in-service teachers' practitioner research. Duration of Project re-negotiated for: August 20, 2013 to May 15, 2014. Status: Current.
- **A3IMS: Access, Allies, and Agency in Mathematical Systems. Carlos LopezLeiva**, Co- Principal Investigator with Joel Amidon (assistant professor, Teacher Education, The University of Mississippi), Mary Q. Foote (associate professor, Elementary and Early Childhood Education, Queens College, CUNY), Victoria Hand (assistant professor, Curriculum and Instruction, University of Colorado Boulder), Beth Herbel-Eisenmann (associate professor, Teacher Education, Michigan State University), Courtney Koestler (assistant professor of practice, Teaching, Learning, and Sociocultural Studies, University of Arizona), Gregory V. Larnell (assistant professor of mathematics education, Department of Curriculum & Instruction, University of Illinois at Chicago), and Anita Wager (assistant professor, Curriculum and Instruction, University of Wisconsin-Madison). Sub-award requested: **\$395,665** from the National Science Foundation-Discovery Research K-12 (DRK- 12). Duration of Project: August 1, 2014 to July 31, 2018. Status: Pending.
 - **Carlos LopezLeiva**, Collaborator with Dr. Marios Pattichis. An Open-Source Platform for Vascular Ultrasound Video Quality Assessment, Coding, Communication and Follow-up Visualization. Amount requested: **\$709,465** from the National Science Foundation. Duration of Project: April 1, 2014 to March 31, 2017. Funding only during year 3 in summer. Status: Pending.
 - **Carlos LopezLeiva**, Collaborator with Dr. Marios S. Pattichis (PI) and **Sylvia Celedón-Pattichis**. CSR: Small: Dynamically Reconfigurable Architecture Systems for Time-Varying Image Processing Constraints (DRASTIC) Based on Local Modeling and User Constraint Prediction. Amount requested: **\$494,885** (summer support for Year 3 only) from the National Science Foundation. Duration of Project: September 1, 2014-August 31, 2017.
 - **Sylvia Celedón-Pattichis**, Co-Principal Investigator with Dr. Rick Kitchen. NSF-Supplemental Funds for the Center for the Mathematics Education of Latinos/as (CEMELA). Funder: National Science Foundation (NSF), Center for Learning and Teaching (CLT). Amount funded is **\$500,000** for four collaborating universities: University of Arizona, University of California-Santa Cruz, University of Illinois-Chicago, and the University of New Mexico. The grant is to support research and to support doctoral fellows in completing their program of studies. Duration of project: July 2009 to June 2011. Status: Funded.
 - **Sylvia Celedón-Pattichis**, Co-Principal Investigator with Dr. Rick Kitchen. Center for the Mathematics Education of Latinas/os (CEMELA). Funder: NSF, Center for Learning and Teaching (CLT). Amount funded as of August 1, 2004 was \$10 million for four collaborating universities: University of Arizona, University of California-

Santa Cruz, University of Illinois-Chicago, and the University of New Mexico. Total value of the grant awarded to UNM over five-year duration of the grant was **\$1,359,936**. The grant funds one Post-Doctoral Fellow and seven Ph.D. Fellows in mathematics education and bilingual education for four consecutive years. Duration of project: August 2004 to June 2009. Status: Funded.

- **Meyer, L.** 2014. Successful sabbatical proposal (FA 2014) for continuing collaboration with the Coalition of Indigenous Teachers and Promoters of Oaxaca (CMPIO) on two projects: a) analysis of research data collected during the Diplomado in Communal Initial Education in 2011-2012; and, b) planning and local facilitation of a Oaxacan research team to collaborate in the COE Summer Research Grant submitted by V. Werito, G. Martinez, and L. Meyer, and funded by the COE in May 2014. In addition, continued data collection and teacher workshop at the University of Cuenca, Ecuador.
- **Elizabeth Noll** (Principal Investigator). The Use of Online Communities and Resources by English Language Arts Teachers in Rural New Mexico. Awarded \$1800 by OFAC, Fall 2011
- ***Funded Project Grants*** (funded \$1,978,013; pending \$100,000)
- **Sims, C.P. & Bird, C.P.** (2014). New Mexico Tribal Language Consortium Project. Submitted to the Kellogg Foundation. Nine-month grant funding awarded for **\$125,000**.
- **Sims, C.P. & Bird, C.P.** (2014). Early Childhood Pueblo Language Project. Submitted to the Kellogg Foundation. One-year supplemental proposal submitted for **\$100,000**.
- **Sims, C.P. & Bird, C.P.** (2013). New Mexico Tribal Language Certification Training Project. Submitted to the New Mexico Office of Indian Affairs. One year grant awarded: **\$25,000**.
- **Sims, C.P. & Bird, C.P.** (2012). Early Childhood Pueblo Language Project. Submitted to the Kellogg Foundation. Two-year grant funding awarded for **\$500,000**.
- **Sims, C.P.** (2012). New Mexico Tribal Language Certification Training Project. Submitted to the New Mexico Office of Indian Affairs. One year grant awarded: **\$35,000**.

- **Sims, C.P.** (2011). New Mexico Tribal Language Certification Training Project. Submitted to the New Mexico Office of Indian Affairs. One year grant awarded: **\$25,000.**
- **Sims, C.P.** (2010). 2010-2011 Indigenous Language Policy Research Conferences. Submitted to National Science Foundation Endangered Languages Fund. Funded for one year for **\$35,000.**
- **Sims, C.P.** (2010). Native American Language Teacher Internships. Submitted to the McCune Foundation. Funded for one year for **\$5,000.**
- **Sims, C.P.** (2010). New Mexico Tribal Language Certification Training Project. Submitted to the New Mexico Office of Indian Affairs. One year grant awarded: **\$35,000.**
- **Sims, C.P.** (2009). New Mexico Tribal Language Certification Training Project. Submitted to the New Mexico Office of Indian Affairs. One year grant awarded: **\$35,000.**
- **Sims, C.P. & Martinez, G.** (2009). Institute for American Indian Education Outreach Services. Renewal Proposal submitted to the New Mexico Public Education Department, Indian Education Bureau. Funded for **\$100,188.**
- **Sims, C.P.** (2009). American Indian Language Policy Research and Teacher Training Center. Submitted to U.S. Department of Education. Discretionary grant award for **\$190,000** and Grant extension approved for FY 2010-2011.
- **Sims, C.P. & Leno, V.** (2011). Acoma Early Childhood Language Planning Project. Submitted to Administration for Native Americans, US Department of Health and Human Services, Washington, DC. Three-year grant funding awarded for **\$827,825.**
- **Sims, C.P.** (2009). Early Childhood Acoma Language Planning Project. Submitted to New Mexico Public Education Department, Indian Education Division. One year grant awarded: **\$40,000.**

Summer COE Research grants (funded by the COE: \$177,917.95)

- **Blum Martínez, R.** (2012). The History of Bilingual Education in New Mexico. Research grant to develop a prospectus for a book on this topic. Funded for **\$13,546.00**. College of Education, University of New Mexico.
- **Chamchuratsri, P. B.** (2014). Summer Research Project: Common Core and the Impact on Teachers Preparing Students for College Literacy in a Linguistically Diverse High School. Funded for \$16,316 from College of Education and \$13,896 from Arts & Sciences.
- **LópezLeiva, C.A.** (Principal Investigator) with **Sylvia Celedón-Pattichis** (Co-Principal Investigator) from the Dept. of LLSS and Marios S. Pattichis from the Dept. of Electrical and Computer Engineering. Advancing Out-of-School Learning in Mathematics and Engineering (AOLME). Request for funds to implement the second and third levels of a curriculum through a summer school in 2013 and an after-school mathematics and engineering program in the spring of 2014. Amount Requested: **\$39,972.02** from the College of Education. Duration of Project: May 2013 to June 30, 2014. Status: Funded. Website available at <http://aolme.unm.edu> or <http://coe.unm.edu/research/impact/research-summaries>
- **LópezLeiva, C.A.** (Principal Investigator) with **Sylvia Celedón-Pattichis (Research Collaborator)** from the Dept. of LLSS and Marios S. Pattichis (Co-Principal Investigator) from the Dept. of Electrical and Computer Engineering. Out-of-School Learning in Mathematics and Engineering (OLME). Request for funds to begin a research project for a summer school and after-school mathematics and engineering program in the spring of 2013. Amount Requested: **\$39,903.09** from the College of Education. Duration of Project: May 2012 to June 30, 2013. Status: Funded.
- **Martinez, G.** (2012-2014). An Examination of Educational Experiences of Indigenous Youth in NM Border Towns. Targeted population: Taos Pueblo and Town of Taos. IRB approved: Funded by College of Education, University of New Mexico.
- **Sims, C.P.** (2014). Summer Research Project. Funded for **\$25,654**
- **Sims, C. P.** (2012) Summer Research Project: Preparing American Indian Language Speakers to teach Language. Funded for **\$14,420.84**. College of Education, University of New Mexico.
- **Werito, V., Martinez, G., & Meyer, L.** (2014) Summer Research Project: Multinational perspectives and experiences of Indigenous educational rights and

community-based education. Funded for **\$28,106**. College of Education, University of New Mexico.

RESEARCH SUPERVISION

- **LópezLeiva, C.A.** (Principal Investigator) supervises, advises and participates in the study *The Experiences of Latina/o STEM Students at UNM*, developed by Ashley Yoder in the STEM Gateway Program at the University of New Mexico. (Fall 2012-Spring 2014)

SERVICE

Faculty outreach, advocacy, and service to New Mexico rural communities, tribes, and other regional areas of the Southwest through teaching, professional consultant work, conference organizing, town halls, seminars, etc. are included in the following list. Each faculty member is identified along with a brief description of the nature of services and outreach provided.

- **Blum Martínez, R.** Consultant to the Language and Cultural Equity Office, Albuquerque Public Schools: Have made over 20 presentations to teachers in APS on working with complex texts for ELLs.
- **Blum Martínez, R.** Co-Chair & member of Board of Directors, Keres Children's Learning Center, Cochiti Pueblo, NM.
- **Blum Martínez, R.** Consultant: 1994 – present, Cochiti Language Revitalization Program, Cochiti Pueblo, NM.
- **Blum Martínez, R.** Founding Member, The Coalition for the Majority, a coalition of educators representing Hispanic, Latino and American Indian communities concerned about language and culture representation in the public schools of New Mexico.
- **Blum Martínez, R.** Consultant to Zia Pueblo, Taos Pueblo, Tesuque Pueblo on language related issues.
- **Cajete, G.** Seminar Presentations for New Mexico Higher Education Department, Indian Educational Training in developing comprehensive education plans for New Mexico Tribes and all NM tribal education directors. March 2009, Institute of American Indian Arts, Santa Fe, NM.

- **Cajete, G.** Advisor to former New Mexico State Cabinet Secretary for Indian Affairs, A. Warren on education matters.
- **Cajete, G.** Worked with members of the New Mexico Indian Education Advisory Board (when it was still organized as such) regarding the implementation of the New Mexico Indian Education Act.
- **Cajete, G.** Worked with former assistant secretary for New Mexico Indian Higher Education, M. Martinez, on training NM tribal education directors with developing and implementing comprehensive tribal education plans
- **Cajete, G.** Worked with the APS Indian Education Director, D.Thompson on creating a district wide Indian Education curriculum based on my curriculum model in "science and social science from an American Indian perspective" as a way to address APS Indian Student attendance and graduation rate issues.
- **Cajete, G.** Worked with Ed. Leadership in COE on conceptualizing their MA program in Native American School Leadership; a project for the BIE Northern and Southern Pueblo agency schools teachers.
- **Cajete, G.** Advisor to the Zuni teacher education project (in conjunction with COE Teacher Education) with Zuni Public Schools Superintendent H. Lewis.
- **Celedón-Pattichis, S.** Invited Reader for Literacy Week. La Mesa Elementary. Albuquerque, New Mexico. (April 19, 2012)
- **Celedón-Pattichis, S.** Invited Reader for Literacy Week. Longfellow Elementary. Albuquerque, New Mexico. (March 2, 2012)
- **Celedón-Pattichis, S.** Provided professional development on the teaching of mathematics to elementary bilingual/TESOL teachers in Albuquerque Public Schools through the Center for the Mathematics Education of Latinos/as (CEMELA). (Fall 2005-Spring 2012)
- **Celedón-Pattichis, S.** Co-coordinator of exchange visit from Chihuahua's Proyecto Montana to Longfellow Elementary School. Albuquerque, New Mexico. (Fall 2010-Spring 2011)

- **Celedón-Pattichis, S.** Science Fair Judge at Longfellow Elementary. Albuquerque, New Mexico. (Spring 2011)
- **Celedón-Pattichis, S.** Spanish Spelling Bee Judge at East San José Elementary. Albuquerque, New Mexico. (February 11, 2011)
- **Celedón-Pattichis, S.** Mathematics Recovery Tutor Volunteer at Longfellow Elementary School. Albuquerque, New Mexico. (Spring 2008- Spring 2009)
- **LópezLeiva, C. A.** Judge of the Bilingual Seal of Senior Students at Albuquerque High School (AHS), Albuquerque, NM, Spring 2014.
- **LópezLeiva, C. A.** Judge of Spanish and English Spelling Bee and Poetry contests in years 2012-14
- **LópezLeiva, C. A.** Consultant/Adjunct Advisor in the STEM Gateway Program of the University of New Mexico, as a Principal Investigator and supervisor of a research project entitled The Experiences of Latina/o STEM Students at UNM developed by an LLSS student Ashley Yoder (Fall 2012 to present).
- **LópezLeiva, C. A.** Member and coordinator of the LGBTQIA Education Group at UNM, Albuquerque, NM, attending all meetings with a team of faculty and students at UNM preparing panels and conferences for pre-services teachers on issues of LGBTQIA people in education. We developed a symposium for the 2012 Graduate Colloquium at the College of Education (2011- to present).
- **LópezLeiva, C. A.** Member of the Grants and Awards committee of the Latin American and Iberian Institute, UNM, Albuquerque, NM, reviewing Field Research Proposals of UNM students and faculty for grants to develop research and language studies in Latin America (2011- to present).
- **LópezLeiva, C. A.** Faculty advisor of the LLSS Graduate Student Association, attending all meetings supporting the student association in the development of various activities, such as 2012 Spring Lectures Series on Critical Theory.
- **LópezLeiva, C. A.** Translator from Spanish to English in the event Transcending Boundaries: An indigenous dialogue on community education, colonial impediments and transformation. Organized by Zuni Pueblo, Teachers and Researchers from Oaxaca México and Dr. Lois Meyer from UNM, held at Zuni (May 2013).

- **LópezLeiva, C. A.** Member of the School Health Advisory Council (SHAC), Albuquerque Public Schools, supporting the development of Nutrition and Sex Education Programs (Fall 2011- Spring 2013)
- **Mahn, H.** Organized the ESL Endorsement Summer Institute for the last 15 years. This institute has helped over 700 practicing and pre-service teachers acquire their ESL endorsement.
- **Mahn, H.** Academic Literacy for All Project, which included 17 middle schools and high schools in Albuquerque and Los Lunas. 120 practicing teachers in math, science, social studies, language arts, and TESOL participated in a UNM seminar designed to help them better educate ELLs. Over 500 teachers went through ALA workshops on teaching ELLs. Teachers who have participated in ALA projects have been and are responsible for teaching thousands of ELLs in New Mexico.
- **Martinez, G.** Curriculum Development Team Facilitator and Writer: Indian Pueblo Cultural Center's 100 Years of State & Federal Policy: Impact on Pueblo Nations, 2011 – present.
- **Martinez, G.** Peer Reviewer: Race to the Top – District Discretionary Grant Competition. United States Department of Education, November – December, 2012.
- **Martinez, G.** Board member: Native American Community Academy (2012 to 2013)
- **Martinez, G.** Board member: Advisory to the Institute of Pueblo Indian Studies (2012 to present)
- **Martinez, G.** Board member: Red Willow Youth Council Advisory Board (2004 to present)
- **Meyer, L.** Transcending Boundaries: An Indigenous Dialogue on Community Education, Colonial Impediments and Transformation. International dialogue between Zuni Pueblo and Mexican Indigenous educators, Zuni Pueblo, May 3&4, 2013. My role was to assist with planning, facilitation and translation of the event presentations.

- **Meyer, R.** Has organized three (un) cohorts for teachers to earn master's degrees without having to leave Los Lunas. These schools are over an hour from ABQ, making it impossible for teachers to attend LLSS Master's programs. Recruited teachers into the master's program with the understanding that they will take as many classes as possible at the Teacher Resource Center or some other Los Lunas site. These cohorts have had a very low number of white teachers, but have had a high (80% and more) level of underrepresented groups of teachers.
- **Meyer, R.** Elected to the executive council of the Latino Education Task Force.
- **Meyer, R.** National Writing Project grants for seven years were all about NM teachers and their very diverse students as teachers and learners of writing.
- **Peale-Eady, T.** Member, New Mexico Office of African American Affairs (OAAA) African American Education Advisory Council (2011 – present).
- **Peale-Eady, T.** Chair, Solutions Summit Working Group—Educational Programming for the African American Student In and Outside School (2009 – 2011).
- **Peale-Eady, T.** Member, New Mexico African American Education Solutions Summit Transition Coordination Team (AATT) (2009 – 2011).
- **Sims, C.** 2011 Indigenous Language Forum Organizer, 2011 National Indian Education Association Convention. October 27-30, 2011. Albuquerque, NM.
- **Sims, C.** 2010-2011 Chair for the 2011 National Indian Education Association Conference Indigenous Language Forum and member of New Mexico Planning Committee. Conference to be held October, 2011 in Albuquerque, NM.
- **Sims, C.** 2009-2010 Indigenous Bilingual Education SIG Institute Organizer. 2010 National Association for Bilingual Education National Conference. Denver, CO. and Austin, TX.
- **Sims, C.** 2010-2011 Board Member and Conference Organizing Committee Member for Inaugural Conference of the Alliance for Multicultural Multilingual Education held in Albuquerque, NM., May, 2010.

- **Sims, C.** 2009-2010 Co-Chair of the Indigenous Bilingual Education Special Interest Group, National Association for Bilingual Education.
- **Sims, C.** Invited Participant and American Indian Language Policy Research Center Representative, National ESEA Reauthorization Roundtable, U.S. Department of Education, Washington, DC. October 19-20, 2009.
- **Sims, C.** Founding Member, New Mexico Coalition for the Majority, a multicultural/multilingual professionals group, including the American Indian Language Policy Research and Teacher Training Center, that advocates for bilingual education issues in New Mexico.
- **Sims, C.** 2008-2013. Organizer and Instructor. Annual summer Native American Language Teachers' Institute. (NALTI). Sponsored by the American Indian Language Policy Research and Teacher Training Center.
- **Sims, C.** Member, Working Group for All Indian Pueblo Council Strong Starts for Pueblo Children Initiative. Development of **House Joint Memorial 31** and **Senate Joint Memorial 24** regarding Support for Tribal Language Survival and Requesting Fulfillment of Statutory Obligations Regarding the 2003 Indian Education Act and the State Bilingual Multicultural Education Act. This Memorial passed both Houses in the 2011 New Mexico Legislative Session. (2010-2011)
- **Sims, C.** Member, Working Group of New Mexico multicultural/multilingual professionals, including the American Indian Language Policy Research and Teacher Training Center, reviewing and submitting recommendations to the Deputy Director of Programs, Early Childhood Services Division, NM Children, Youth and Family Development regarding 2010 New Mexico Infant/Toddler Early Learning Guidelines developed by the NMCYFD. (2010- 2011).
- **Sims, C.** Member and American Indian Language Policy Research Center Representative for state-wide Kellogg Foundation Early Childhood Learning Lab Initiative Planning Proposal Team. (2010-2011).
- **Sims, C.** Panel Facilitator New Mexico Public Education Department, Indian Education Division Language Summit. Pueblo of Acoma. (March, 2010).

- **Sims, C.** Co-Facilitator for New Mexico American Indian History and Government Curriculum Development Team. A project commissioned by the NM Public Education Department Indian Education Division to the Institute for American Indian Education (2010- 2011).
- **Sims, C.** Member, Development Team for establishing a New Mexico All Indian Community Foundation, 10 Year Strategic Plan, First Nations Development Institute. Albuquerque, NM (July-September, 2010).
- **Sims, C.** Task Force Member and Curriculum Co-leader for the New Mexico American Indian History and Government Curriculum Project. A project commissioned by the NM Public Education Department Indian Education Division to the Museum of Indian Arts and Culture. (2005-2009).
- **Sims, C.** Appointed Member, New Mexico Native American Education Task Force and Native American Solutions Summit by Dr. Veronica Garcia, NM Public Education Department Secretary and Mr. Alvin Warren, NM Indian Affairs Department Secretary. (November-December, 2009).
- **Sims, C.** Participant and American Indian Language Policy Research Center Representative to the Round Table Session on New Mexico Funding Formula Issues in Education. Convened by the Ben Lujan Policy Center. Santa Fe, NM. (February 4, 2009).
- **Sims, C.** Participant and American Indian Language Policy Research Center Representative to Civic and Community Engagement Education Forum: Catalyst for Change in Early Learning and Education. Convened by the W.K.Kellogg Foundation. Albuquerque, NM. (April 27-28. 2009).
- **Sims, C.** A Pre-Conference Institute on Early Childhood and Native Language Issues. Organizer. American Indian Language Policy Research & Teacher Training Center. La Cosecha Dual Language Conference. November, 6, 2013. Albuquerque, NM.
- **Sims, C.** A Pre-Conference Institute on Early Childhood and Native Language Issues. Organizer. American Indian Language Policy Research & Teacher Training Center. La Cosecha Dual Language Conference. November, 7, 2012. Santa Fe, NM.
- **Sims, C.** Open Forum on NM Native Language Certification Issues. Organizer. American Indian Language Policy Research & Teacher Training Center. June 11, 2011. University of New Mexico, Albuquerque, NM.

- **Sims, C.** Early Childhood Heritage Language Summit. Organizer. American Indian Language Policy Research & Teacher Training Center. March 31-April 1, 2011. Espanola, NM.
- **Sims, C.** Native American Pre-Conference Language Institute: Native Language Issues in Early Childhood Education. Organizer. American Indian Language Policy Research & Teacher Training Center November 17, 2010. Santa Fe, NM.
- **Sims, C.** Site Visit Organizer. To Cochiti Pueblo Language Nest for Board Members of the National Association for the Education of Young Children (NAEYC). September, 2010. Cochiti Pueblo, NM.
- **Sims, C.** Site Visit Organizer. To Acoma Pueblo Language Retention Program for Kellogg Foundation Learning Lab participants attending the New Mexico meeting at Tamaya Resort. May, 2010. Santa Ana Pueblo, NM.
- **Sims, C.** Site Visit Organizer. To Acoma Pueblo for International presenters attending the 2010 Indigenous Language Policy Research Conference. April, 2010. Acoma Pueblo, NM.
- **Sims, C.** A Pre-Conference Institute on Tribal Language Issues. Organizer. American Indian Language Policy Research & Teacher Training Center. La Cosecha Dual Language Conference. November, 18, 2009. Santa Fe, NM.
- **Sims, C.** A Summit on Early Childhood and Native Language Issues. Organizer. American Indian Language Policy Research & Teacher Training Center. September 30, 2009. University of New Mexico, Albuquerque, NM.
- **Sims, C.** Conference on Native Language Issues in Early Childhood Education. Organizer. American Indian Language Policy Research & Teacher Training Center. Southwest Indian Polytechnic Institute. March 20-21, 2009. Albuquerque, NM.
- **Sims, C.** Organizer, International Indigenous Language Policy Research Symposium. American Indian Language Policy Research and Teacher Training Center. May 2-3, 2011. University of New Mexico, Albuquerque, NM.

- **Sims, C.** Organizer, International Indigenous Language Policy Research Conference. American Indian Language Policy Research and Teacher Training Center. April 26-27, 2010. University of New Mexico, Albuquerque, NM.
- **Sims, C.** Organizer, International Indigenous Language Policy Research Symposium. American Indian Language Policy Research and Teacher Training Center. April 23-24, 2009. University of New Mexico, Albuquerque, NM.
- **Sims, C.** Advisory Board Member, Ortiz Center, University of New Mexico (2010 – Present).
- **Sims, C.** Appointed member, Language Certification Team for the Pueblo of Acoma (2006 to 2012).
- **Sims, C.** Appointed member, Language Advisory Committee for Pueblo of Cochiti (2004 to 2012).
- **Sims, C.** PI, American Indian Language Policy Research and Teacher Training Center (2008- present).
- **Sims, C.** Consultant. (2011-2013).100 Years of State and Federal Policy Impacts on Pueblo Nations. A Special Exhibition and Curriculum Project. Indian Pueblo Cultural Center Curriculum Team, Albuquerque, NM
- **Sims, C.** Consultant. (2012-2013).Jemez Supporting Partnerships to Assure Ready Kids Project (SPARK) Evaluation. NM Community Foundation. Albuquerque, NM
- **Sims, C.** Consultant. (2010). Language Maintenance Strategies for Early Childhood Programs, Pueblo of Jemez, Early Childhood Program. University of New Mexico
- **Sims, C.** Consultant. (2003 to 2009). Mescalero Apache Bilingual Program/Mescalero Immersion Pre-school, Mescalero, NM
- **Sims, C.** Consultant. Pueblo of Santa Clara Tewa Language Program/Santa Clara BIA Day School, Santa Clara Pueblo, NM. Professional Development training Tewa language teachers; Pueblo of Pojoaque Early Childhood Center, Professional Development training Tewa language teachers; Pueblo of Laguna Elementary School

- Keres Language Program, Laguna Pueblo, NM. Professional Development training Keres language teachers.
- **Werito, V.** Consortium Member: Navajo Nation Teacher Education Consortium. Department of Dine Education, Office of Navajo Nation Scholarship. February 2010 to present.
 - **Werito, V.** Tribal Research Conference Presentation: The Racialization of Dine youth in Education. Office of Educational Research and Statistics, Department of Dine Education. Education and Research Conference, Window Rock, Arizona. August, 2011.
 - **Werito, V.** Professional development workshop: Diné Language Immersion strategies. Shiprock Alternative Northwest High/Middle School. Shiprock, New Mexico. June 2, 2011.
 - **Werito, V.** LLSS Summer Research: Summer ESL/Bilingual Institute. Academic Literacy for All Project. Albuquerque High School, Albuquerque, New Mexico. June, 2011.
 - **Werito, V.** Task Force Member: Revision of Navajo Nation Teacher Education Preparation coursework.
 - **Werito, V.** Consultant. External Evaluation Report: Wisdom of the People Project. Dine College. Tsaile, AZ. January to July 2012.
 - **Werito, V.** Consultant: Educating Parents of Indian Children with Special Needs. (EPICS) Albuquerque, NM. March, 2011 to present. Created a manuscript and ONLINE/DVD resource: Navajo Translation of PARENT AND CHILD RIGHTS IN SPECIAL EDUCATION PROCEDURAL SAFEGUARDS NOTICE. New Mexico Public Education Department - Special Education Bureau. Santa Fe, New Mexico.
 - **Werito, V.** Consultant: Department of Dine Education, Office of Dine Language, Culture, and Community Services. UNM, Albuquerque, NM. March, 2011.

COE CENTERS

Two Centers within the College of Education and are under the direction of LLSS faculty. Dr. Christine Sims serves as PI and directs the American Indian Language Policy Research and

Teacher Training Center in the Department of Language, Literacy & Sociocultural Studies, while Dr. Tryphenia Peele-Eady and Dr. Sylvia Celedón-Pattichís co-direct the COE's Multicultural Education Center, an important part of which is the Latin American Programs in Education office, directed by Dr. Rebecca Blum Martinez. These Centers and programs provide valuable resources for training and outreach to New Mexico's Indigenous and Hispanic communities. A brief description of each Center's mission is provided below.

The American Indian Language Policy Research and Teacher Training Center

The Center was established in 2008 through the efforts of Dr. Christine Sims, Associate Professor in the Department of Language, Literacy, and Sociocultural Studies (LLSS) in the University of New Mexico's College of Education. At national, state, and local levels, Dr. Sims has long advocated for training and helping prepare Native speakers to plan and implement language initiatives that will support the maintenance and revitalization of native languages.

Initial seed funding from the U.S. Department of Education in 2008 enabled the Center to develop a program of training activities for speakers of Native languages engaged in Native language teaching that continues today. These include year round language teaching workshops, university courses, an annual Native American Language Teachers' institute, language symposia and conferences. Each year the Center continues to build and expand upon these efforts by bringing together the academic resources of the University's College of Education and the Department of LLSS veteran practitioners in the field of Native language teaching, tribal government leaders and members of indigenous language communities. The Center has sponsored five consecutive summer institutes for Native language teachers within the last five years at the UNM main campus and numerous training workshops for tribal members on-site in tribal communities and schools.

The Center serves as a local and national center of collaborative research that examines major policy issues affecting the survival and maintenance of American Indian languages.

Developing and providing Native language teacher training programs and technical assistance support to American Indian tribes engaged in language maintenance and preservation initiatives is a key aspect of the Center's outreach, service and advocacy work. The Center also seeks to build an international dialogue about language issues that extends to other Indigenous languages of the Americas through international symposia and public forums.

Latin American Programs in Education (LAPE) within the COE's Multicultural Education Center

The Latin American Programs in Education (LAPE) is a unique program within the COE's Multicultural Education Center, which focuses on multiple concerns regarding the preparation of COE graduates as astute and critical practitioners within the diversity in our state and nation, especially in educational settings. LAPE, as a unique entity in this Center, is a longstanding, internationally recognized office that has fostered positive relationships between UNM and Latin American educational institutions for over forty years. LAPE maintains two foci in relation to Latin America: 1) to those public and private educational institutions and activities that serve the majority of Latin American citizens; and 2) to those institutions and organizations that serve the indigenous peoples and communities within Latin America.

Since 2004, LAPE has supported the exchange between indigenous peoples of New Mexico and those residing in Latin America. LAPE sponsored the visits of COE indigenous faculty to Mexico and Ecuador, and facilitated a visit to the Universidade do Pará in Belem, Brazil. LAPE also has partnered with the American Indian Language Policy and Teacher Training Institute, providing interpreting services for those visiting Indigenous scholars from Latin America to UNM. In Spring 2015, once again LAPE will offer interpreting support for indigenous faculty from the COE to a Summit on community-based education and the Declaration of Indigenous Human Rights, to occur in Oaxaca, Mexico, in 2015.

LAPE has developed diplomados (intensive academic study opportunities with academic credit) in English as a foreign language for university and other higher education institution faculty who are teaching English, and has partnered with departments across UNM in these endeavors. LAPE was also involved in a Trilateral Research Study, sponsored by the OAS that contrasted and compared teacher preparation in three countries. The other participating institutions were Simon Fraser University in Vancouver, Canada, and the Universidad Pedagógica Nacional in Mexico City. The results of this research were published in a bilingual book: *Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America*. Universidad Pedagógica Nacional: Mexico DF.

LAPE has developed agreements with several Mexican and Brazilian universities where our students and professors can have international experiences, and where their professors and educators can come to UNM. We are presently working on a pilot project with Argentinian colleagues hoping to send future bilingual teachers for a professional educational experience in Argentina for short summer stays.

Diss Title	Active/Inact
An Alternative Pathway to College Education : A Qualitative Case Study of a student in a Fully-Online, Competency -Based Degree Program	A
Students with Hearing Impairments Learning English as a Foreign Language in Taiwan	A
A Case Study of Non-Native English Speaking International University Students Participating in a Community of Practice	A
Using the Aesthetic Stance to Achieve Historical Thinking.	A
An Ethic of Love: A Frommean Critique of Education	A
International Muslim Students Within a Globalized Educational Context	A
Developmental English/Reading and Adult Literacy	A
Developing Intercultural Communicative Competence for Negotiation in a Third Space: The Experience of a Class of Adult EIL Learners to Develop Intercultural Literacy in Taiwan, Republic of China	A
Black Women's Search for Meaning: An Existential Study	A
Indigenous and Non-indigenous High School ESL Students in Northern Taiwan English Composing Strategies in Writing Process across Cultures: A Cognitive Analysis	A
A Critical Discourse Analysis of How Authors Deploy Race in TESOL Quarterly from 2000-2015	A
English Education as a Mark of Social Distinction in Taiwan	A
The War Against Teachers: How the Discourse of a Nation at Risk Set the Agenda for Contemporary New Mexico Education Policy	A
Discourse, Power and the Language of Racism in New Mexico Educational Policy: A Critique of Disparity-Focused Acts from 1998-2013	A
How Does A Latina Teacher Create Counter Hegemonic Spaces in an English as a Second Language Classroom, Utilizing Critical Race and Borderlands Theory?	A
The Establishment of the Acoma Keres Language Class for Acoma High School Students in a Public School.	I/Fall/08
What do Teachers Learn About Their Own Knowledge, Identity & Practice?	I/Fall/09
Imaginal Teaching: An Autobiographical Study of Relating Image to Teaching Performance	I/Fall/13
A Critical Pedagogy of Place: A Counter-Discourse for Sustainability	I/Grad
"Secondary Schooling and Indigenous Pueblo Youth: Dynamics of Power"	I/Grad/Fall//10
Multiracial Students Making & Performing Racial Identity Choices in a Public School Environment	I/Grad/Fall//10
Corporatization of Education: For-Profit EMO's in Public Schools: Is there room for anything public?	I/Grad/Fall/01
The Making of a Bilingual Science Educator: An Autobiographical Study	I/Grad/Fall/02
How Nine and Ten-Year-Olds Construct Historical Time by Reading Children's Literature	I/Grad/Fall/02
A Feminist Inquiry Into the Nature of Creativity: A Case study of Alice Bartlett Woolf	I/Grad/Fall/02
Elisabeth Irwin and the Little Red School House: An Experiment in Progressive Education	I/Grad/Fall/03

Diss Title	Active/Inact
On Learning Science and Pseudoscience from Prime-Time Television Programming	I/Grad/Fall/03
Portraits of Doing Gender Differently: How Some "Quiet" Males Experience and Express Multiple Masculinities	I/Grad/Fall/04
Four Cases of Adaptation: Korean Reflect on the Process of Adaptation to Life and Studying at an American University	I/Grad/Fall/04
Looking at the Work of Teachers Through the Lens of a Union President: An in Depth Study of Barbara Elliston's Leadership	I/Grad/Fall/04
New Chapters: Career Changers Teaching English	I/Grad/Fall/04
School Involvement form the Perspective of Newly Arrived Latino Immigrant Families in the Southwest	I/Grad/Fall/04
Academic Scientific Workshop: A Model For Fostering Interdisciplinary Communication and Collaboration	I/Grad/Fall/05
A Journey of Moments: On Being and Becoming a Teacher	I/Grad/Fall/05
The Racial Ideologies of University Students Working in a Community-Based Project: Antiracist Education	I/Grad/Fall/05
Collaboration and In-service Teacher's Professional Development: A Qualitative Study on Knowledge and Identity	I/Grad/Fall/05
Acting to Learn: The Place of Performance in University Retention for African Americans, Native-Americans	I/Grad/Fall/05
La Voz del Pueblo: A Narrative Analysis of the 1967 Tierra Amarilla Courthouse Raid	I/Grad/Fall/05
Early Childhood Racial Identity (ECRIE): Using Antiracist Professional Development to identify & Challenge Racial Ideologies White Early Childhood Teachers Bring Into US Public Urban Schools.	I/Grad/Fall/06
"We the Authors: Case Studies from a Collaborative Book Publishing Project in an Eighth Grade Language Arts Classroom"	I/Grad/Fall/06
Cognitive Apprenticeship and the Beginning Programming Student: How do Students Learn Within this Framework	I/Grad/Fall/07
Teachers Professionalization: Mexico's Educational Reform 2001-2006	I/Grad/Fall/07
"Central American Narratives of Migration, Language Learning and Use."	I/Grad/Fall/07
La descentralizacion Educativo en Mexico y sus Efectors en la Calidad de la Ensenanza.	I/Grad/Fall/07
A Sense of Place: Change and Persistence on Molokai, Hawai'I 1956-2006	I/Grad/Fall/07
A Critical Race Analysis of Black Studies in the Post-Civil Rights ERA: The Case of the University of New Mexico's Black Studies Program	I/Grad/Fall/08
What Three Fifth Grade Students Can Teach Us About The Thinking and Learning Process	I/Grad/Fall/08
How Do Teachers Understand and Act on Policy Directives to Close the Gender Achievement Gap in Writing Present in State Test Scores.	I/Grad/Fall/08
Empowering the Invisible Child: A Narrative Case Study of the Northwestern Michigan Migrant Program	I/Grad/Fall/08
The Literacy experiences of Latino families who are participating in an intergenerational family literacy program	I/Grad/Fall/09
A Feminist Approach to Understanding ESL Identity Development: A Case Study of Korean Women in U.S. Universities	I/Grad/Fall/09
Mexican Immigrants Caught in the Crossfire of Neoliberalism within Post 9/11 United States	I/Grad/Fall/09
The Racialization of Dine Youth in Education	I/Grad/Fall/10
The Relationship Between the Reading and Writing Processes of the Emerging Literacy Learner.	I/Grad/Fall/11
Examining the Relationship Between Education and the United States' Military from 2001-2009: An Indigenous Approach to Re-	I/Grad/Fall/11

Diss Title	Active/Inact
articulating the Native Warrior	
"Who Will Tell the Children: The Policy Play Dictionary and Its Implications for Curriculum, Instruction and Policy In Early Childhood Education"	I/Grad/Fall/12
Japanese Public Middle School Teacher's Perceptions of Japanese as Second Language Learners	I/Grad/Fall/12
An Indigenous Perspective on Contemporary Native Art, Indigenous Aesthetics and Representation	I/Grad/Fall/12
Principals' Perceptions of their responsibilities and practices related to English Language Learners	I/Grad/Fall/12
Quiet on the Set!! Writing Socially in an Elementary After-School Video Club	I/Grad/Fall/13
(Re) Making Mestizaje: The Role of Race and Gender Norms in Latina Community College Student's Discourse	I/Grad/Fall/13
The Cultural Foundations for the Development of a Kichwa Language Program at El Centro Infantil Alejo Saes in Quito, Ecuador	I/Grad/Fall/13
Communicative Language Teaching Approach in Chinese Potential English Teachers View the Possibilities of CLT-Implication in the Chinese Context	I/Grad/Fall/13
Words Flying on the Wind: Buriat Mongolian Children in a Chinese Bilingual School.	I/Grad/Fall/14
The Day in the Lives of Gibeion Bric: Explorations In the Creative Practice of Transformational Leadership	I/Grad/Sp/02
What Learning English Means to Mexican Immigrant Women: A Critical Feminist Study	I/Grad/Sp/02
Home Schooling in New Mexico: A Case Study of One Family's Experience	I/Grad/Sp/02
Character Counts at St. Johns: A Case Study of the Experiences of Eleven Middle School Teachers While Implementing a Character Education Program into Curriculum	I/Grad/Sp/02
Protagonismo Docente y Dessarrollo Profesional: Una Perspectiva Desde La Pedagogia del Educador Argentin Luis F. Iglesias	I/Grad/Sp/02
Farlorne Zachen: Lost Things Poems of Four Generations	I/Grad/Sp/02
Kinaalda: Dine Women Knowledge	I/Grad/Sp/03
Social Constructionist Approaches to Teaching Technical Writing: A Case Study of Thai College Students	I/Grad/Sp/03
Description of Analysis of a Whole School Conflict Resolution Program in a Kindergarten Through Eighth Grade Parochial School	I/Grad/Sp/03
Facing Changes: Technology, the Economy, and Public Education Reform	I/Grad/Sp/03
Programa Liderazgo Educativo, Ecuador: A Qualitative Case Study of an Experiment in Transformational Leadership, Education and Community Development	I/Grad/Sp/03
Art in the Construction of Self: Three Women and Their Ways in Art, Therapy and Education	I/Grad/Sp/03
Negotiating School: A Critical Look at the Schooling Experiences of Hispanic Students in Low-Track High School Language Arts Classes	I/Grad/Sp/04
Estudiantes Estadounidenses En Universidades Mexicanas: El Impacto De Vivir Y Estudiar En Mexico	I/Grad/Sp/04
Three Voices, One Heart: A War Story of Three Generations of Middle-Class Lebanese Muslim Women	I/Grad/Sp/05
Writing in English: Perspectives of an Ethnic Chines Teacher and Her Students	I/Grad/Sp/05
La Preactica Docenter Universitaria: Una Experiencia Compartida Por Profesoras Mexicanas.	I/Grad/Sp/05

Diss Title	Active/Inact
Exploring Longitudinal Date of a Reading Tutoring Program: Issues and Answers for Intervention	I/Grad/Sp/05
Geographically "Meaned" Pre-Service Secondary Language Arts Student Teacher Identities	I/Grad/Sp/05
Affirmative Action in the 21st Century: A Multicontextual Discourse for Achieving Diversity in Higher Education	I/Grad/Sp/05
An Investigation of the Teachers' Decision to Utilize the SST Process: Teachers Understanding of the Referral Procedures	I/Grad/Sp/05
Paradigms of Proxis' Media Literacy in the Secondary Language Arts Curriculum.	I/Grad/Sp/05
Narratives of Location: School Science Identities & Scientific Discourse among Navajo Women In Higher Education	I/Grad/Sp/06
Hispanic 6th Grade Students' First Year in Middle School	I/Grad/Sp/06
The Sociocultural-Semiotic Texts of 5 & 6 year old Emergent Biliterates in Non-academic Settings	I/Grad/Sp/06
Creative Drama, Tolerance & Social Justice: An Ethnographic Study of students in a Seventh Grade Language Arts Class.	I/Grad/Sp/06
Adolescent Girls and Their Multiple Literacies	I/Grad/Sp/06
Unpacking Racial Ideologies in Taiwan: How Han Teacher Education Students View Other Racial Groups	I/Grad/Sp/06
Narrative and Discourse In Gender Identity Development	I/Grad/Sp/06
Meaning Making: Learning Spanish as a Heritage Language in a Dual Language Immersion Program	I/Grad/Sp/06
Meaning-Making for Students Exploring Structural Inequalities in Health Care: The Role of Emotions	I/Grad/Sp/07
On Becoming a Researcher: Experiences of Women as Doctoral Students in Education	I/Grad/Sp/07
A Journey With English: The Dialectical Relationship Between Learners and then Environment in English-as-a Second Language Acquisition	I/Grad/Sp/07
Not Found On the Quilt: Gay Widowers and Their Loss Due to Circumstances Other Than Aids	I/Grad/Sp/07
Incarcerated youths: Perspectives on Schooling.	I/Grad/Sp/07
A Mexican Immigrant Family's Bilingual Bicultural, and Binational Family Literacy Experience: The Magic People Have Within Themselves	I/Grad/Sp/08
From page to screen: Multimedia Composing in the Emerging Genre of the Talking Storybook	I/Grad/Sp/08
In Some Ways We Fit: Graduate Students in Collaboration.	I/Grad/Sp/09
Stories From Our Sacred Minds, Hands, and Hearts: Narrative Based Research and American Indian Graduate Studies.	I/Grad/Sp/09
The "Enduring Communities" Project of Japanese American Experiences in NM During World War II and Beyond:	I/Grad/Sp/10
Adolescent Geographies and Community-Based Education	I/Grad/Sp/10
The Case of Education For All (EFA) Policy in Sub-Saharan West Africa: How Notions of Human Capital Shape the Discourse of UNESCO's Policymakers and Sub-Saharan West African EFA Teachers	I/Grad/Sp/10
Teaching Financial Literacy in K-12 Schools: Teacher Beliefs and Knowledge	I/Grad/Sp/10
Blackness in the Non-Black Imagination: How Anti-Black Ideology: How Anti-Black Ideology Shapes Non-Black Racial Discourse.	I/Grad/Sp/11
Evoking Visual Imagination in Teaching Writing: ESL Students' Perspectives	I/Grad/Sp/11
Does it compute? A Study of the long-term effects of professional development. Ten Years After: A follow-up study of participants in	I/Grad/Sp/12

Diss Title	Active/Inact
the first years of the Intel Teach to the Future program	
The Complex Journey of Mixed Heritage (Korean Plus Other Racial/Ethnic Backgrounds) Youth In The Southwest	I/Grad/Sp/12
How Retrospective Miscue Analysis Affects Students' Valuation of Themselves as Readers	I/Grad/Sp/12
Pedagogy of Post 9/11 United States: Muslin American Students' Experiences, Teachers' Pedagogies, and Textbooks Analysis	I/Grad/Sp/13
A Case Study of Dual Language Immersion Teachers Spanish Reading Practices:	I/Grad/Sp/13
Developing Adult's Oral English Communicative Competence in an EFL Environment: Collaborative Studies of a Chinese EFL Teacher and Her Students	I/Grad/Sp/13
Pre-Service Teachers: Beliefs About Teaching and Learning	I/Grad/Sp/13
A Dialectical Mixed-Methods Account of Public Polices and High School Teachers' Mandatory Professional Development Experiences in New Mexico	I/Grad/Sp/15
Finding Words, Forming Pictures: The Transmediative Composition Process of a Graphic Novel.	I/Grad/Sp/15
Whose Meanings? Constructing Environmental Justice	I/Grad/Sp/15
The Racial Discourses of Teacher Education Students in the Urban Southwest	I/Grad/Sp/15
Struggling Middle School Readers Transition to High School: A Study of Policy in Context	I/Grad/Sum/03
Christianity in the Lives of Highly Educated African American Women: Womanist Narratives	I/Grad/Sum/03
Bilingual and Binational: A Case Study of a Border Elementary School	I/Grad/Sum/04
A Teacher Study Group: Explorations of Effective Pedagogy for Second Language Learners	I/Grad/Sum/04
Motivation Conservation: Learning to Care for Other Species in a Local Ecological Community	I/Grad/Sum/04
Sisters, Mothers, and Others: A Qualitative Investigation of the Lived Experiences of African-American Women who have Lost an African-American Male to Homicide	I/Grad/Sum/04
Volatile Knowing: Disrupting Power in Public Education	I/Grad/Sum/04
Weaving into One Meaningful Piece: The Construction of a Teacher-Self Identity in the Personal and Professional Histories of a Family of Women Educators	I/Grad/Sum/04
The Second Language Literacy Process in the Language Arts/Literature Classroom: A Sociocultural Constructivist	I/Grad/Sum/05
Layers of Identity: Perspectives from Returning Women Students	I/Grad/Sum/05
What Zac Teaches Us: A Braided Narrative with Presentations on the Criticality of Hope	I/Grad/Sum/06
Understanding Role: Learners' Experience of a New Interdisciplinary Clinical Training Program, "The UCSF Diabetes Management Program in Primary Care"	I/Grad/Sum/06
Language Attitudes & Perceptions of Faith Made New Mexico.	I/Grad/Sum/07
An Individual Case Study: One Struggling Reader	I/Grad/Sum/08
Misogyny Institutionalized: Violence Against Young Women of Color Within the Educational System	I/Grad/Sum/08
Creating and Finding Meaning in Visual and Written Texts Through Aesthetic Experience: Four Case Studies of Hospice Patients	I/Grad/Sum/09

Diss Title	Active/Inact
English Immersion of Middle & High School Korean Students: Linguistic & Cultural Experience of Relocation to the Southwest US.	I/Grad/Sum/09
Exploring the Mathematical Thinking of Bilingual Primary-Grade Students: CGI Problem Solving from Kindergarten through 2nd Grade	I/Grad/Sum/09
Educational Experiences and Identity Politics of Academically Successful Nuevomexicanos	I/Grad/Sum/09
The Role of an Elder in Iina' Biho (Navajo) Language Acquisition: A Narrative Case Study	I/Grad/Sum/10
Liderazgo de las mujeres en la universidad: Contribucion de las experiencias de vida de las mujeres Lideres en la consecucion de Pasiones de liderazgo.	I/Grad/Sum/11
Journey to the Doctorate Motivating Factors for Persistence and Completion of Doctoral Programs Among McNair Scholars	I/Grad/Sum/11
Writing: An Investigation of Academic Writing in International Students in Post-Secondary Education	I/Grad/Sum/11
Ritos Personales que Senalan La Transcicion de la Mujer a la Segunda Mitad de la Vida.	I/Grad/Sum/11
Students Perceptions of the Use of Peer-to-Peer ESL Text Chat	I/Grad/Sum/12
Preparedness of Muslim ESL students to meet the Common Core State Standard-based Assessment: A Qualitative Study in an Islamic Private School	I/Grad/Sum/14
Korean American Children's Community Based Language & Literacy Practices in the US from a Sociocultural Perspective	I/Grad/Sum/14
Promoting English Literacy in a Public Elementary Classroom in Korea	I/Grad/Sum/14
Teacher's Experiences with the Implemenation of the Common Core Standards	I/Grad/Sum/15
Spanish-speaking Students' Perceptions of EFL as Demonstrated in Writing for an Undergraduate English Phoenetics and Phonology Course in Bogata Columbia	I/Grad/Sum15
From Unit to Unity: A Haristic-Study of Transformation.	I/Sp/08
Art Education in the Public School System	I/Sp/2006/ABD*
Whiteness Interrupted: Che White Female Educater's Experience with the Implementation of Critical Race Theory in a Secondary Classroom Setting	I/Sum/05

Program	Diss Title	Act/InAct
Ed Ling	Language, Power & Ideology in High School EFL Textbooks in Saudi Arabia	A
Ed Ling	Language, Knowledge Construction and Meaning: Making of Adult Students In A University Content-Based Hybrid Course of Language Development	A
Ed Ling	"Making Meaning of Chinese International Graduate Students"	A
Ed Ling	Effects of Instructional Medium on EFL Class	A
Ed Ling	Language Socialization in a Bilingual Classroom	I/Grad/84

Program	Diss Title	Act/InAct
Ed Ling	A Constructivist Analysis of Adult ESL Writer's Revision Work	I/Grad/84
Ed Ling	The Effectiveness of Direct Observation as a Language Assessment Technique	I/Grad/86
Ed Ling	Text Comprehension: A Dialectical System	I/Grad/88
Ed Ling	The Structures of English and Chinese Narratives Written by Chinese Students in Taiwan	I/Grad/89
Ed Ling	Interpreting in a language contact situation: The case of English to ASL Interpretation	I/Grad/90
Ed Ling	Teaching critical thinking through persuasive writing in the elementary grades	I/Grad/92
Ed Ling	The Development of Sociolinguistic Phonological Variables for (ing) in young children	I/Grad/92
Ed Ling	Episodic Organization and CALL: A Pragmatic Approach	I/Grad/92
Ed Ling	The Texture of Essays Written by Basic Writers: Dine and Anglo	I/Grad/93
Ed Ling	A Critical Analysis of the Four Skills Exam	I/Grad/94
Ed Ling	Our Language is our Culture: Representations of Native American Language Use in the Context of Language Replacement	I/Grad/Fall/00
Ed Ling	Tesoro Perdido: Socio-Historical Factors in the Loss of the Spanish Language in Nueva Mexico	I/Grad/Fall/02
Ed Ling	Image-Based Reasoning as One Source of Lexical Category Structure and Sense Extension Verbs of Physical Movement	I/Grad/Fall/02
Ed Ling	How Do Deaf and Hard of Hearing Students Experience Learning to Write Using Sign Writing: A Way to Read and Write Signs	I/Grad/Fall/02
Ed Ling	Phonological Variables in the Acquisition of Second Language	I/Grad/Fall/04
Ed Ling	Preliminaries to Constructive Process of Meaning	I/Grad/Fall/08
Ed Ling	First-Person Singular Pronouns in Japanese: How Do They Work In Conversation?	I/Grad/Fall/10
Ed Ling	"Developing Thinking in L2 Speaking: Evidence from Spatial and Temporal Systems in Chinese and English Learners"	I/Grad/Fall/14
Ed Ling	Relationships Between Speech and Reading Among Second Language Learners	I/Grad/Fall/81
Ed Ling	The Internal Construct Validity of the Advanced Placement Spanish Language Examination for examinees of different tEthnic	I/Grad/Fall/94
Ed Ling	The Pragmatics of Referentiality and Its Implication for Evaluation Scales	I/Grad/Fall/94

Program	Diss Title	Act/InAct
Ed Ling	Synchrony of Body Motion with Speech: Language Embodied	I/Grad/Fall/99
Ed Ling	The Effects of Multimedia on Second Language Vocabulary Learning and Reading Comprehension	I/Grad/Sp/01
Ed Ling	The Acquisition of the English Article System by Native Speakers of Spanish and Japanese: A Cross-Linguistic Comparison	I/Grad/Sp/02
Ed Ling	A Teacher Study Group Looks at Applications of Text Analysis to Middle School Second Language Reading Pedagogy	I/Grad/Sp/04
Ed Ling	Cross-Age Peer Tutoring Effects on the English Literacy Development and Academic Motivation of ELLS	I/Grad/Sp/06
Ed Ling	The Use of Prosodic Markers to indicate Utterance Boundaries in American Sign Language Interpretation	I/Grad/Sp/07
Ed Ling	"..I Believe That is How it Happens"-- Creative Processes of Pueblo Authors	I/Grad/Sp/08
Ed Ling	Exploring Ancestral Roots of American Sign Language: Lexical Borrowing From Cistercian Sign Language and French Sign Language	I/Grad/Sp/10
Ed Ling	Two Different Speech Communities in Puerto Rico: An Ethnographic Study About Social Class and Children Learning English in Public and Private Schools of the Island	I/Grad/Sp/14
Ed Ling	A Thematic Analysis of Experiences of Non-native English Speaking International Graduate Students with the Internet-based Test of English as a Foreign Language	I/Grad/Sp/14
Ed Ling	Effects of Hollistic and Analytic Instructional Approaches on the Acquisition of Various Types of Farmulaic Sequences: An Empirical Study of Adult Learners of English-as-a-second language.	I/Grad/Sp/15
Ed Ling	L2 Learner Interpretation of a Video Discourse Completion Task: Sociolinguistic Inferences Generated from Context	I/Grad/Sp/93
Ed Ling	The Impact of Background Knowledge on the Proficiency of Saudi Arabian Students Learning English as a Foreign Language	I/Grad/Sp/94
Ed Ling	General Language Dominance in Vietnamese/English Bilingual Children	I/Grad/Sp/94
Ed Ling	Children's Developing Abilities to Author Fictional Narrative	I/Grad/Sp/95
Ed Ling	Prenatal Substance Exposure Effects on Dyadic Interaction	I/Grad/Sp/99
	The Overlapping Distributive Model for the Bilingual Lexicon: Some Evidence from Spanish-English	I/Grad/Sp/99

Program	Diss Title	Act/InAct
	Form Priming	
Ed Ling	A Syntactic Pragmatic Analysis of the Expression of Necessity and Possibility in American Sign Language	I/Grad/Sum/00
Ed Ling	Linguistic Subjectivity and the Use of the Mandarin 'LE' in conversation	I/Grad/Sum/03
Ed Ling	Second Language Acquisition in a Spanish-English Bilingual Preschool: Conversation Analysis of Mixed Language Peer Groups.	I/Grad/Sum/06
Ed Ling	A Bilingual-Bicultural Approach to the Education of Deaf Children at One Canadian School for the Deaf	I/Grad/Sum/08
Ed Ling	EFL to ESL: A Case Study of ESL University International Students in Transition	I/Grad/Sum/12
Ed Ling	Operationalizing Principles of Textual Coherence	I/Grad/Sum/85
Ed Ling	The Thinking Interpreter: Explorations of Expectancy in Interpreting	I/Grad/Sum/86
Ed Ling	Home Literacy: A Case Study of Three Homes in Quito, Ecuador	I/Grad/Sum/87
Ed Ling	A Universality approach to translation studies	I/Grad/Sum/93
Ed Ling	American Sign Language Proficiency in Interpreters: Assessing L2 with a Videotaped Cloze Test	I/Grad/Sum/94
Ed Ling	Lost and Found: The Potential Usage of a Spatial Language Performance Task in Educational Assessment	I/Withdrew/Medical

Appendix 5

Titles of Dissertations

Titles of student dissertations

Appendix 6

LLSS Course Descriptions

LLSS Course Descriptions

Course Descriptions
Language, Literacy, & Sociocultural Studies

Full Descriptions are at <http://catalog.unm.edu/catalogs/2015-2016/colleges/education/lang-lit-socio-studies/index.html> (You may have to copy and paste this url into your web browser.)

LLSS 175. Foundations of American Indian Education. (3)

An exploration of American Indian Education from the past to the present. Topics: boarding schools, issues, policies, practices, experiences, educational models, language and cultural maintenance, urban/rural schools.

LLSS 183. Introduction to Education in New Mexico. (3)

An exploration of contemporary issues around diversity, culture and education in New Mexico. The course is of special interest to students considering a teaching career. Projects in schools and/or community sites are part of requirements.

LLSS 300. Bilingual Teaching Methods, Materials and Techniques. (3)

Required for bilingual endorsement. Course addresses theory and practice of content area instruction through languages other than English in bilingual programs, with integration of Spanish L1/L2 development and integrated cultural awarenesses. Prerequisite: *453. Restriction: Permission of instructor to determine academic proficiency in the target language

LLSS 315. Educating Linguistically and Culturally Diverse Students. (3)

Course familiarizes prospective teacher candidates with history, theory, practice, culture and politics of second language pedagogy and culturally relevant teaching. Students will be introduced to effective teaching methods for linguistically and culturally diverse learners.

LLSS 321. School and Society. (3)

This course focuses on the sociocultural and political foundation of education in the United States. Designed to provide students with a means of reflecting on the nature of contemporary schooling.

LLSS 391 / 591. Problems. (1-3 to a maximum of 9)

LLSS 393 / 493 / 593. Topics. (1-6, no limit)

LLSS 430. Teaching of Writing. (3)

Theory and practice of teaching writing in elementary and secondary schools.

LLSS 432. Teaching of Social Studies. (3)

Corequisite: EDUC 362. Restriction: permission of instructor.

LLSS 435*. Teaching Students with Reading Problems. (3)

Designed to meet needs of classroom teachers in understanding and teaching children with reading problems; includes a supervised tutoring experience of 3 hours weekly. Includes 3 hours supervised laboratory each week.

LLSS 436. Teaching of English. (3)

Methods class for secondary English teachers.

LLSS 443 / 544. Children's Literature (Literatura Infantil). (3)

A survey course of the field of children's literature. Focuses on knowledge and practice of literature, literary response and classroom programs. K–8.

LLSS 449*. Teaching the Native Language to the Native Speaker. (3)

A comprehensive examination of characteristics, behavior and language of the native-speaking student, with specific implications for teaching the native language in schools.

Restriction: permission of instructor.

LLSS 453*. Theoretical and Cultural Foundations of Bilingual Education. (3)

Required for ESL and Bilingual endorsements. History and theory of bilingual education in the U.S. and survey of multilingual education internationally, focusing on the sociocultural foundations of effective programs and instructional practices.

Restriction: permission of instructor.

LLSS 455*. Teaching Spanish for Bilingual Classroom. (3)

This course assists bilingual teachers in developing strategies and techniques for using Spanish as a language of instruction in the classroom. Participants are also assisted in reviewing for la Prueba for bilingual endorsement.

Restriction: permission of instructor to ensure academic proficiency in Spanish.

LLSS 456 / 556. First and Second Language Development within Cultural Contexts. (3)

First and second language development addressed as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Language development in the classroom is given special attention.

Restriction: permission of instructor. {Summer, Fall, Spring}

LLSS 457 / 557. Language, Culture, and Mathematics. (3)

This course focuses on linguistic and cultural influences on the teaching and learning of mathematics. Additionally provides information on how students construct mathematical skills and knowledge by examining best models of research and practice. {Fall}

LLSS 458 / 558. Literacy Across Cultures. (3)

Theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Compare/contrast with current methods of teaching reading and writing to native speakers of English.

LLSS 459 / 559. Second Language Literacy. (3)

Current theory and practice in teaching reading and writing in English to second language learners, elementary through adult levels.

LLSS 460 / 560. Language and Education in Southwest Native American Communities. (3)

(Also offered as LING 436 and NATV *460)

This course explores the historical context of education and its impact on Native American communities of the Southwest. Topics include native language acquisition, bilingualism, language shift, and language revitalization efforts in native communities and schools.

LLSS 469 / 569. ESL Across the Content Areas. (3)

The course addresses ESL/content-area instruction, which integrates language and content instruction and focuses on the issues of processing content in a second language and the implied redesigning of instruction in grades K-12.

LLSS 479 / 579. The Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura). (3)

Analysis of various reading methods and assessment of children's reading skills, with a focus on balanced approach to reading. Taught in Spanish.

Prerequisite: 456. Restriction: permission of instructor.

LLSS 480*. Second Language Pedagogy. (3)

LLSS 482 / 581. Teaching English as a Second Language . (3)

Required for ESL and Bilingual endorsements. Implementation of second language teaching principles through effective program models and instructional practices. Field component required.

LLSS 493 / 393 / 593. Topics. (1-3, no limit)

LLSS 495. Field Experience. (3-6 to a maximum of 12)

Planned and supervised professional laboratory or field experiences in agency or institutional setting. Restriction: permission of instructor.

LLSS 500. Issues in Language/Literacy/Sociocultural Studies. (3)

Required core course for new LLSS Master's students. Addresses how social, political, economic, and cultural forces shape beliefs about race, class, language, gender, and literacy. Implications for teaching, learning and educational change will be examined.

LLSS 501. Practitioner Research. (3)

This course focuses on the theory and practice of school-based research. Will read research by other teachers/practitioners and design and implement a research project.

LLSS 502. Introduction to Qualitative Research. (3)

Designed to give students an introduction to qualitative research methodologies and methods relevant to education. Students engage in the practice of qualitative methods from various activities and exercises.

LLSS 503. Research in Bilingual Classrooms and Communities. (3)

An examination of current research conducted in bilingual schools and communities. This course is designed for advanced M.A. and Ph.D. students with an interest in research.

Prerequisite: 556 and 580.

LLSS 510. Paulo Freire. (3)

Explores the writings of one of the most important educators and thinkers of the 20th century: Paulo Freire. Also considers scholars who influenced his ideas as well as those who were influenced by his ideas.

LLSS 511. History of U.S. Education. (3)

This course explores the significance and function of educational endeavors and institutions in U.S. society from the sixteenth century to the present. Emphasizes the relationship between schooling and race, class, and gender.

LLSS 513. Globalization and Education. (3)

Examines the arguments of various globalization discourses, focusing on how each represents the relationship between globalization processes and educational phenomena. Problematizes the impact of globalization(s) on the worldwide struggle for equitable education for all.

LLSS 515. Philosophy of Education. (3)

Introduces students to the foundations of educational philosophy. It focuses on thought from the 20th century while recognizing the historical influences from Western and non-Western nations. Special attention on race, class, and gender.

LLSS 521. Proseminar: Sociology of Education. (3)

Introduces students to the structures and functions of schools in the U.S. and other societies through an examination of empirical research that looks at race, class, and gender oppression.

LLSS 523. Education and Anthropology. (3)

An examination of the cultural context of learning and thinking. Topics include learning in the classroom, formal and informal education, sociocultural perspectives on cultural transmission, cultural theories of education and the acquisition of culture.

LLSS 524. Critical Race Theory. (3)

Engages the premises of Critical Race Theory (CRT). Focuses on theorists and philosophers of color who write about racial struggle in White hegemonic societies. Explores the implications of CRT for educational research, policy, and practice.

LLSS 525. Reading Recovery Training Part I. (4)

This course entails in-depth study of components and procedures of the Reading Recovery early intervention program. Classroom instruction will be coordinated with field experience of teaching four students. Restriction: permission of instructor.

LLSS 527. Studies in Rhetoric for Teachers. (3, no limit)

An advanced course in the teaching of writing focusing on recent research and theory in composition studies.

LLSS 528. Studies in Reading and Literature for Teachers. (3)

An advanced course in the teaching of reading and literature with an emphasis on recent research and theory in literature education.

LLSS 529. Race, Ethnicity, and Education. (3)

Concentrates on empirical studies that reveal how schools work to create racial and ethnic inequality. Explores current debates about the concepts “race” and “ethnicity” and evaluates the consequences of these debates for educational studies.

LLSS 530. Whiteness Studies. (3)

Looks at how white power and privilege shapes schools and society. Studies the impact for both people of color and whites. Possibilities and limitations of white antiracism, multiracial alliances, and antiracist education are explored.

LLSS 532. The Reading Process. (3)

Explores the reading process through current theories, research and implications for acquisition and instruction. Theories and research are examined from a variety of perspectives.

LLSS 534. Seminar in Teaching Reading. (3)

Advanced study focused on the research, debates, practices and themes in the teaching of reading with attention to implications for multicultural/multilinguistic settings. {Offered upon demand}

LLSS 535. Critical Literacy. (3)

This course is an exploration of the ways in which texts are used to celebrate, control, transform, conceal, move to action, manipulate, disclose, convince, and in other ways act upon individuals and groups.

LLSS 536. Reading and Writing Digital Texts. (3)

An exploration of how new technologies (e.g. video games, blogs, podcasts, social networking, text messaging, simulations, etc.) create new ways of interpreting, composing, knowing, and learning.

LLSS 537. International Literature for Young People. (3)

Seminar surveys international literature for children and young adults, and explores its use in classrooms to build intercultural understanding and global awareness. Texts are critically examined in light of sociopolitical, cultural, and translation issues.

Prerequisite: 443 or 544 or EMLS 451 or EMLS 551.

LLSS 537L. Assessment of Reading and Language Arts. (3)

Provides students theoretical and applied working knowledge of assessment issues and procedures. Students develop lesson plans and teach lessons grounded in evidence-based results of assessments of children.

LLSS 538. Teaching Reading through the Content Field. (3)

Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of the school curriculum. Required in secondary teacher education for all content specialization areas.

LLSS 539. Cross Cultural Literature for Young People. (3)

Seminar focuses on children's and young adult literature to foster positive identity development and understanding of divergent cultural views. Literature from varied ethnic and non-normative gender groups is critiqued and analyzed for instructional opportunity.

Prerequisite: 443 or 544 or EMLS 451 or EMLS 551.

LLSS 541. Seminar in Children's Literature. (3-12 to a maximum of 12)

Theoretical stances and issues in the study of children's literature are explored in relationship to implications for classroom practice.

LLSS 544 / 443. Children's Literature (Literatura Infantil). (3)

A survey course of the field of children's literature. Focuses on knowledge and practice of literature, literary response and classroom programs.

LLSS 548. Literacy Leadership. (3)

Addresses the needs of New Mexico literacy leaders in K-12 schools so that they understand: literacy processes, teaching, and learning; adult learners; politics and policies in literacy; and complexities of literacy in the 21st century.

LLSS 551. History of American Indian Education. (3)

The course examines the history of Indian Education from 1890 to the present for Indians of the Southwest. The course examines national studies, recorded government documents, scholarly writings, and oral history.

LLSS 553. Education and African American Children. (3)

Explores historical and contemporary issues in African American education and k-12 schooling, probing various aspects of education in the context of African American culture, language, community, and institutions.

LLSS 554. Teaching the Native American Child. (3)

The course explores methodologies for creating culturally appropriate curricula for Native students. Emphasis is placed on applying principles of integrated thematic instruction and research of Native learning styles and effective teaching methods.

LLSS 556 / 456. First and Second Language Development within Cultural Contexts. (3)

First and second language development addressed as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Language development in the classroom is given special attention.

Prerequisite: an introductory linguistics course.

{Summer, Fall, Spring}

LLSS 557 / 457. Language, Culture, and Mathematics. (3)

This course focuses on linguistic and cultural influences on the teaching and learning of mathematics. Additionally provides information on how students construct mathematical skills and knowledge by examining best models of research and practice. {Fall}

LLSS 558 / 458. Literacy Across Cultures. (3)

Theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Compare/contrast with current methods of teaching reading and writing to native speakers of English.

LLSS 559 / 459. Second Language Literacy. (3)

Current theory and practice in teaching reading and writing in English to second language learners, elementary through adult levels.

LLSS 560 / 460. Language and Education in Southwest Native American Communities. (3)

(Also offered as NATV *460)

This course explores the historical context of education and its impact on Native American communities of the Southwest. Topics include native language acquisition, bilingualism, language shift, and language revitalization efforts in native communities and schools.

LLSS 561. Reading, Writing, and Diversities. (3)

A consideration of the sociopsycholinguistic model of reading and writing with particular attention paid to long-accepted as well as lesser addressed diversities (socioeconomics, culture, sexual orientation, physicality, etc.).

LLSS 564. Issues in American Indian Education. (3)

The course examines contemporary issues of American Indian children in southwestern classrooms faced by teachers, counselors, and administrators at the elementary and secondary levels, but may include post-secondary concerns.

LLSS 566. Issues in Hispanic Education. (3)

This course is designed to assist educators to more fully understand historical and contemporary issues related to the education of Hispanic students in New Mexico, the Southwest and across the country.

LLSS 567. Home Literacy and Schooling Research. (3)

Through ethnographic studies and field research, course participants learn to critically analyze, value, and build upon the diverse and rich literacy experiences that children from different ethnic groups bring to school.

LLSS 568. Alternative Assessment Practices for English Language Learners. (3)

The purpose of this course is to consider the dilemmas of using traditional assessment instruments, such as standardized tests, with English language learners and to expose course participants to a variety of alternative assessment methods. Prerequisite: 556.

LLSS 569 / 469. ESL Across the Content Areas. (3)

The course addresses ESL/content-area instruction, which integrates language and content instruction and focuses on the issues of processing content in a second language and the implied redesigning of instruction in grades K-12.

LLSS 570. Science and Native American Education. (3)

The course explores best practices and methods for presenting science to Native American learners. Students apply recent brain research and teaching methods to develop culturally responsive curricula applicable to Native learning styles and ontology.

LLSS 579 / 479. The Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura). (3)

Analysis of various reading methods and assessment of children's reading skills, with a focus on balanced approach to reading. Taught in Spanish.

Prerequisite: 556. Restriction: permission of instructor.

LLSS 580. Seminar in the Education of the Bilingual Student. (3)

An advanced course which provides an overview of issues including the research, theory, and practice in bilingual education in New Mexico and other settings.

LLSS 581 / 482. Teaching English as a Second Language. (3)

Required for ESL and Bilingual endorsements. Implementation of second language teaching principles through effective program models and instructional practices. Field component required.

LLSS 582. Curriculum Development in Multicultural Education. (3)

Graduate course focusing on the foundations of curriculum development for diverse populations, including the theory and practice of curriculum development in multicultural settings in the U.S. and abroad. {Summer, Fall, Spring}

LLSS 583. Education Across Cultures in the Southwest. (3)

Focuses on issues, policies and school practices related to diversity and the education of native cultures of the Southwest as well as more recently arrived linguistic and cultural groups.

LLSS 587. Education and Gender Equity. (3)

Explores gender-related issues in the field of education by examining explanations of gender in socio-cultural contexts and its intersection with race, class, ethnicity and sexuality. Students address these issues in teacher practice, policy and curriculum.

LLSS 588. Feminist Epistemologies and Pedagogies. (3)

By engaging various understandings of epistemology, this course examines the basis of knowledge from a feminist standpoint. Feminist approaches to epistemology are then employed to understand their relation to research and pedagogy.

LLSS 590. Seminar. (3)

Synthesize course work which has made up master's degree program. Enhance student's ability to defend professional ideas. Develop competence in professional communication oral and written.

LLSS 591 / 391. Problems. (1-3 to a maximum of 9)

LLSS 593 / 393 / 493. Topics. (1-3, no limit)

LLSS 595. Advanced Field Experiences. (3-6 to a maximum of 12)

Restriction: acceptance into a graduate program and permission of instructor.

LLSS 596. Internship. (3-6 to a maximum of 12)

LLSS 598. Directed Readings. (3-6 to a maximum of 6)

LLSS 599. Master's Thesis. (1-6, no limit)

Offered on a CR/NC basis only.

LLSS 605. Advanced Qualitative Research Methods. (3)

(Also offered as LEAD 605)

A doctoral seminar focusing on helping students understand qualitative research methods, including: problem definition, data collection and analysis and how to increase the trustworthiness of one's findings. A research study is required. Prerequisite: 502.

LLSS 606. Case Study Research Methods. (3)

Students conceptualize, develop, conduct, and report a pilot case study research project. Course includes an emphasis on qualitative data analysis techniques and the writing of case narratives. Prerequisite: 502.

LLSS 610. Seminar in Academic Writing in Education and Related Fields. (3)

In this seminar students examine academic genres, structures, styles, techniques and resources through readings, discussion and their own writing processes.

LLSS 614. Vygotsky Seminar. (3)

A doctoral-level seminar in which the seminal writings of the Russian psychologist, Lev Vygotsky, will be examined in depth. This seminar will be of interest to Linguistics, Early Childhood, Psychology, Special Education, and LLSS students.

LLSS 623. Ethnographic Research. (3)

Seminar designed to engage students in the philosophy and methods of ethnographic research. Includes finding an appropriate cultural scene, conducting the actual fieldwork, analyzing the data and writing up the study. Prerequisite: 605.

LLSS 640. Seminar in Language/Literacy. (3)

A required core doctoral seminar designed to explore theoretical issues in language and literacy from an educational perspective. Will read the important research literature in these areas.

LLSS 645. Seminar in Educational Studies. (3)

Required core course of first-year LLSS doctoral students. Introduces key concepts and debates in critical educational studies. The social context of schooling is examined through historical, sociological, anthropological, psychological, and interdisciplinary modes of inquiry. Restriction: LLSS doctoral students only.

LLSS 650. Dissertation Seminar. (1-3)

Designed to assist doctoral students in planning their dissertation proposal. Students conceptualize and write a proposal using qualitative methods. Participants bring drafts of various components of their proposal to class where their work is critiqued. Offered on a CR/NC basis only.

LLSS 696. Internship. (3-6 to a maximum of 12)

Offered on a CR/NC basis only.

LLSS 698. Directed Readings. (3-6 to a maximum of 12)

LLSS 699. Dissertation. (3-12, no limit)

Offered on a CR/NC basis only.

Appendix 7

Faculty Decision Guide

LLSS MA Comprehensive Examination Dossier Version Faculty Decision Guide
LLSS Master's Level Comprehensive Examinations Guidelines for Students

**LLSS MA Comprehensive Examination
Dossier Version
Faculty Decision Guide
Due in Hokona Hall Rm 140 by – April 12, 2016**

MA Candidate:

Reviewer:

The Dossier version of the Comprehensive examination has three parts or strands, similar to the New Mexico Public Education Department's Professional Development Dossier. A summary of the requirements is provided. The criteria below are derived from the COE Conceptual Framework specifically for the dossier. The part of the Conceptual Framework assessed by each criteria follows each item (in parentheses).

Rate each strand of the dossier and its overall presentation using the criteria below. Then use your ratings to inform your overall score on the comprehensive examination.

CRITERIA

Rate Strand A according to the extent to which it demonstrates the teacher's ability to (Circle one rating):

- Organize instruction primarily around the development of concepts and strategies that are applicable to other situations in your discipline and/or that move students toward increasing independence. (Contextual Content Knowledge)

Outstanding Acceptable Needs Improvement

- Design coherent, that is goals, classroom activities, and assessments are aligned. Students are assessed on what they are taught. (Coherence)

Outstanding Acceptable Needs Improvement

- Provide all students with opportunity to learn. Instruction provides students with information and opportunities to interact in multiple modes. Students have support from the teacher and peers. (Learner Awareness)

Outstanding Acceptable Needs Improvement

- Explain levels of achievement on concepts or skills and support that explanation with citations from the student work and from research and theory on student learning in the subject taught. (Coherence/Learner Awareness)

Outstanding Acceptable Needs Improvement

- Use knowledge of students and/or academic sources to support and explain instructional decision-making. (Reflection)

Outstanding Acceptable Needs Improvement

Rate Strand B according to the extent to which it demonstrates the teacher's ability to (Circle one rating):

- Consider each student individually. (Assignments may be different for each student or different, but there should be clear evidence that you understand each student as an individual.) (Learner Awareness)

Outstanding Acceptable Needs Improvement

- Hypothesize how student beliefs or concepts may have contributed to their work. (Hypotheses should make sense in light of student work.) (Learner Awareness)

Outstanding Acceptable Needs Improvement

- Support hypotheses with 1) specific references to their work, 2) information gleaned from your observations of and interactions with students, and 3) a synthesis of theory and research on how students learn in your discipline. (Reflection)

Outstanding Acceptable Needs Improvement

- Communicate high expectations in a positive and caring toward students and how they learn. (The language used provides insight into these dispositions.) (Professionalism)

Outstanding Acceptable Needs Improvement

Rate Strand C according to the extent to which it demonstrates the teacher's ability to (Circle one rating):

- Select an area for improvement and explain the information or guidance provided by the resources consulted (e.g., readings, mentors, students, workshops, etc.) (Reflection)

Outstanding Acceptable Needs Improvement

- Show how the information or guidance influenced his/her performance in the classroom (as represented in lesson plans, assessments, journal, student feedback, new materials, explanation of new insights, disappointments, successes, etc.) (Reflection)

Outstanding Acceptable Needs Improvement

- Contribute to school, local, state, or national learning communities of parents, colleagues, community members, and/or scholars). (Professionalism)

Outstanding Acceptable Needs Improvement

Rate the overall presentation of the dossier on the following (Professionalism):

- Organization

Outstanding Acceptable Needs Improvement

- Thoughtful use of scholarship

Outstanding Acceptable Needs Improvement

- Use of language conventions

Outstanding Acceptable Needs Improvement

SCORE

Given my analysis of this MA Dossier, I assign the following SCORE (Circle one):

Pass with Distinction Pass Does Not Pass

Other factors that influenced my score decision:

Comments on this form of examination:

Comments on the process of evaluating this examination:

LLSS Master's Level Comprehensive Examinations Guidelines for Students

LLSS Master's level comprehensive exams should demonstrate your understandings of important issues in your area of concentration, your depth and breadth of knowledge, and your ability to write for practitioner or research colleagues.

Your comprehensive examination should be modeled on articles in scholarly journals in your field. This is an examination, but you should consider your audience to be not only the faculty on your committee but also the readers of a scholarly journal. Your article should have a clear purpose of informing your colleagues of an insight you have gained, a project you have completed, or a critique that you have developed. You may use an expository style or a narrative style, but your article should have a point. It should try to do something for your reader. The style of your paper should follow one of the accepted style manuals in your field. Your final paper will be evaluated using the following scale:

Needs Improvement	Pass	Distinction
Argument is difficult to follow and/or understand.	Argument is articulated well, but may have several places where connections are difficult to follow.	Argument is clearly articulated. Each part builds upon earlier parts.
Organization is confusing or it is organized as a list of summarized scholarship around a topic.	Thoughtful claims are supported by reasonable interpretations of scholarship.	New insight is created through analysis and/synthesis of scholarship.
Scholarship is inaccurately cited, quoted, or summarized.	Scholarship is accurately cited, summarized and/or quoted.	Scholarship is seamlessly integrated into the argument.
Accounts of personal experience or descriptions of findings are not situated within existing scholarship.	Data or reflection on personal experience is explained by existing scholarship.	Synthesis of existing scholarship provides a critical lens for analyzing personal experience or data.
Style deviates from style guidelines (APA, MLA, Chicago, etc.) in ways that would prevent publication.	Chosen style (APA, MLA, Chicago, etc.) is followed with a few unobtrusive deviations.	Use of chosen style is publishable.
Significant errors in language usage.	Language usage is acceptable for final editing phase. Errors are minimal and do not interfere with flow of reading.	Language usage is eloquent, and of publishable quality.

Due in Hokona Hall Rm 140 by – April 12, 2016

**LLSS Master’s Level Comprehensive Examinations
Decision Guide for Faculty**

After you read a student’s comprehensive examination, circle characteristics below that characterize the quality of the paper. After you circle the characteristics, circle an overall score and describe any other factors not listed that entered into your score decision.

STUDENT:

FACULTY:

Needs Improvement	Acceptable	Outstanding
Argument is difficult to follow and/or understand.	Argument is articulated well, but may have several places where connections are difficult to follow.	Argument is clearly articulated. Each part builds upon earlier parts.
Organization is confusing or it is organized as a list of summarized scholarship around a topic.	Thoughtful claims are supported by reasonable interpretations of scholarship.	New insight is created through analysis and/synthesis of scholarship.
Scholarship is inaccurately cited, quoted, or summarized.	Scholarship is accurately cited, summarized and/or quoted.	Scholarship is seamlessly integrated into the argument.
Accounts of personal experience or descriptions of findings are not situated within existing scholarship.	Data or reflection on personal experience is explained by existing scholarship.	Synthesis of existing scholarship provides a critical lens for analyzing personal experience or data.
Style deviates from style guidelines (APA, MLA, Chicago, etc.) in ways that would prevent publication.	Chosen style (APA, MLA, Chicago, etc.) is followed with a few unobtrusive deviations.	Use of chosen style is publishable.
Significant errors in language usage.	Language usage is acceptable for final editing phase. Errors are minimal and do not interfere with flow of reading.	Language usage is eloquent, and of publishable quality.

SCORE (Circle one)

Does Not Pass Pass Pass with Distinction

Other factors that influenced my decision (Use back if necessary):

LLSS Graduate Student Admission and Status Fall 2007-Fall 2015**LLSS Ph.D. Students Admitted from Fall/07 to Fall/15****LLSS PhD Student Database**

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
ETSS	Ph.D.	Fall/07	Grad/Sp/13	05/27/10	12/16/09		11/9/12	I/Grad/Sp/13
ETSS	Ph.D.	Fall/07	Comps		05/06/15			A
ETSS	Ph.D.	Fall/07	Grad/Fall/12	12/22/10	12/3/10		6/26/12	I/Grad/Fall/12
BilEd	Ph.D.	Fall/07	Withdrew/Comps.					I/Withdrew
ETSS	Ph.D.	Fall/07	Diss	07/22/13	04/11/13	12/8/14		A
Literacy	Ph.D.	Fall/07	Comps.		05/10/11			I/Fall/12
TESOL	Ph.D.	Fall/07Readmit	Prop	08/01/12	12/15/11			A
BilEd	Ph.D.	Fall/08	Prop	12/18/13	12/5/13	12/1/15		A
Literacy/Lang Arts	Ph.D.	Fall/08	Withdrew					I/Fall/08
Literacy/Lang Arts	Ph.D.	Fall/08	Dropped/Sp10					I/Sp/10
TESOL	Ph.D.	Fall/08	Prop.	04/06/12	02/09/12			A
Literacy/Lang Arts	Ph.D.	Fall/08	I/Dropped/Sp/13					I/Sp/13
TESOL	Ph.D.	Fall/08	Prop	05/21/13	01/29/13	01/12/15		A

Student location within the programs

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
Literacy/Lang Arts	Ph.D.	Fall/08	Dropped Sp/11					I/Sp 11
BilEd	Ph.D.	Fall/08	Transferred					I/Transferred SpeC Ed
BilEd	Ph.D.	Fall/08	Prop	07/27/11	06/17/11			A
TESOL	Ph.D.	Fall/08	Grad/Sp/13	12/09/11	12/9/11		03/21/13	I/Grad/Sp/13
BilEd	Ph.D.	Fall/08	Prop.	12/18/13	12/04/13	11/30/15		A
ETSS	Ph.D.	Fall/08	Prop.	10/19/12	10/4/12	12/7/15		A
BilEd	Ph.D.	Fall/08	I/Dropped/Sum/13					I/Sum/13
ETSS	Ph.D.	Fall/08	Prop	7/28/15	06/15/15	03/09/16		A
TESOL	Ph.D.	Fall/08	Grad/Fall/14	07/02/12	03/16/12	4/18/13	07/28/14	I/Grad/Fall/14
ETSS	Ph.D.	Fall/08	Comps.		05/05/15 Cancelled			A
Literacy/Reading	Ph.D.	Fall/08	Beg.					I/Fall 09
TESOL	Ph.D.	Fall/09	Grad/Sum/14	12/18/12	11/26/12		05/27/14	I/Grad/Sum/14
Literacy/Lang Arts	Ph.D.	Fall/09	Grad/Sp/15	9/6/13	06/30/13	9/18/13	09/05/14	I/Grad/Sp/15
TESOL	Ph.D.	Fall/09	Prop	05/30/13	04/12/13			A

Student location within the programs

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
ETSS	Ph.D.	Fall/09	I/Failed Comps		5/4/15-11/3/15			I/Failed Comps 2
ETSS	Ph.D.	Fall/09	Diss	07/16/12	04/20/12	03/23/15		A
Literacy/Lang Arts	Ph.D.	Fall/09	Beg.					I/Sp/14
Literacy/Lang Arts	Ph.D.	Fall/09	I/Dropped/Sp/13					I/Sp/13
TESOL	Ph.D.	Fall/09 /LOA Sp/14 to Fall 15	Comps					A
TESOL	Ph.D.	Fall/10	Grad/Sp/15	07/16/12	06/01/12	09/18/12	06/09/14	I/Grad/Sp/15
BilEd/TESOL	Ph.D.	Fall/10	Diss	12/18/13	12/6/13	04/23/15		A
ETSS	Ph.D.	Fall/10	Beg.					A
Literacy	Ph.D.	Fall/10	Dropped/Sp/11					I/Sp/11
ETSS	Ph.D.	Fall/10	Prop.	12/15/14	12/8/14			A
TESOL	Ph.D.	Fall/10/Denied Readmit Fall/14	Beg.					I/Fall/10
ETSS	Ph.D.	Fall/11	Beg.					A
Literacy	Ph.D.	Fall/11	Grad/Sum/15	12/18/13	04/15/13		05/07/15	I/Grad/Sum/15
Literacy	Ph.D.	Fall/11	Prop.	11/5/14	10/6/14			A
Bil/TESOL	Ph.D.	Fall/11	Comps.		03/20/15			A

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
Literacy	Ph.D.	Fall/11	Prop.	11/23/15	11/2/15			A
Literacy	Ph.D.	Fall/11	Diss.	09/8/15	08/21/15	01/11/16		A
ETSS	Ph.D.	Fall/11	Beg.					A
Literacy	Ph.D.	Fall/11	I/Dropped/Sp/13					I/Sp/13
Literacy	Ph.D.	Fall/11	Prop	04/09/14	03/03/14	08/05/15		A
Literacy	Ph.D.	Fall/11	Diss	01/24/14	12/3/13	08/18/15		A
BILED	Ph.D.	Fall/11	I/Dropped/Sp/13					I/Sp/2013
ETSS	Ph.D.	Fall/11	Prop.	11/25/14	10/27/14	6/9/15		A
Literacy	Ph.D.	Fall/11	Beg.					A
Literacy	Ph.D.	Fall/11	Beg.					I/Sp/12
Literacy	Ph.D.	Fall/11	Prop.	1/27/16	01/11/16			A
(TESOL)	PHD	Fall/12	Beg.					A
(American Indian Ed	Ph.D.	Fall/12	Beg.					A
(ETSS)	Ph.D.	Fall/12	Beg.					A
(ETSS)	Ph.D.	Fall/12	Beg.					A
(American Indian Ed	Ph.D.	Fall/12	Comps	6/28/15	06/10/15			A
(Literacy)	Ph.D.	Fall/12	I/Dropped/Sum/13					I/Sum/13

Student location within the programs

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
(TESOL)	Ph.D.	Fall/12	Comps	02/03/16	02/15/16			A
(ETSS)	Ph.D.	Fall/12	Comps	12/18/15	12/8/15			A
(Literacy)	Ph.D.	Fall/12	Beg.					A
(Literacy)	Ph.D.	Fall/12	Beg.					A
(ETSS)	Ph.D.	Fall/12	Prop.	05/27/15	05/08/15			A
(TESOL)	Ph.D.	Fall/12	Prop.	12/2/15	11/20/15			A
(ETSS)	Ph.D.	Fall/12	Beg.					A
(Literacy)	Ph.D.	Fall/12	Beg.					A
(Literacy)	Ph.D.	Fall/13	Beg.					A
(Literacy)	Ph.D.	Fall/13	Beg.					A
(ETSS)	Ph.D.	Fall/13	Beg.					A
(BilEd)	Ph.D.	Fall/13	Transferred Sp/14					I/Sp14/Transferred
(ETSS)	Ph.D.	Fall/13	Beg.					A
(Literacy)	Ph.D.	Fall/13	Comps.	12/16/15	11/23/15			A
(Literacy)	Ph.D.	Fall/13	Beg.					A
(ETSS)	Ph.D.	Fall/13	Beg.					A
(TESOL)	Ph.D.	Fall/13	Transferred					I/Transferred Ed Ling
(Literacy)	Ph.D.	Fall/13	Comps.		11/20/15			A
(Literacy)	Ph.D.	Fall/13	Beg.					A
(TESOL)	Ph.D.	Fall/13/LOA	Beg.					A
(TESOL)	Ph.D.	Fall/14	Beg.					A

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
(American Indian Ed)	Ph.D.	Fall/14	Dropped					I/Fall/15
(TESOL)	Ph.D.	Fall/14	Beg.					A
(ETSS)	Ph.D.	Fall/14	Beg.					A
(TESOL)	Ph.D.	Fall/14	Beg.					A
(TESOL)	Ph.D.	Fall/14	Beg.					A
(Literacy)	Ph.D.	Fall/14	Beg.					A
(American Indian Ed.)	Ph.D.	Fall/14	Beg.					A
(BilEd)	Ph.D.	Fall/14	Beg.					A
(BilEd)	Ph.D.	Fall/14	Beg.					A
(BilEd)	Ph.D.	Fall/14	Comps.	08/3/15				A
(TESOL)	Ph.D.	Fall/14	Beg.					A
(TESOL)	Ph.D.	Fall/14	Beg.					A
(Literacy)	Ph.D.	Fall/14	Beg.					A
(Literacy)	Ph.D.	Fall/14	Comps.	11/3/15				A
(TESOL)	Ph. D.	Fall/14/deferred Fall 13	Beg.					A
(BilEd)	Ph.D.	Fall/15	Beg.					A
(Amer. Indian Ed.)	Ph.D.	Fall/15	Beg.					A
(Literacy)	Ph.D.	Fall/15	Beg.					A
(ETSS)	Ph.D.	Fall/15	Beg.					A
(TESOL)	Ph.D.	Fall/15	Beg.					A
(Literacy)	Ph.D.	Fall/15	Beg.					A
(ETSS)	Ph.D.	Fall/15	Beg.					A

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
(ETSS)	Ph.D	Fall/15	Beg.					A
(Literacy)	Ph.D.	Fall/15	Beg.					A
(BilEd)	Ph.D	Fall/15	Beg.					A
(TESOL)	Ph.D.	Fall/15	Beg.					A
(TESOL)	Ph.D.	Fall/15	Beg.					A
(ETSS)	Ph.D.	Fall/15	Beg.					A
(BilEd)	Ph.D.	Fall/15	Beg.					A
(BilEd)	Ph.D.	Fall/15	Beg.					A
(ETSS)	Ph.D.	Fall/15	Beg.					A
(BilEd/Tesol)	Ph.D.	Fall/15	Beg.					A
(BilEd)	Ph.D	Fall/15	Beg.					A
(BilEd/TESOL)	Ph.D.	Fall/15	Beg.					A
(ETSS/AIE)	Ph.D.	Fall/15	Beg.					A
(American Indian Ed.)	Ph.D.	Fall/15	Beg.					A
(ETSS)	Ph.D.	Fall/15	Beg.					A
(American Indian Ed)	Ph.D.	Readmit Fall 15/from Fall 13	Beg.					A
(BilEd)	Ph.D.	Sp/15 Loa sp/13-sp/15Fall/12	Beg.					A
TESOL	Ph.D.	Spring/09	Grad/Fall/13	04/29/11	01/14/11		10/7/13	I/Grad/Fall/13
(Literacy)	Ph.D.	Spring/13	Beg.					A
ETSS	Ph.D	Sum/09	Comps.	1/9/14	12/13/13			A
(ETSS)	Ph.D.	Sum/14	Beg.					A

Focus Area	Degree	Admitted	Status	POS Date	Comps	Prop	Defense	Active/Inact
TESOL	Ph.D.	Summer/07	Diss	07/22/13	05/09/13	06/25/15		A
Literacy/Lang Arts	Ph.D.	Summer/08	Withdrew/Prop	12/07/10	09/07/10			I/Sp/15
Literacy/Lang Arts	Ph.D.	Summer/08	Dropped					I/Fall/08
Literacy	Ph.D.	Summer/10	Diss	03/12/15	12/15/14	04/16/15		A
Literacy	Ph.D.	Summer/10	Prop	05/29/14	04/02/14			A
TESOL	Ph.D.	Summer/10	Diss	05/20/15	05/12/15	01/15/16		A
(TESOL)	Ph.D.	Summer/12	Diss	08/3/15	07/01/15	11/30/15		A
(BilEd)	Ph.D.	Summer/12	Beg.					A
(Literacy)	Ph.D.	Summer/12	Beg.					A

LLSS Educational Linguistic Students from Fall/07 to Fall/2015

Program	Degree	Admitted	Comps	Status	Prop	Defense	Act/InAct
Ed Ling	Ph.D	Fall 16 deferred Fall/15		Beg.			A
Ed Ling	Ph.D.	Fall/07	05/05/10	Grad/Sp/14	05/06/11	02/10/14	I/Grad/Sp/14
Ed Ling	Ph.D.	Fall/07	03/29/11	Prop.	05/08/13		A
Ed Ling	Ph.D.	Fall/08		Transferred to LLSS			I/Fall/09
Ed Ling	Ph.D.	Fall/10	10/17/14	Diss.	05/07/15	04/04/16	A (GradSp16)
Ed Ling	Ph.D.	Fall/10		Beg.			I/Sp/11

Program	Degree	Admitted	Comps	Status	Prop	Defense	Act/InAct
Ed Ling	Ph.D.	Fall/10/WRGP	09/23/13	Prop./WRGP	07/14/14		A
Ed Ling	Ph.D.	Fall/11	04/30/15	Diss	09/21/15	In Process	A(GradSum16)
Ed Ling	Ph.D.	Fall/11		Beg.			A
Ed Ling	Ph.D.	Fall/13		Beg.			A
Ed ling	Ph.D.	Fall/13		Beg.			A
Ed Ling	Ph.D.	Fall/13		Beg.			A
Ed Ling	Ph.D.	Fall/13		Beg.			A
Ed Ling	Ph. D.	Fall/14		Beg.			A
Ed Ling	Ph.D.	Fall/14		Beg.			A
Ed Ling	Ph.D.	Fall/14		Beg.			A
Ed Ling	Ph.D.	Fall/14		Beg.			A
Ed Ling	Ph.D.	Fall/14		Beg.			A
Ed Ling	Ph.D.	Fall/14/WRGP		Beg.			A
Ed Ling	Ph.D.	Fall/15		Beg.			A
Ed Ling	Ph.D.	Fall/15		Beg.			A
Ed Ling	Ph.D.	Fall/15		Beg.			A
Ed Ling	Ph.D.	Fall/15		Beg.			A
Ed Ling	PH.D	Fall/15		Beg.			A
Ed Ling	Ph.D	Fall/15		Beg.			A
Ed Ling	Ph.D	Fall/15		Beg.			A
Ed Ling	ph.D.	Fall/15 Deferred		Beg.			A
Ed Ling	Ph.D	Fall/16 Deferred Spring/15		Beg.			A
Ed Ling	Ph.D.	Fall/16 Deferred Fall 15		Beg.			A
Ed Ling	Ph.D	Fall/16 deferred Fall/15		Beg.			A
Ed Ling	Ph.D.	Sp/16 deferred Fall/15		Beg.			A
Ed Ling	Ph.D	Sp/16 deferred Fall/15		Beg.			A

Program	Degree	Admitted	Comps	Status	Prop	Defense	Act/InAct
Ed Ling	Ph.D.	Spring/11 Fall/10		I/Sp/13			I/Sp/14
Ed Ling	Ph.D.	Spring/14	03/23/16	Comps			A
Ed Ling	Ph.D.	Spring/14		Beg.			A
Ed Ling	Ph.D.	Spring/15		Beg.			A
Ed Ling	Ph.D.	Spring/15		Beg.			A
Ed Ling	Ph.D.	Sum/09		Beg.			A

LLSS MA Students Admitted Fall/07 to Fall/2015

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
Literacy	En Route	Grad/Fall/12	10/26/12		10/4/12	I/Grad/Fall/12
ETSS	Fall/07	I/Dropped				I/Fall/07
LLSS/LAS	Fall/07	I/Dropped				I/Fall/07
ETSS	Fall/07	I/Dropped				I/Fall/07
ETSS	Fall/07	I/Dropped				I/Fall/08
TESOL	Fall/07	Grad	10/27/08	08/14/08	10/17/2008	I/Grad/Fall/08
TESOL	Fall/07	Grad	10/27/08	09/25/08	10/17/2008	I/Grad/Fall/08
Amer Indian Ed	Fall/07	Grad	10/27/08	08/28/08	10/17/2008	I/Grad/Fall/08
TESOL	Fall/07	Grad	10/28/09	07/22/09	10/14/2009	I/Grad/Fall/09
TESOL	Fall/07	Grad/Fall/10	10/25/1010/ 28/09	07/22/09	10/14/2009	I/Grad/Fall/10
BilEd	Fall/07	Grad/Fall/10	10/25/10	07/01/10		I/Grad/Fall/10
Amer Indian Ed	Fall/07	Grad	03/30/09	10/20/08	3/13/2009	I/Grad/Sp/09
Amer Indian Ed	Fall/07	Grad	03/03/09	10/10/08	3/13/2009	I/Grad/Sp/09
Amer Indian Ed	Fall/07	Grad	03/30/09	10/10/08	3/13/2009	I/Grad/Sp/09
BilEd	Fall/07	Grad	03/30/09	10/08/08	3/16/2009	I/Grad/Sp/09
TESOL	Fall/07	Grad				I/Grad/Sp/09
BilEd	Fall/07	Grad/Sp/10	03/26/10	10/20/09	3/11/2010	I/Grad/Sp/10

Student location within the programs

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
Literacy/Lang Arts	Fall/07	Grad/Sp/10	03/26/10	06/05/09	3/17/2010	I/Grad/Sp/10
Literacy/Lang Arts	Fall/07	Grad	03/30/01	03/05/01	4/2/2001	I/Grad/Sum/01
Literacy	Fall/07	Dropped				I/Sp/08
BilEd	Fall/07	Comps	03/23/12	10/21/11	03/06/12	I/Sp/12/Failed 590
Literacy	Fall/08	Dropped				I/Fall/08
Literacy	Fall/08	Dropped				I/Fall/10
Amer Indian Ed	Fall/08	Grad/Fall/10	10/25/10	06/02/10		I/Grad/Fall/10
TESOL	Fall/08	Grad/Fall/10	10/25/10	06/02/10		I/Grad/Fall/10
BilEd	Fall/08	Grad/Fall/11	10/24/11	07/06/11	10/12/11	I/Grad/Fall/11
ETSS	Fall/08	Grad/Sp/10	03/26/10	10/20/09	3/11/2010	I/Grad/Sp/10
Amer Indian Ed	Fall/08	Grad/Sp/10	03/26/10	10/28/09	3/11/2010	I/Grad/Sp/10
TESOL	Fall/08	Grad/Sp/10	03/26/10	10/20/09	3/17/2010	I/Grad/Sp/10
Literacy	Fall/08	Grad/Sp/10	03/26/10	10/20/09	3/17/2010	I/Grad/Sp/10
Amer Indian Ed	Fall/08	Grad/Sp/10	03/26/10	10/28/09	3/11/2010	I/Grad/Sp/10
Amer Indian Ed	Fall/08	Grad	03/25/11	11/01/10	4/6/2011	I/Grad/Sp/11
TESOL	Fall/08	Grad/Sp/12	03/23/12	10/21/11	03/20/12	I/Grad/Sp/12
TESOL	Fall/08	Grad	07/23/10	03/16/10	7/8/2010	I/Grad/Sum/10
Literacy	Fall/08	Dropped				I/Sp/08
Literacy/Reading	Fall/08	Dropped				I/Sp/09
Literacy/Lang Arts	Fall/08	I/Dropped				I/Sp/10
Literacy	Fall/08 deferred	Grad/Fall/12	10/26/12	11/01/10	10/4/12	I/Grad/Fall/12

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
	sum08					
TESOL	Fall/09	I/Dropped				I/Fall/09
TESOL	Fall/09	I/Dropped				I/Fall/09
TESOL	Fall/09	I/Dropped				I/Fall/10
College of Santa Fe	Fall/09	I/Dropped				I/Fall/11
Literacy	Fall/09	Grad/Fall/10	10/25/10	05/13/10		I/Grad/Fall/10
Literacy	Fall/09	Grad/Fall/11	10/28/11	07/18/11	10/12/11	I/Grad/Fall/11
Amer Indian Ed	Fall/09	Grad/Fall/11	10/24/11	08/03/11	10/12/11	I/Grad/Fall/11
Literacy	Fall/09	Grad	10/27/14	05/27/14		I/Grad/Fall/14
Amer Indian Ed	Fall/09	Grad	03/25/11	11/01/10	3/18/2011	I/Grad/Sp/11
Amer Indian Ed	Fall/09	Grad	03/25/11	11/01/10	3/18/2011	I/Grad/Sp/11
Literacy	Fall/09	Grad	03/25/11	12/06/10	3/18/2011	I/Grad/Sp/11
ETSS	Fall/09	Grad	03/25/11	12/21/10		I/Grad/Sum/11
BIEd	Fall/09 Deferred Sp/09	Grad/Fall/12	03/23/12	1/20/12	03/06/12	I/Grad/Fall/12
Amer Indian Ed	Fall/09 deferred Sum09	Grad	03/25/11	11/01/10		I/Grad/Sp/11
TESOL	Fall/09 deffered Fall/08	Grad/Fall/12	10/26/12	06/20/12	10/4/12	I/Grad/Fall/12
Literacy	Fall/10	I/Dropped				I/Fall/05
ETSS	Fall/10	I/Dropped				I/Fall/10
TESOL	Fall/10	I/Dropped				I/Fall/10
BIEd	Fall/10	I/Dropped				I/Fall/10

Student location within the programs

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
Literacy	Fall/10	Grad/Fall/11	10/28/11	07/18/11	10/03/11	I/Grad/Fall/11
Literacy	Fall/10	Grad/Fall/11	10/24/11	07/06/11	10/12/11	I/Grad/Fall/11
BiEd	Fall/10	Grad/Fall/12	10/26/12	07/23/12	10/4/12	I/Grad/Fall/12
Amer Indian Ed	Fall/10	Grad/Sp/12	03/23/12	10/21/11	03/06/12	I/Grad/Sp/12
Literacy	Fall/10	Grad/Sp/12	03/23/12	10/21/11	03/06/12	I/Grad/Sp/12
TESOL	Fall/10	Grad/Sp/12	03/23/12	06/24/11	03/06/12	I/Grad/Sp/12
Literacy	Fall/10	Grad/Sp/13	03/25/13	10/19/12	03/31/13	I/Grad/Sp/13
BiEd	Fall/10	Grad/Sp/13	03/25/13	10/6/12	03/21/12	I/Grad/Sp/13
TESOL	Fall/10	Grad/Sp/13	03/25/13	10/19/12	03/21/13	I/Grad/Sp/13
TESOL	Fall/10	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14
TESOL	Fall/10	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14
Social Studies	Fall/10	Dropped				I/Sp/11
TESOL	Fall/10 readmit Fall/08	Grad/Fall/10	10/25/10	05/24/10		I/Grad/Fall/10
TESOL	Fall/10/rea dmit Fall/08	Grad/Fall/10	11/10/10	07/01/10		I/Grad/Fall/10
BiEd	Fall/11	Comps.	10/29/15		10/6/15	A
TESOL	Fall/11	I/Dropped				I/Fall/12
TESOL	Fall/11	Grad/Fall/12	10/26/12	9/7/12	10/4/12	I/Grad/Fall/12
BiEd	Fall/11	Grad	03/25/13	10/19/12	03/21/13	I/Grad/Fall/13
Literacy	Fall/11	Grad/Sp/13	03/25/13	10/6/12	03/21/13	I/Grad/Sp/13
TESOL	Fall/11	Grad/Sp/13	03/05/13	9/21/12	03/21/13	I/Grad/Sp/13
Literacy	Fall/11	Grad/Sp/13	03/25/13	10/17/12	03/21/13	I/Grad/Sp/13
Amer. Indian Ed	Fall/11	Grad/Sp/13	03/25/13	10/19/12	03/21/13	I/Grad/Sp/13
ETSS	Fall/11	Grad/Sp/14	03/24/14	09/27/13	02/25/14	I/Grad/Sp/14

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
BilEd/LLSS/LAS	Fall/11	Grad/Sp/15	03/25/15	09/27/13		I/Grad/Sp/15
TESOL	Fall/11	Withdrew/Asked to leave re: Plagerism				I/Sp/12 asked to leave
Literacy	Fall/11	I/Dropped		10/19/12		I/Sp/13
ETSS	Fall/12	Beg.				A
TESOL	Fall/12	Beg.				A
TESOL	Fall/12	Grad/Fall/13	10/28/13	08/13/13	10/8/13	I/Grad/Fall/13
TESOL	Fall/12	Grad/Fall/14	10/27/14	10/19/12	03/21/13	I/Grad/Fall/14
Amer. Indian Ed.	Fall/12	Grad	10/27/14	06/25/14		I/Grad/Fall/14
TESOL	Fall/12	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14
BilEd	Fall/12	Grad	03/25/15	10/6/14		I/Grad/Sp/15
ETSS	Fall/12	Grad	03/25/15	10/6/14		I/Grad/Sp/15
TESOL/Ft. Wingate	Fall/12	I/PHD				I/PHD
Amer Indian Ed	Fall/12	I/Dropped				I/Sum/13
TESOL	Fall/13	Beg.				A
Amer Indian Ed	Fall/13	Beg.				A
Amer Indian Ed	Fall/13	Beg.				A
Literacy	Fall/13	Comps.	10/29/15		10/6/15	A
Literacy	Fall/13	Beg.				A
Literacy	Fall/13	Beg.				A
ETSS	Fall/13	Beg.		10/6/14		A
TESOL	Fall/13	Beg.				A
BilEd/LAS/LLS	Fall/13	Comps.	03/25/16	10/19/15	02/26/16	A

Student location within the programs

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
S						
TESOL	Fall/13	I/Dropped				I/Fall/13
TESOL	Fall/13	Grad	03/25/15	9/9/14		I/Grad/Sum/15
Literacy/Reading	Fall/13 Readmit Summer/08	Grad	10/27/14	07/01/14		I/Grad/Fall/14
ETSS	Fall/13 Spring/10	Comps.	10/29/15		10/6/15	A
Amer. Indian Educ.	Fall/14	Beg.				A
TESOL	Fall/14	Beg.				A
TESOL	Fall/14	Beg.				A
TESOL	Fall/14 Readmit Spring/10	Beg.				A
Literacy	Fall/14 Readmit Spring/12	Grad	03/25/15	1/22/15	03/13/15	I/Grad/Sum/15
BilEd	Fall/15	Beg.				A
ETSS	Fall/15	Beg.				A
Literacy	Fall/15	Beg.				A
TESOL	Fall/15	Beg.				A
TESOL	Fall/15	Beg.				A
BilEd	Fall/15	Beg.				A
American Indian Ed	Fall/15	Beg.				A

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
TESOL	Fall/15	Beg.				A
ETSS	Fall/15	Beg.				A
ETSS	Fall/15	Beg.				A
ETSS	Fall/15	Beg.				A
BilEd	LOA/Sum/ 11 Spring/09	Grad/Sp/12	03/23/12	10/21/11	03/20/12	I/Grad/Sp/12
Literacy/Lang Arts/LL	Spring/08	I/Dropped				I/Fall/10
TESOL	Spring/08	Grad	10/28/09	08/07/09	10/14/2009	I/Grad/Fall/09
BilEd	Spring/08	Grad	10/28/09	07/22/09	10/14/2009	I/Grad/Fall/09
Literacy/Lang Arts	Spring/08	Grad	04/28/09	03/17/09	10/14/2009	I/Grad/Fall/09
Literacy/Lang Arts/LL	Spring/08	Grad/SP/09	03/30/09	10/08/08	3/6/2009	I/Grad/Sp/09
Literacy/LL	Spring/08	Grad	03/30/09	10/10/08	3/6/2009	I/Grad/Sp/09
TESOL	Spring/08	Grad	03/30/09	10/10/08	3/13/2009	I/Grad/Sp/09
BilEd	Spring/08	Grad	03/30/09	10/08/08	3/6/2009	I/Grad/Sp/09
BilEd	Spring/08	Grad/Sp/10	03/26/10	10/20/09	3/31/2010	I/Grad/Sp/10
BilEd	Spring/08	Grad/Sp/10	03/26/10	10/20/09	3/11/2010	I/Grad/Sp/10
Amer Indian Ed	Spring/08	Grad/Sp/10	03/26/10	10/20/09	3/11/2010	I/Grad/Sp/10
TESOL	Spring/08	Grad	03/25/11	12/07/10	3/18/2011	I/Grad/Sp/11
College of Santa Fe	Spring/09	Grad	10/28/09			I/Grad/Fall/09
TESOL	Spring/09	Grad/Fall/10	03/26/10	9/28/09	3/11/2010	I/Grad/Fall/10
BilEd	Spring/09	Grad/Fall/11	10/24/11	03/22/11	10/12/11	I/Grad/Fall/11
TESOL	Spring/09	Grad/Fall/11	10/28/11	07/18/11	10/03/11	I/Grad/Fall/11

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
BilEd	Spring/09	Grad/Fall/11	10/28/11	07/05/11	10/03/11	I/Grad/Fall/11
TESOL	Spring/09	Grad/Fall/11	10/24/11	06/24/11	10/12/11	I/Grad/Fall/11
TESOL	Spring/09	Grad/Fall/12	10/26/12	06/24/11	10/4/12	I/Grad/Fall/12
BilEd	Spring/09	Grad/Fall/12	10/26/12	06/17/12	10/04/12	I/Grad/Fall/12
BilEd	Spring/09	Grad/Fall/13	10/28/13	05/29/13	11/1/13	I/Grad/Fall/13
TESOL	Spring/09	Grad	03/30/09	12/02/08	3/13/2009	I/Grad/Sp/09
TESOL	Spring/09	Grad/Sp/10	03/26/10	10/20/09	3/17/2010	I/Grad/Sp/10
ETSS	Spring/09	Grad	03/25/11	12/22/10	3/18/2011	I/Grad/Sp/11
TESOL	Spring/09		03/25/11	11/01/10	3/18/2011	I/Grad/Sp/11
Literacy	Spring/09	Grad	03/25/11	02/24/11	3/18/2011	I/Grad/Sp/11
TESOL	Spring/09	Grad	03/25/11	11/01/10	3/18/2011	I/Grad/Sp/11
Literacy	Spring/09	Grad	03/25/11	12/7/10	4/18/2011	I/Grad/Sp/11
TESOL	Spring/09	Grad/Sp/12	03/23/12	03/21/11	03/20/12	I/Grad/Sp/12
BilEd	Spring/09	Grad/Sp/12	03/23/12	11/02/11	03/20/12	I/Grad/Sp/12
ETSS	Spring/09	Grad/Sp/12	03/23/11	11/9/11	03/06/12	I/Grad/Sp/12
BilEd	Spring/09	Grad/Sp/12	03/23/12	07/18/11	03/20/12	I/Grad/Sp/12
Literacy	Spring/09	I/Sp/09				I/Sp/09
BilEd	Spring/09/re-admit sp/08	Grad/Sp/10	03/26/10	10/20/09	3/17/2010	I/Grad/Sp/10
LAS/LLSS	Spring/10	I/Dropped				I/Fall/10
Literacy/LL	Spring/10	I/Dropped				I/Fall/12
TESOL	Spring/10	Grad/Fall/10	10/25/10	07/01/10		I/Grad/Fall/10
TESOL	Spring/10	Grad/Fall/10	10/25/10	07/20/10		I/Grad/Fall/10
Literacy/Lang Arts	Spring/10	Grad/Fall/10	10/25/10	05/10/10		I/Grad/Fall/10
Literacy/LL	Spring/10	Grad/Fall/11	10/24/11	07/06/11	10/12/11	I/Grad/Fall/11

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
TESOL	Spring/10	Grad/Fall/11	10/28/11	11/01/10	10/03/11	I/Grad/Fall/11
Literacy/Lang Arts	Spring/10	Grad/Fall/11	10/28/11	08/03/11	11/8/11	I/Grad/Fall/11
Literacy/LL	Spring/10	Grad/Fall/11	10/28/11	06/24/11	10/03/11	I/Grad/Fall/11
Literacy/Lang/L	Spring/10	Grad/Fall/11	10/28/11	06/24/11	10/03/11	I/Grad/Fall/11
Literacy/Lang Arts	Spring/10	Grad/Fall/11	10/28/11	07/06/11	10/03/11	I/Grad/Fall/11
Literacy/Lang Arts	Spring/10	Grad/Fall/11	10/28/11	06/24/11	10/03/11	I/Grad/Fall/11
Literacy/Lang Arts	Spring/10	Grad/Fall/11	10/28/11	07/18/11	10/03/11	I/Grad/Fall/11
Literacy/Lang Arts	Spring/10	Grad/Fall/11	10/28/11	07/05/11	10/03/11	I/Grad/Fall/11
Literacy/Lang Arts	Spring/10	Grad/Fall/11	10/28/11	07/06/11	10/03/11	I/Grad/Fall/11
Literacy	Spring/10	Grad/Fall/12	03/23/12	10/21/11	03/06/12	I/Grad/Fall/12
ETSS	Spring/10	Grad	10/28/13	04/26/13	11/1/13	I/Grad/Fall/13
Literacy/Lang/L	Spring/10	Grad	03/25/11	11/01/10	3/18/2011	I/Grad/Sp/11
Literacy/Lang/L	Spring/10	Grad	03/25/11	11/01/10	3/18/2011	I/Grad/Sp/11
Literacy	Spring/10	Grad	03/25/11	12/16/10	4/1/2011	I/Grad/Sp/11
Literacy/Lang Arts	Spring/10	Grad	03/25/11	12/22/10		I/Grad/Sp/11
BilEd	Spring/10	Grad/Sp/12	10/24/11	09/08/11	10/12/11	I/Grad/Sp/12
ETSS	Spring/10	Grad/Sp/13	03/25/13	11/13/12\	03/21/13	I/Grad/Sp/13
TESOL	Spring/10	Comps.	03/25/13	06/20/12	03/21/13	I/Grad/Sp/13

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
Literacy	Spring/10	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14
Amer Indian Ed	Spring/10	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14
TESOL	Spring/10/readmit sp/07	Grad	03/25/11	12/07/10	3/18/2011	I/Grad/Sp/11
Literacy/Lang Arts/LL	Spring/10/readmit sp08	Grad/Fall/10	10/25/10	07/01/10		I/Grad/Fall/10
BilEd	Spring/11	Grad/Fall/12	10/26/12	04/08/12	10/4/12	I/Grad/Fall/12
TESOL	Spring/11	Grad/Fall/12	10/26/12	07/16/12	10/4/12	I/Grad/Fall/12
ETSS	Spring/11	Grad/Fall/12	10/26/12	06/01/12	10/4/12	I/Grad/Fall/12
Literacy	Spring/11	Grad/Fall/14	10/27/14	05/27/14		I/Grad/Fall/14
Literacy	Spring/11	Grad/Sp/12	03/23/12	10/21/11	03/20/12	I/Grad/Sp/12
Literacy	Spring/11	Grad/Sp/12	03/23/12	10/21/11	03/6/12	I/Grad/Sp/12
Literacy	Spring/11	Grad/Sp/12	03/23/12	10/21/11	03/20/12	I/Grad/Sp/12
TESOL	Spring/11	Grad/Sp/13	03/25/13	10/17/12	03/21/13	I/Grad/Sp/13
BilEd	Spring/11	Grad/Sp/13	03/25/13		03/21/13	I/Grad/Sp/13
TESOL	Spring/11	Grad/Sp/13	03/25/13		03/21/13	I/Grad/Sp/13
TESOL	Spring/11	Grad/Sp/13	03/25/13	10/6/12	03/21/13	I/Grad/Sp/13
BilEd	Spring/11	Grad/Sp/13	03/25/13	10/17/12	03/21/13	I/Grad/Sp/13
ETSS	Spring/11	Grad/Sp/14	04/11/14	09/07/13	04/01/14	I/Grad/Sp/14
Literacy	Spring/11	Grad	03/23/12	11/2/11	03/06/12	I/Grad/Sum/1 2
Literacy	Spring/11	Comps	05/02/12	02/24/12	04/30/12	I/Grad/Sum/1 2
BilEd	Spring/11	I/Dropped				I/Sp/11
Literacy	Spring/12	I/Dropped				I/Fall/12

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
BilEd	Spring/12	I/Dropped				I/Fall/12
TESOL/Ft. Wingate	Spring/12	I/Dropped				I/Fall/12
TESOL/Ft. Wingate	Spring/12	I/Dropped				I/Fall/12
BilEd	Spring/12	I/Dropped				I/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	05/21/13	10/8/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	05/21/13	10/8/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	05/21/13	11/1/13	I/Grad/Fall/13
BilEd	Spring/12	Grad	10/28/13	05/21/13	11/1/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	05/21/13	11/1/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	05/21/13	10/8/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad/Deceased	10/28/13	07/10/13	11/1/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	05/21/13	11/1/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	07/10/13	10/8/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	07/10/13	10/8/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	07/10/13		I/Grad/Fall/13
Literacy/LL	Spring/12	Grad	10/28/13	07/10/13	11/6/13	I/Grad/Fall/13
Literacy/LL	Spring/12	Grad/Sp/12	03/23/12	12/21/11	03/20/12	I/Grad/Sp/12
Literacy	Spring/12	Grad/Sp/13	03/25/13	12/14/12	03/21/13	I/Grad/Sp/13
TESOL/Ft. Wingate	Spring/12	Grad/Sp/14				I/Grad/Sp/14
TESOL	Spring/12	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14
TESOL/Ft. Wingate	Spring/12	I/PHD		3/2/14		I/PHD
Literacy/LL	Spring/12	I/Dropped				I/Sp/12

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
Literacy	Spring/12	I/Dropped				I/Sp/14
Literacy	Spring/12	I/Dropped				I/Sum/14
Literacy	Spring/13	Comps.	03/25/16	1019/15	02-26/16	A
Literacy	Spring/13	Comps.	10/29/15		10/6/15	A
ETSS	Spring/13	Comps.	03/25/16	12/16/15	02/26/10	A
Literacy	Spring/13	Comps.	03/25/16	12/2/15	02/26/16	A
Literacy	Spring/13	Beg.				A
ETSS	Spring/13	Comps.	03/25/16	12/16/15	02/26/16	A
Literacy	Spring/13	Beg.				A
Literacy	Spring/13	Grad/Fall/13	10/28/13	07/10/13	10/8/13	I/Grad/Fall/13
Literacy	Spring/13	Grad	10/28/13	08/13/13	10/8/13	I/Grad/Fall/13
Literacy	Spring/13	Grad	10/28/13	07/25/13	10/8/13	I/Grad/Fall/13
Literacy	Spring/13	Grad	10/27/14	05/27/14		I/Grad/Fall/14
Literacy	Spring/13	Grad/Fall/14	10/27/14	07/01/14		I/Grad/Fall/14
TESOL	Spring/13	Grad	10/27/14	05/27/14		I/Grad/Fall/14
Literacy	Spring/13	Grad	10/27/14	05/27/14		I/Grad/Fall/14
Literacy	Spring/13	Grad	10/27/14	6/24/14		I/Grad/Fall/14
Literacy	Spring/13	Grad	10/27/14	07/01/14		I/Grad/Fall/14
Literacy	Spring/13	Grad	10/27/14	06/24/14		I/Grad/Fall/14
Literacy	Spring/13	Grad	10/27/14	06/23/15		I/Grad/Fall/14
Amer Indian Ed.	Spring/13	Grad	10/27/14	07/23/14		I/Grad/Fall/14
Literacy	Spring/13	Grad	10/27/14	06/24/14		I/Grad/Fall/14
TESOL	Spring/13	Grad	10/27/14	06/24/14		I/Grad/Fall/14
ETSS	Spring/13	Grad	10/29/15	10/16/14	10/6/15	I/Grad/Fall/15
Literacy	Spring/13	Grad/Sp/14	03/24/14	01/21/14	02/25/14	I/Grad/Sp/14
ETSS	Spring/13	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
Literacy	Spring/13	Grad/Sp/14	03/24/14	11/12/13	02/25/14	I/Grad/Sp/14
TESOL	Spring/13	Grad/Sp/14	03/24/14	10/7/13	02/25/14	I/Grad/Sp/14
Literacy	Spring/13	Grad	03/26/15			I/Grad/Sp/15
Literacy	Spring/13	Grad	03/25/15	05/27/14		I/Grad/Sp/15
BiEd	Spring/13	I/Dropped				I/Sp/13
Literacy	Spring/13	I/Dropped				I/Sum/13
TESOL	Spring/13	I/Dropped				I/Sum/13
Literacy	Spring/13	I/Dropped				I/Sum/13
Literacy	Spring/13	I/Dropped				I/Sum/13
Literacy	Spring/13 Readmit	Grad	10/27/14	5/27/14		I/Grad/Fall/14
ETSS	Spring/14	Comps.	04/13/16	10/10/12/16/ 15		A
TESOL	Spring/14	Comps.	03/25/16	10/19/15	02/26/16	A
ETSS	Spring/14	Beg.		3/4/16		A
Literacy	Spring/14	Beg.				A
TESOL	Spring/14	Comps.	03/25/16	12/21/15	02/26/16	A
Literacy	Spring/14	Beg.				A
Literacy	Spring/14	Comps.	11/3/16 Thesis			A
Literacy	Spring/14	Beg.				A
Literacy	Spring/14	Comps.	10/29/15			A
TESOL	Spring/14	Comps.	10/29/15		10/6/15	A
ETSS	Spring/14	Grad	10/29/15		10/6/15	I/Grad/Fall/15
TESOL	Spring/14	Grad/Sp/15	10/29/15	12/2/14		I/Grad/Sp/15
BiEd	Spring/14	Grad	03/25/16	12/12/14		I/Grad/Sum/15

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
BilEd	Spring/15	Beg.				A
ETSS	Spring/15	Beg.,				A
Literacy	Spring/15	Beg.				A
Literacy	Spring/15	Beg.				A
BilEd	Spring/15	Beg.				A
BilEd	Spring/15	Beg.				A
Literacy	Spring/15	Beg.				A
BilEd	Spring/15 Readmit Fall/11	Comps.	03/25/16	1/15/16	02/26/16	A
Literacy/Lang Arts	Summer/0 8	I/Dropped				I/Fall/09
Literacy	Summer/0 8	Grad/Fall/11				I/Grad/Fall/11
Literacy	Summer/0 8	Grad/Sp/10	03/26/10	10/20/09	3/17/2010	I/Grad/Sp/10
ETSS	Summer/0 9	Grad/Fall/10	10/25/10	07/01/10		I/Grad/Fall/10
Literacy	Summer/0 9	Grad/Fall/10	10/25/10	07/01/10		I/Grad/Fall/10
TESOL	Summer/0 9	Grad/Fall/10	10/25/10	05/24/10		I/Grad/Fall/10
Literacy	Summer/0 9	Grad/Fall/11	10/24/11	06/24/11	10/12/11	I/Grad/Fall/11
Amer Indian Ed	Summer/0 9	Grad	03/25/11	11/01/10	4/6/2011	I/Grad/Sp/11
Literacy	Summer/0 9	Grad	03/25/11	12/22/10	3/18/2011	I/Grad/Sp/11

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
Literacy	Summer/10	Grad/Fall/11	10/28/11	06/24/11	11/8/11	I/Grad/Fall/11
BilEd	Summer/10	Grad/Fall/11	10/24/11	06/11/11	10/12/11	I/Grad/Fall/11
TESOL	Summer/10	Grad	03/25/11	12/07/10	3/18/2011	I/Grad/Sp/11
BilEd	Summer/10	Grad/Sp/12	03/23/12	10/28/11	03/06/12	I/Grad/Sp/12
TESOL	Summer/10	Grad/Sp/12	05/02/12	11/9/11	04/20/12	I/Grad/Sp/12
BilEd	Summer/10	I/Sum/10				I/Sum/10
BilEd	Summer/11	Beg.				A
Amer. Indian Ed	Summer/11	Grad/Fall/12	12/26/12	07/16/12	10/4/12	I/Grad/Fall/12
BilEd	Summer/11	Grad	03/25/13	10/19/12	03/04/13	I/Grad/Fall/13
ETSS	Summer/11	Grad/Sp/13	03/25/13	10/8/12	03/21/13	I/Grad/Sp/13
TESOL	Summer/11	Grad/Sp/14	03/24/14	09/27/13	02/25/14	I/Grad/Sp/14
Literacy	Summer/11	Grad/Sum/12	05/02/12	02/24/12	04/20/12	I/Grad/Sum/12
Amer Indian Ed.	Summer/12	Comps.	03/25/16	1/27/16	02/26/16	A
TESOL/Ft. Wingate	Summer/12	I/Dropped				I/Fall/12
Literacy/LL	Summer/1	Grad/Fall/13	10/28/13	05/21/13	10/8/13	I/Grad/Fall/13

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
	2					
Literacy	Summer/1 2	Grad	10/27/14	06/24/14		I/Grad/Fall/14
BilEd	Summer/1 2	Grad/Sp/14	10/28/13	8/26/13	10/8/13	I/Grad/Sp/14
Literacy	Summer/1 2	Grad/Sp/14	03/24/14	12/18/83	02/25/14	I/Grad/Sp/14
Literacy/online	Summer/1 3	Beg.				A
TESOL	Summer/1 3	Beg.				A
BilEd	Summer/1 3	Beg.				A
Literacy/Online	Summer/1 3	I/Dropped				I/Fall/13
Literacy	Summer/1 3	Grad/Fall/14	10/27/14	07/01/14		I/Grad/Fall/14
Literacy	Summer/1 3	Grad	10/27/14	07/01/14		I/Grad/Fall/14
Literacy	Summer/1 3	Grad	10/27/14	05/27/14		I/Grad/Fall/14
BilEd	Summer/1 3	Grad/Sp/14	03/24/14	06/10/13	02/25/14	I/Grad/Sp/14 /Enroute to PHD
Literacy	Summer/1 3	Grad	03/25/15	1/22/15		I/Grad/Sp/15
TESOL	Summer/1 3	Grad	10/27/14	5/27/14		I/Grad/Sp/15
TESOL	Summer/1	Grad	03/25/15			I/Grad/Sp/15

Student location within the programs

Concentration	Admitted	Status	Comps	POS Date	Com/apvd	Act/Inact
	3					
Amer. Indian Ed.	Summer/14	Beg.				A
TESOL	Summer/14	Beg.				A
TESOL	Summer/14	Grad	03/25/15	10/6/14		I/Grad/Sp/15
BilEd	Summer/15	Beg.				A
TESOL	Summer/15	Beg.				A
TESOL	Summer/15	Beg.				A
TESOL	Summer/15	Beg.				A
TESOL	Summer/15	Beg.				A

Appendix 8

Student location within the programs

LLSS Graduate Student Admission and Status Fall 2007-Fall 2015

LLSS Faculty Advising/Chairing/Committee Members for PhD Students Spring 10-Spring 15 (Includes Educational Linguistic Students)

Year	Faculty/Advising	Comp Chair	Dissertation Chair	Comps Committee Member	Dissertation Committee Member	Total Load By Year
	Allen, R					
Spring 2010	12	12	9	6	2	41
Spring 2011	9	9	8	5	1	32
Spring 2012	12	11	8	5	2	38
Spring 2013	14	12	7	6	1	40
Spring 2014	17	12	6	4	2	41
Spring 2015	17	12	6	4	2	41
6 Year Total						233
	Blum-Martinez, R					
Spring 2010	4	3	2	4	4	17
Spring 2011	5	3	1	2	4	15
Spring 2012	5	3	2	4	3	17
Spring 2013	3	2	2	4	2	13
Spring 2014	3	1	1	2	2	9
Spring 2015	4	1	1	2	1	9
6 Year Total						80
	Calhoon, A					
Spring 2010	3	3	2	6	6	20
Spring 2011	3	3	2	5	4	17
Spring 2012	4	5	2	7	6	24
Spring 2013	5	5	2	4	4	20
Spring 2014	6	5	2	5	5	23
Spring 2015	7	5	2	4	3	21
6 Year Total						125

	Cajete, G					
Spring 2010	3	3	3	2	2	13
Spring 2011	2	1	2	2	0	7
Spring 2012	2	2	2	2	2	10
Spring 2013	1	2	1	1	2	7
Spring 2014	1	1	1	1	1	5
Spring 2015	1	1	1	1	1	5
6 Year Total						47
	C-Pattichis, S					
Spring 2010	3	3	1	7	10	24
Spring 2011	3	3	2	6	9	23
Spring 2012	3	3	1	6	9	22
Spring 2013	3	3	1	3	8	18
Spring 2014	3	3	1	2	5	14
Spring 2015	6	3	1	2	5	17
6 Year Total						118
	Chamcharatsri, P					
Spring 2010	0	0	0	1	1	2
Spring 2011	0	0	0	1	2	3
Spring 2012	0	0	1	1	2	4
Spring 2013	0	0	1	2	2	5
Spring 2014	0	0	1	2	2	5
Spring 2015	1	0	1	3	2	6
6 Year Total						25
	LopezLeiva, C					
Spring 2010	0	0	0	0	1	1
Spring 2011	0	0	0	1	2	3
Spring 2012	0	0	0	3	3	6

Spring 2013	2	0	0	3	3	8
Spring 2014	2	0	0	3	3	8
Spring 2015	4	0	0	3	3	10
6 Year Total						36

	Mahn, H					
Spring 2010	12	8	10	7	5	42
Spring 2011	16	9	12	6	4	47
Spring 2012	17	10	12	7	6	52
Spring 2013	16	10	10	5	5	46
Spring 2014	11	7	7	3	2	30
Spring 2015	13	8	7	3	1	32
6 Year Total						249
	Martinez, G					
Spring 2010	3	3	4	7	3	20
Spring 2011	1	2	2	6	3	14
Spring 2012	2	2	2	8	3	17
Spring 2013	3	1	2	9	3	18
Spring 2014	3	1	2	9	1	16
Spring 2015	3	1	2	9	1	16
6 Year Total						101
	Meyer, L					
Spring 2010	5	7	4	3	5	24
Spring 2011	8	7	5	3	4	27
Spring 2012	9	8	6	3	4	30
Spring 2013	8	7	5	2	3	25
Spring 2014	8	5	3	1	2	19
Spring 2015	8	4	2	1	2	17
6 Year Total						142

	Meyer, R					
Spring 2010	6	4	4	2	0	16
Spring 2011	6	3	4	2	1	16
Spring 2012	8	4	4	3	1	20
Spring 2013	8	2	3	3	1	17
Spring 2014	5	1	1	1	1	9
Spring 2015	3	1	1	1	1	7
6 Year Total						85

	Noll, E					
Spring 2010	0	0	0	2	2	4
Spring 2011	0	1	0	3	2	6
Spring 2012	0	1	0	4	2	7
Spring 2013	1	0	0	4	1	6
Spring 2014	1	0	0	4	1	6
Spring 2015	1	0	0	4	1	6
6 Year Total						35

	Peele-Eady, T					
Spring 2010	0	0	0	6	5	14
Spring 2011	2	0	0	6	5	13
Spring 2012	2	0	0	8	5	14
Spring 2013	1	0	0	7	4	12
Spring 2014	1	0	0	4	3	8
Spring 2015	2	0	0	4	3	9
6 Year Total						70

	Pence, L					
Spring 2010	8	6	4	12	15	45
Spring 2011	9	5	5	11	12	42

Spring 2012	11	8	7	13	13	52
Spring 2013	9	7	5	11	8	40
Spring 2014	11	6	5	10	6	38
Spring 2015	9	5	4	10	6	34
6 Year Total						251
	Sims, C					
Spring 2010	3	1	1	2	2	9
Spring 2011	2	1	1	0	1	5
Spring 2012	5	2	1	1	2	11
Spring 2013	6	3	1	1	2	13
Spring 2014	5	3	1	0	2	11
Spring 2015	5	3	1	0	1	10
6 Year Total						59

	Sung, Y					
Spring 2010	0	0	0	1	1	2
Spring 2011	0	0	0	1	1	2
Spring 2012	0	0	0	1	2	3
Spring 2013	0	0	0	1	2	3
Spring 2014	0	0	0	1	2	3
Spring 2015	0	0	0	1	2	3
6 Year Total						16
	Torres, E					
Spring 2010	0	0	0	2	1	3
Spring 2011	0	0	0	1	0	1
Spring 2012	0	0	0	1	0	1
Spring 2013	0	0	0	1	0	1
Spring 2014	0	0	0	1	0	1
Spring 2015	0	0	0	1	0	1

6 Year Total						8
	Trinidad, R					
Spring 2010	8	5	4	10	10	37
Spring 2011	5	5	2	10	11	33
Spring 2012	7	5	3	12	11	38
Spring 2013	8	5	3	12	11	39
Spring 2014	8	4	2	11	8	33
Spring 2015	10	4	2	11	8	35
6 Year Total						215
	Werito, V					
Spring 2010	2	1	1	1	1	6
Spring 2011	2	1	1	1	1	6
Spring 2012	2	1	1	1	1	6
Spring 2013	4	2	1	1	1	9
Spring 2014	3	2	1	1	1	8
Spring 2015	5	2	1	1	1	10
6 Year Total						45

	Zancanella, D					
Spring 2010	3	3	3	5	7	21
Spring 2011	2	2	2	4	6	16
Spring 2012	6	2	3	6	8	25
Spring 2013	7	1	2	6	7	23
Spring 2014	6	1	2	5	5	19
Spring 2015	7	1	2	5	4	19
6 Year Total						123

LLSS Faculty Advising/Chairing/Committee Members for PhD Students Spring 10-Spring 15 (Includes Educational Linguistic Students)

Year	Faculty/Advising	Comp Chair	Dissertation Chair	Comps Committee Member	Dissertation Committee Member	Total Load By Year
	Allen, R					
Spring 2010	12	12	9	6	2	41
Spring 2011	9	9	8	5	1	32
Spring 2012	12	11	8	5	2	38
Spring 2013	14	12	7	6	1	40
Spring 2014	17	12	6	4	2	41
Spring 2015	17	12	6	4	2	41
6 Year Total						233
	Blum-Martinez, R					
Spring 2010	4	3	2	4	4	17
Spring 2011	5	3	1	2	4	15
Spring 2012	5	3	2	4	3	17
Spring 2013	3	2	2	4	2	13
Spring 2014	3	1	1	2	2	9
Spring 2015	4	1	1	2	1	9
6 Year Total						80
	Calhoon, A					
Spring 2010	3	3	2	6	6	20
Spring 2011	3	3	2	5	4	17
Spring 2012	4	5	2	7	6	24
Spring 2013	5	5	2	4	4	20
Spring 2014	6	5	2	5	5	23
Spring 2015	7	5	2	4	3	21
6 Year Total						125

	Cajete, G					
Spring 2010	3	3	3	2	2	13
Spring 2011	2	1	2	2	0	7
Spring 2012	2	2	2	2	2	10
Spring 2013	1	2	1	1	2	7
Spring 2014	1	1	1	1	1	5
Spring 2015	1	1	1	1	1	5
6 Year Total						47
	C-Pattichis, S					
Spring 2010	3	3	1	7	10	24
Spring 2011	3	3	2	6	9	23
Spring 2012	3	3	1	6	9	22
Spring 2013	3	3	1	3	8	18
Spring 2014	3	3	1	2	5	14
Spring 2015	6	3	1	2	5	17
6 Year Total						118
	Chamcharatsri, P					
Spring 2010	0	0	0	1	1	2
Spring 2011	0	0	0	1	2	3
Spring 2012	0	0	1	1	2	4
Spring 2013	0	0	1	2	2	5
Spring 2014	0	0	1	2	2	5
Spring 2015	1	0	1	3	2	6
6 Year Total						25
	LopezLeiva, C					
Spring 2010	0	0	0	0	1	1
Spring 2011	0	0	0	1	2	3
Spring 2012	0	0	0	3	3	6

Spring 2013	2	0	0	3	3	8
Spring 2014	2	0	0	3	3	8
Spring 2015	4	0	0	3	3	10
6 Year Total						36

	Mahn, H					
Spring 2010	12	8	10	7	5	42
Spring 2011	16	9	12	6	4	47
Spring 2012	17	10	12	7	6	52
Spring 2013	16	10	10	5	5	46
Spring 2014	11	7	7	3	2	30
Spring 2015	13	8	7	3	1	32
6 Year Total						249
	Martinez, G					
Spring 2010	3	3	4	7	3	20
Spring 2011	1	2	2	6	3	14
Spring 2012	2	2	2	8	3	17
Spring 2013	3	1	2	9	3	18
Spring 2014	3	1	2	9	1	16
Spring 2015	3	1	2	9	1	16
6 Year Total						101
	Meyer, L					
Spring 2010	5	7	4	3	5	24
Spring 2011	8	7	5	3	4	27
Spring 2012	9	8	6	3	4	30
Spring 2013	8	7	5	2	3	25
Spring 2014	8	5	3	1	2	19
Spring 2015	8	4	2	1	2	17
6 Year Total						142

	Meyer, R					
Spring 2010	6	4	4	2	0	16
Spring 2011	6	3	4	2	1	16
Spring 2012	8	4	4	3	1	20
Spring 2013	8	2	3	3	1	17
Spring 2014	5	1	1	1	1	9
Spring 2015	3	1	1	1	1	7
6 Year Total						85

	Noll, E					
Spring 2010	0	0	0	2	2	4
Spring 2011	0	1	0	3	2	6
Spring 2012	0	1	0	4	2	7
Spring 2013	1	0	0	4	1	6
Spring 2014	1	0	0	4	1	6
Spring 2015	1	0	0	4	1	6
6 Year Total						35

	Peele-Eady, T					
Spring 2010	0	0	0	6	5	14
Spring 2011	2	0	0	6	5	13
Spring 2012	2	0	0	8	5	14
Spring 2013	1	0	0	7	4	12
Spring 2014	1	0	0	4	3	8
Spring 2015	2	0	0	4	3	9
6 Year Total						70

	Pence, L					
Spring 2010	8	6	4	12	15	45
Spring 2011	9	5	5	11	12	42

Spring 2012	11	8	7	13	13	52
Spring 2013	9	7	5	11	8	40
Spring 2014	11	6	5	10	6	38
Spring 2015	9	5	4	10	6	34
6 Year Total						251
	Sims, C					
Spring 2010	3	1	1	2	2	9
Spring 2011	2	1	1	0	1	5
Spring 2012	5	2	1	1	2	11
Spring 2013	6	3	1	1	2	13
Spring 2014	5	3	1	0	2	11
Spring 2015	5	3	1	0	1	10
6 Year Total						59

	Sung, Y					
Spring 2010	0	0	0	1	1	2
Spring 2011	0	0	0	1	1	2
Spring 2012	0	0	0	1	2	3
Spring 2013	0	0	0	1	2	3
Spring 2014	0	0	0	1	2	3
Spring 2015	0	0	0	1	2	3
6 Year Total						16
	Torres, E					
Spring 2010	0	0	0	2	1	3
Spring 2011	0	0	0	1	0	1
Spring 2012	0	0	0	1	0	1
Spring 2013	0	0	0	1	0	1
Spring 2014	0	0	0	1	0	1
Spring 2015	0	0	0	1	0	1

6 Year Total						8
	Trinidad, R					
Spring 2010	8	5	4	10	10	37
Spring 2011	5	5	2	10	11	33
Spring 2012	7	5	3	12	11	38
Spring 2013	8	5	3	12	11	39
Spring 2014	8	4	2	11	8	33
Spring 2015	10	4	2	11	8	35
6 Year Total						215
	Werito, V					
Spring 2010	2	1	1	1	1	6
Spring 2011	2	1	1	1	1	6
Spring 2012	2	1	1	1	1	6
Spring 2013	4	2	1	1	1	9
Spring 2014	3	2	1	1	1	8
Spring 2015	5	2	1	1	1	10
6 Year Total						45

	Zancanella, D					
Spring 2010	3	3	3	5	7	21
Spring 2011	2	2	2	4	6	16
Spring 2012	6	2	3	6	8	25
Spring 2013	7	1	2	6	7	23
Spring 2014	6	1	2	5	5	19
Spring 2015	7	1	2	5	4	19
6 Year Total						123

Appendix 9

Number of doctoral student's faculty: advised (during coursework), chaired for Ph.D. comprehensive exams, chaired at dissertations, served as a comprehensive exam committee member, and served as a dissertation committee member.

Faculty advising Ph.D. students

Faculty advising Educational Linguistics students

Appendix 10
List of faculty and number of master's students
they advised, chaired, or served on
comprehensive exam committee.

Faculty advising M.A. students

LLSS Faculty Advising/Graduated Rates for LLSS MA Students Spring 10-Spring 15

Year	Faculty/Advising No. of MA Students (Spring Only)	Total Graduated Sp/Sum/Fall
	Allen, R	
2010	1	0
2011	2	0
2012	2	1
2013	4	1
2014	2	1
2015	2	2
6 Year Total	13	5
	Blum-Martinez, R	
2010	6	2
2011	8	2
2012	11	3
2013	7	5
2014	5	2
2015	6	4
6 Year Total	43	18
	Calhoon, A	
2010	4	0
2011	5	3
2012	8	2
2013	9	5
2014	7	5
2015	7	1
6 Year Total	40	16
	C-Pattichis, S	
2010	5	0
2011	7	4
2012	7	2
2013	5	4
2014	3	0
2015	3	0
6 Year Total	30	10
	Chamcharatsri, P	
2010	0	0
2011	0	0

2012	0	0
2013	2	0
2014	2	2
2015	3	0
6 Year Total	7	2
	LopezLeiva, C	
2010	0	0
2011	2	0
2012	4	0
2013	6	2
2014	3	2
2015	3	2
6 Year Total	18	6
	Mahn, H	
2010	8	2
2011	9	3
2012	8	6
2013	2	1
2014	3	2
2015	4	3
6 Year Total	34	17
	Martinez, G	
2010	4	1
2011	1	3
2012	1	0
2013	1	1
2014	2	0
2015	2	0
6 Year Total	11	5
	Meyer, L	
2010	3	1
2011	4	0
2012	6	3
2013	2	1
2014	3	2
2015	3	1
6 Year Total	21	8
	Meyer, R	
2010	9	1
2011	11	8

2012	7	3
2013	8	3
2014	8	6
Spring 2015	7	2
6 Year Total	50	23

	Noll, E	
2010	1	0
2011	0	1
2012	0	0
2013	3	0
2014	3	1
2015	3	1
6 Year Total	10	3

	Peele-Eady, T	
2010	1	0
2011	3	1
2012	3	1
2013	2	0
2014	3	1
2015	3	4
6 Year Total	15	7

	Pence, L	
2010	3	0
2011	4	1
2012	6	2
2013	10	4
2014	13	5
2015	12	7
6 Year Total	48	19

	Sims, C	
2010	5	1
2011	7	2
2012	8	5
2013	6	1
2014	5	2
2015	5	1
6 Year Total	36	12

	Sung, Y	
2010	2	1

2011	2	1
2012	4	1
2013	6	2
2014	4	3
2015	3	0
6 Year Total	21	8

	Jeffery, J	
2010	0	0
2011	0	0
2012	2	0
2013	3	1
2014	1	0
2015	0	0
6 Year Total	6	1
	Trinidad, R	
2010	3	0
2011	3	0
2012	2	1
2013	4	1
2014	3	2
2015	0	2
6 Year Total	15	6
	Werito, V	
2010	0	0
2011	1	0
2012	4	1
2013	1	1
2014	3	2
2015	3	0
6 Year Total	12	4
	Zancanella, D	
2010	6	2
2011	4	5
2012	5	2
2013	6	3
2014	5	2
2015	5	0
6 Year Total	31	14
Grand Total	461	184

Appendix 11

Letters of Acceptance

Masters Letter of Acceptance
Ph.D. Letter of Acceptance

«Date»

«First_Name» «Last_Name»
«Address_Line_1»
«Address_Line_2»
«City», «State» «ZIP_Code»
«Country»

Dear «MrMs». «Last_Name»:

Congratulations! I am pleased to inform you that faculty of the Department of Language, Literacy & Sociocultural Studies has accepted your application to the master's program effective «Semester». An official acceptance letter from the University Office of Admissions will soon follow with registration materials.

Dr. «Advisor» will be your initial advisor. Your initial advisor helps you with questions you may have about course selection, the program, and the university. Please visit with «HimHer» in the near future to plan your academic program. You can reach «HimHer» at (505)277-«Work_Phone» or email «Email_Address». It is expected that you will meet with your advisor at least once each semester to assure successful progress through your program. You may select a different advisor once your interests and needs are clarified during your studies. The master's degree in LLSS is a graduate program that does not include teacher licensure.

You are required by the department to take the master's seminar, LLSS 500: Issues in Language, Literacy and Sociocultural Studies, within the first year of your coursework. There will be one section of LLSS 500 offered in the fall 2016. LLSS 500 section 002 (CRN 24958) will be offered on Tuesday from 4:15pm to 6:45pm on main campus in Hokona Hall Rm 200 with Dr. Christine Sims. Please look at the online schedule of courses for days and times other courses will be offered. The website is <http://schedule.unm.edu>. If for some reason you are unable to take the seminar in the semester indicated, consult immediately with your advisor.

Please join the graduate student listserv LLSS-L@LIST.UNM.EDU so you will receive important updates about scholarships, courses, and other opportunities; instructions are on the reverse side of this letter. Unfortunately, the Department of LLSS is unable to provide funding support for your graduate study. We have a limited number of teaching assistantships which, by UNM regulation, are available competitively only to qualified doctoral students advanced in their programs. The College of Education has a website of available scholarships (coe.unm.edu/coe-scholarships); you may apply for these online now that you have been accepted into the master's program.

I wish you all the best in your studies.

Sincerely,

Richard Meyer, PhD., Chair
Department of Language, Literacy &

Sociocultural Studies

How do I subscribe to a UNM Listserv?

List Serve Name: **LLSS-L@LIST.UNM.EDU**

Web method of subscribing to a list:

1. Open a web browser (e.g., Internet Explorer, Mozilla Firefox, Safari, etc.) and go to the following address: <http://list.unm.edu/>
2. Click on the link "Subscribe to a list" in the upper left hand corner of the window.
3. Next to the "List Name" field type the name of the list (LLSS-L@LIST.UNM.EDU).
4. Click "Submit".
5. Enter your name and email address.
6. Click "Join List".
7. You will receive a confirmation email; follow the instructions to approve the request to join.
8. If your subscription requires List Owner approval you will receive another email once the owner has approved your subscription.

Email method of subscribing to a list:

1. Compose an email message to mailto: listserv@list.unm.edu.
2. Leave the subject line blank.
3. In the body of the message only enter the following "subscribe" command: **subscribe LLSS-L
Firstname Lastname**

Replace Firstname and Lastname with your first name and last name. The body of the message should contain only the subscribe command; delete any signatures or other characters before sending the message.

4. You will receive a confirmation email; follow the instructions to approve the request to join.
5. If your subscription requires List Owner approval you will receive another email once the owner has approved your subscription.

If you have any questions please submit a Help.UNM ticket or contact UNM Information Technologies Customer Support Services (IT CSS) by calling 277-5757.

Was this answer helpful?

«Date»

«First_Name» «Last_Name»
«Address_Line_1»
«City», «State» «ZIP_Code»
«Country»

Dear «First_Name»:

Congratulations! I am pleased to inform you that the faculty of the Department of Language, Literacy & Sociocultural Studies has accepted your application for the «Degree» program effective «Semester». An official acceptance letter from the University Office of Admissions will soon follow with registration information.

Dr. «Advisor» will be your initial advisor. Your initial advisor helps you with questions you may have about course selection, the program, and the university. Please visit with «himher» in the near future to plan your academic program. You can reach Dr. «Advisor» at (505)277-«Work_Phone» or «Email_Address». You may select a different advisor once your interests and needs are clarified during your studies.

You are required by the department to take the two core doctoral seminars in your first year of graduate work. The first core seminar, LLSS 640-Seminar in Language and Literacy will be offered in the fall 2016, and the second core seminar, LLSS 645-Seminar in Educational Studies will be offered in the spring 2017. Please look at the online schedule of courses for the days and times the courses will be offered. The website is <http://www.unm.edu/~unmreg>. The core seminars are each offered only once a year. If for some reason you are unable to take one of these seminars in the semester indicated, consult immediately with your advisor.

Please join the graduate student listserv LLSS-L@LIST.UNM.EDU so you will receive important updates about scholarships, courses, and other opportunities (instructions on the reverse side of this letter). Unfortunately, the Department of LLSS is unable to provide funding support for your graduate study. We have a limited number of teaching assistantships which, by UNM regulation, are available competitively only to qualified doctoral students advanced in their programs. The College of Education has a website of available scholarships (coe.unm.edu/coe-scholarships); you may apply for these online now that you have been accepted into our doctoral program. Doctoral students are reviewed yearly via self reflection and faculty input.

We are enclosing a form for you to fill out and return to the department by **April 30, 2016**. This information will help us to plan the appropriate coursework.

We will be hosting a new doctoral student orientation very early in the semester. Please check your UNM email account for information about this important event. Welcome and we look forward to working with you.

Sincerely,

Richard Meyer, Ph.D., Chair
Department of Language, Literacy &
Sociocultural Studies

Cc: Dr. «Advisor»
Student's file

How do I subscribe to a UNM Listserv?**List Serve Name: LLSS-L@LIST.UNM.EDU****Web method of subscribing to a list:**

1. Open a web browser (e.g., Internet Explorer, Mozilla Firefox, Safari, etc.) and go to the following address: <http://list.unm.edu/>
2. Click on the link "Subscribe to a list" in the upper left hand corner of the window.
3. Next to the "List Name" field type the name of the list (LLSS-L@LIST.UNM.EDU).
4. Click "Submit".
5. Enter your name and email address.
6. Click "Join List".
7. You will receive a confirmation email; follow the instructions to approve the request to join.
8. If your subscription requires List Owner approval you will receive another email once the owner has approved your subscription.

Email method of subscribing to a list:

1. Compose an email message to mailto: listserv@list.unm.edu .
2. Leave the subject line blank.
3. In the body of the message only enter the following "subscribe" command: **subscribe
LLSS-L Firstname Lastname**

Replace Firstname and Lastname with your first name and last name. The body of the message should contain only the subscribe command; delete any signatures or other characters before sending the message.

4. You will receive a confirmation email; follow the instructions to approve the request to join.
5. If your subscription requires List Owner approval you will receive another email once the owner has approved your subscription.

If you have any questions please submit a Help.UNM ticket or contact UNM Information Technologies Customer Support Services (IT CSS) by calling 277-5757.

Please return this form to: 1 University of New Mexico, Language, Literacy & Sociocultural Studies, c/o Debra Schaffer, MSC05 3040, Hokona Hall 140, 1University of New Mexico, Albuquerque, NM 87131 by **April 30, 2016.**

Name _____

Address _____

City _____ State _____ Zip Code _____

Phone # _____ email _____

Area of study: Bilingual _____ ESL _____ Educational Thought & Sociocultural Studies
Literacy/Language Arts _____ American Indian Education _____

___ 1. I plan to enroll in the LLSS doctoral program in fall 2016. *(This is the semester you selected on your application. If you plan to defer please see line 3 below)*

___ 2. I plan to enroll in the LLSS doctoral program in summer 2016. *(This is the semester you selected on your application. If you plan to defer please see line 3 below)*

___ 3. I cannot enroll in LLSS doctoral program in summer/fall 2016. I plan to defer until _____.

(If you plan to defer enrollment, you must fill out a deferral request form, which you can download from: <http://grad.unm.edu/home/>, then click on (Graduate Studies Forms).

___ 4. I will not be enrolling in the LLSS doctoral program in summer/fall 2016. (Please briefly state your reason(s) below for not attending UNM.) Thank you.

Student credit hours generated by dissertations, problems, directed reading, and intern student credit hours, listed by faculty name.

LLSS Faculty Dissertation/Problems/Directed Readings/Internship Student Credit Hours

Faculty	F 06	Sp 07	F 07	Sp 08	F 08	Sp 09	F 09	Sp 10	F 10	Sp 11	F 11	Sp 12	F 12	Sp 13	F 13	Sp 14	F 14	Sp 15	F 15	Sp 16
Allen, R	51	54	40	57	45	66	54	60	42	114	66	87	84	82	89	90	72	75	54	60
Belgarde, M	4	0	9	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B-Martinez, R	30	45	27	27	34	18	18	18	22	25	20	31	22	24	33	18	3	7	12	6
Cajete, G	9	9	3	9	12	9	9	9	0	9	9	9	0	0	12	9	9	9	9	12
Calhoun, A	12	18	60	27	27	24	12	12	9	12	12	9	15	31	21	21	12	12	0	0
C-Pattichis, S	12	18	3	15	21	10	6	18	15	6	12	15	18	15	12	0	0	0	0	0
Chamcharatsri, P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	18	39
Chamberlin, L	3	0	0	3	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Jeffery, J	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
John-Steiner, V	6	6	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L-Leiva, C	0	0	0	0	0	0	0	0	0	0	0	3	0	3	6	3	9	6	12	18
Mahn, H	18	34	44	53	54	37	40	40	54	57	57	42	45	60	42	51	48	57	36	46
Manuelito, K	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Martinez, G	45	54	51	57	54	54	48	42	45	27	18	14	12	12	9	18	21	18	18	33
Meyer, L	15	6	3	6	6	6	15	21	30	27	24	33	24	27	24	27	12	15	21	25
Meyer, R	26	33	15	21	47	15	15	21	21	66	96	21	9	45	39	0	0	15	54	18
Nihlen, A	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Noll, E	30	22	21	15	15	3	6	1	0	0	0	0	3	0	0	3	0	0	0	0
Ortiz, L	10	7	10	7	1	10	7	7	0	0	0	0	0	0	0	0	0	0	0	0
Oshima, L	33	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P-Eady, T	0	0	0	0	0	1	0	0	0	3	9	12	0	12	0	0	18	12	10	15
Pence, L	42	48	49	58	48	53	35	28	37	34	44	45	21	33	33	42	54	54	45	45
Sims, C	6	6	3	3	0	9	3	9	9	3	0	0	3	0	3	0	6	9	15	12
Reirson, S	0	0	0	0	0	0	0	0	0	18	0	0	0	0	0	0	0	0	0	0
Sung, Y	0	0	0	0	0	0	0	0	0	3	0	0	6	0	0	3	0	0	0	0
Torres, E	7	12	6	6	0	3	0	0	0	0	0	0	3	0	0	3	0	0	3	6
T-Galvan, R	30	48	45	39	27	33	18	27	15	39	18	18	15	12	27	3	33	39	18	21

Student credit hours generated by dissertations, problems, directed reading, and intern student credit hours, listed by faculty name.

Appendix 12

Student credit hours generated by dissertations, problems, directed reading, and intern student credit hours, listed by faculty name.

LLSS Faculty Dissertation/Problems/Directed Readings/Internship Student Credit Hours

Fiscal Year	Base Year FY07	July 2007 - June 2008 FY08	July 2008 - June 2009 FY09	July 2009 - June 2010 FY10	July 2010 - June 2011 FY11
		% Change	% Change	% Change	% Change
Revenue					
Total Allotted Budget/Revenue	\$ 1,375,273.57	\$ 1,476,430.99 7.36%	\$ 1,580,559.80 7.05%	\$ 1,528,386.66 -3.30%	\$ 1,538,161.67 0.64%
Salary Expenses					
Tenured Faculty*	1,039,094.68	1,143,817.47 10.08%	1,224,273.58 7.03%	1,156,215.12 -5.56%	1,132,469.12 -2.05%
Faculty Summer Research	-	-	-	-	1,242.87
Faculty Summer Instruction	-	7,383.44	20,475.11 177.31%	19,978.56 -2.43%	12,376.78 -38.05%
Part Time Instructors	-	-	-	63,538.00	72,280.00 13.76%
Summer Administration	-	-	-	-	-
Assistantships* Tuition	46,937.59	47,736.68 1.70%	70,149.07 46.95%	34,002.29 -51.53%	54,590.50 60.55%
Waivers/Compensation	10,453.75	7,901.99 -24.41%	10,435.14 32.06%	3,765.58 -63.91%	8,469.05 124.91%
Administrative Professionals	41,978.88	44,077.92 5.00%	59,679.52 35.40%	68,307.63 14.46%	104,644.91 53.20%
Support Staff	53,715.60	66,484.54 23.77%	79,039.76 18.88%	79,243.19 0.26%	82,662.25 4.31%
Student Employee	11,134.13	1,809.01 -83.75%	490.00 -72.91%	-	3,039.19
Other Salaries*	9,992.70	8,622.07	1,636.98	1,323.40	399.77
Total Salary Expenses	1,213,307.33	1,327,833.12 9.44%	1,466,179.16 10.42%	1,426,373.77 -2.71%	1,472,174.44 3.21%

Fiscal Year	July 2011 - June 2012		July 2012 - June 2013		July 2013 - June 2014		July 2014 - June 2015		Current Year	
	FY12	% Change	FY13	% Change	FY14	% Change	FY15	% Change	FY16	% Change
Revenue										
Total Allotted Budget/Revenue	\$ 1,591,638.90	3.48%	\$ 1,748,646.88	9.86%	\$ 1,656,413.69	-5.27%	\$ 1,634,155.37	-1.34%	\$ 1,500,887.78	-8.16%
Salary Expenses										
Tenured Faculty*	1,169,826.69	3.30%	1,299,416.90	11.08%	1,295,189.93	-0.33%	1,287,641.87	-0.58%	1,120,280.49	-13.00%
Faculty Summer Research	2,433.84	95.82%	-		-		-		-	
Faculty Summer Instruction	22,772.56	83.99%	17,222.67	-24.37%	-		-		-	
Part Time Instructors	38,328.00	-46.97%	49,496.05	29.14%	35,111.86	29.06%	35,112.06	0.00%	31,919.91	-9.09%
Summer Administration	-		-		-		19,056.18		19,056.00	
Assistantships*	63,019.74	15.44%	55,589.51	-11.79%	44,028.04	20.80%	50,569.50	14.86%	85,761.63	69.59%
Tuition Waivers/Compensation	17,702.47	109.03%	19,374.56	9.45%	14,716.05	24.04%	9,358.80	-36.40%	24,009.74	
Administrative Professionals	54,687.00	-47.74%	57,588.46	5.31%	55,949.20	-2.85%	89,106.96	59.26%	69,572.03	-21.92%
Support Staff	89,420.77	8.18%	98,059.22	9.66%	90,033.03	-8.19%	60,419.25	-32.89%	62,024.47	2.66%
Student Employee	812.90	-73.25%	4,350.00	435.12%	7,756.80	78.32%	13,251.60	70.84%	18,649.00	40.73%
Other Salaries*	35,282.09		52,650.00		-					
Total Salary Expenses	1,494,286.06	1.50%	1,653,747.37	10.67%	1,542,784.91	-6.71%	1,564,516.22	1.41%	1,431,273.27	-8.52%

Fiscal Year Operating Expenses	Base Year	July 2007 - June 2008		July 2008 - June 2009		July 2009 - June 2010		July 2010 - June 2011	
	FY07	FY08	% Change	FY09	% Change	FY10	% Change	FY11	% Change
Communication Charges*			4.16%		-2.01%		-0.08%		-6.79%
	10,492.16	10,928.30		10,708.61		10,699.88		9,972.97	
Plant Maintenance Charges*			-15.97%		2.41%		8.17%		11.53%
	5,993.45	5,036.54		5,157.97		5,579.19		6,222.66	
Services*			18.71%		2.70%		7.64%		-60.99%
	6,747.13	8,009.53		8,225.78		8,854.27		3,453.90	
Supplies*			24.65%		-6.87%		-23.71%		-44.52%
	20,047.70	24,990.29		23,274.56		17,757.23		9,851.68	
Travel*			-26.30%		-21.77%		2.50%		34.34%
	24,227.66	17,855.67		13,969.06		14,318.08		19,235.34	
Student Expenses and Awards					-99.83%				
	-	6,000.00		10.00		-		-	
Other Expenses*			-25.15%		372.22%		175.49%		-25.47%
	425.09	318.20		(866.21)		653.94		487.36	
Total Operating Expenses			7.66%		-17.31%		-4.33%		-14.93%
	67,933.19	73,138.53		60,479.77		57,862.59		49,223.91	
Remaining Budget at End of Year									
	\$ 94,033.05	\$ 75,459.34	-19.75%	\$ 53,900.87	-28.57%	\$ 44,150.30	-18.09%	\$ 16,763.32	-62.03%

Fiscal Year	July 2011 - June 2012		July 2012 - June 2013		July 2013 - June 2014		July 2014 - June 2015		Current Year	
	FY12	% Change	FY13	% Change	FY14	% Change	FY15	% Change	FY16	% Change
Operating Expenses										
Communication Charges*	10,014.54	0.42%	10,709.06	6.94%	10,797.78	0.83%	9,735.99	-9.83%	9,202.88	-5.48%
Plant Maintenance Charges*	7,874.08	26.54%	7,490.67	-4.87%	7,778.45	3.84%	7,789.76	0.15%	7,567.50	-2.85%
Services*	3,899.55	12.90%	1,994.78	-48.85%	4,370.74	119.11%	2,303.79	47.29%	251.00	-89.10%
Supplies*	17,828.18	80.97%	10,460.44	-41.33%	20,561.96	96.57%	15,514.32	24.55%	7,207.47	-53.54%
Travel*	24,003.99	24.79%	27,658.64	15.23%	28,969.97	4.74%	699.84	97.58%	-	100.00%
Student Expenses and Awards	2,333.30		3,165.68	35.67%	-		-		-	
Other Expenses*	636.21	30.54%	4,866.03	664.85%	8,821.06	81.28%	8,421.53	-4.53%	7,576.23	-10.04%
Total Operating Expenses	66,589.85	35.28%	66,345.30	-0.37%	81,299.96	22.54%	44,465.23	45.31%	31,805.08	-28.47%
Remaining Budget at End of Year	\$ 30,762.99	83.51%	\$ 28,554.21	-7.18%	\$ 32,328.82	13.22%	\$ 25,173.92	22.13%	\$ 37,809.43	50.19%

Tenured faculty included Part Time Instructor salary for fiscal years 2007, 2008, and 2009.

Other Salaries may include technician salary, temporary staff salaries, work study salaries, house staff Postdoc salaries, and related benefits.

Assistantships includes amounts for Graduate Assistants, Teaching Assistants, Research Assistants, and Project Assistants

Communication charges include telecom charges, long distance charges, voicemail charges, etc.

Plant Maintenance Charges includes non-structural improvements, plant repairs and maintenance, equipment rental, repair and warranty costs, etc.

Services include professional services such as printing, copying, binding, media, interpretation, manuscript indexing, etc.

Supplies include office supplies, books and periodicals, computer software and supplies, copier supplies and non-capital equipment, etc.

Travel includes all travel related expenses, and membership fees. Travel budget and expenses were transferred into a separate index in Fiscal Year 2015

Other expenses include banner tax and foundation surcharge, etc.

Fiscal Year	Base Year FY07	July 2007 - June 2008 FY08 % Change	July 2008 - June 2009 FY09 % Change	July 2009 - June 2010 FY10 % Change
Revenue				
Total Allocations and Revenue	\$ 3,138.89	\$ 14,889.33 374.35%	\$ 20,622.52 38.51%	\$ 20,612.33 -0.05%
Salary Expenses				
Faculty Summer Research Administrative Professionals			3,177.35	(3,177.35) 200.00%
Support Staff			73.86	
Other Salaries*			647.09	(629.66) 197.31%
Total Salary Expenses	-	-	3,898.30	(3,807.01) 197.66%
Operating Expenses				
Communication Charges*				
Plant Maintenance Charges*				
Services*		570.67		
Supplies*	317.36	580.73 82.99%	965.78 66.30%	909.30 -5.85%
Travel*		274.58		
Other Expenses*	3.17	14.27 350.16%	9.66 32.31%	19.96 106.63%
Special Grant Contract Expense*				2,870.34
Total Operating Expenses	320.53	1,440.25 349.33%	975.44 32.27%	3,799.60 289.53%
Remaining Budget at End of Year	\$ 2,818.36	\$ 13,449.08 377.20%	\$ 15,748.78 17.10%	\$ 20,619.74 30.93%

Fiscal Year	July 2010 - June 2011 FY11	% Change	July 2011 - June 2012 FY12	% Change	July 2012 - June 2013 FY13	% Change	July 2013 - June 2014 FY14	% Change	July 2014 - June 2015 FY15	% Change
Revenue										
Total Allocations and Revenue	\$ 27,707.74	34.42%	\$ 30,594.21	10.42%	\$ 31,771.60	3.85%	\$ 33,086.43	4.14%	\$ 13,434.94	59.39%
Salary Expenses										
Faculty Summer Research									1,193.98	
Administrative Professionals									315.47	
Support Staff										
Other Salaries*							-			
Total Salary Expenses	-		-		-		-		1,509.45	
Operating Expenses										
Communication Charges*			234.85		354.20	50.82%	83.60	-76.40%		
Plant Maintenance Charges*			95.66							
Services*	284.92		3,970.00		386.00	-90.28%	1,149.93	197.91%		
Supplies*	500.75	44.93%	721.49	44.08%	1,173.37	62.63%	4,794.27	308.59%	609.75	87.28%
Travel*					5,938.48		5,509.13	-7.23%	2,278.33	58.64%
Other Expenses*	7.86	60.62%	50.23	539.06%	78.51	56.30%	115.37	46.95%	28.88	74.97%
Special Grant Contract Expense*							200.93			
Total Operating Expenses	793.53	79.12%	5,072.23	539.20%	7,930.56	56.35%	11,853.23	49.46%	2,916.96	75.39%
Remaining Budget at End of Year	\$ 26,914.21	30.53%	\$ 25,521.98	-5.17%	FALSE	-100.00%	\$ 21,233.20	#DIV/0!	\$ 9,008.53	57.57%

Other Salaries may include technician salary, temporary staff salaries, work study salaries, house- staff Postdoc salaries, and related benefits.

Communication charges include telecom charges, long distance charges, voicemail charges, etc.

Plant Maintenance Charges includes non-structural improvements, plant repairs and maintenance, equipment rental, repair and warranty costs, etc.

Services include professional services such as printing, copying, binding, media, interpretation, manuscript indexing, etc.

Supplies include office supplies, books and periodicals, computer software and supplies, copier supplies and non-capital equipment, etc.

Travel includes all travel related expenses, and membership fees. Travel budget and expenses were transferred into a separate index in Fiscal Year 2015

Other expenses include banner tax and foundation surcharge, etc.

Special grant contract expense equal to loss on sponsored project.

LLSS Equipment Renewal and Refresh - Property and Plant Index Org Code 842A Index 842079 Annual Budget and Expense Report For the Fiscal Years 2014 - 2015			
Fiscal Year	Base Year FY14	July 2014 - June 2015 FY15	% Change
Revenue			
Total Allotted Budget	\$ 23,000.00	\$ 40,196.58	74.77%
Expenses			
Computer Supplies <\$5,001	331.00	2,878.41	769.61%
Non Capital Equipment <\$5,001	249.00	304.05	22.11%
Computers and Servers <\$5,001	-	14,581.20	
Plant Maintenance Charges	2,195.66	2,613.15	19.01%
Other Expenses*	27.76	203.76	634.01%
Total Expenses	2,803.42	20,580.57	634.12%
Remaining Budget at End of Year			
	\$ 20,196.58	\$ 19,616.01	-2.87%

Plant Maintenance Charges includes non-structural improvements, plant repairs and maintenance, equipment rental, repair and warranty costs, etc.

Other expenses include banner tax and foundation surcharge, etc.

LLSS Faculty Travel - Instructional and General Index Org Code 842A Index 8420088 Annual Budget and Expense Report For Fiscal Year 2015	
Fiscal Year	July 2014 - June 2015 FY15
Revenue	
Total Allotted Budget	\$ 38,472.00
Expenses	
Dues and Memberships	504.00
In State Travel*	598.50
Out of State Travel*	16,777.20
Foreign Travel*	6,820.44
Travel Other	440.20
Conference Fees	4,179.40
Other Expenses*	439.78
Total Expenses	29,759.52
Remaining Budget at End of Year	\$ 8,712.48

In State Travel amount includes travel expenses, meals, and per diem
 Out of State Travel amount includes travel expenses, meals, and per diem
 Foreign Travel amount includes travel expenses, meals, and per diem
 Other Expenses includes Banner Tax and Foundation Surcharge

Salaries as a Percentage of Budget Org Code 842A Index 842000 For the Fiscal Years 2007 - 2016			
	Total Allotted Budget	Total Salary Expense	% of Total Budget
FY 2007 July 2006 - June 2007	\$ 1,375,273.57	\$ 1,213,307.33	88.22%
FY 2008 July 2007 - June 2008	\$ 1,476,430.99	\$ 1,327,833.12	89.94%
FY 2009 July 2008 - June 2009	\$ 1,580,559.80	\$ 1,466,179.16	92.76%
FY 2010 July 2009 - June 2010	\$ 1,528,386.66	\$ 1,426,373.77	93.33%
FY 2011 July 2010 - June 2011	\$ 1,538,161.67	\$ 1,472,174.44	95.71%
FY 2012 July 2006 - June 2009	\$ 1,591,638.90	\$ 1,494,286.06	93.88%
FY 2013 July 2007 - June 2010	\$ 1,748,646.88	\$ 1,653,747.37	94.57%
FY 2014 July 2008 - June 2011	\$ 1,656,413.69	\$ 1,542,784.91	93.14%
FY 2015 July 2006 - June 2010	\$ 1,634,155.37	\$ 1,564,516.22	95.74%
FY 2016 July 2007 - June 2011	\$ 1,500,887.78	\$ 1,414,745.24	94.26%

Appendix 13

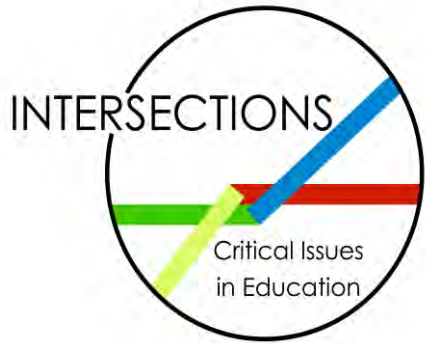
Budget Overview

LLSS Operations - Instruction and General Index
LLSS Discretionary - Facilities and Administrative/ Indirect Costs Index
LLSS Equipment Renewal and Refresh - Property and Plant Index
LLSS Faculty Travel - Instructional and General Index
Salaries as a Percentage of Budget

Appendix 14

Intersections Journal call for submissions

Intersections call for Submissions



INTERSECTIONS: Critical Issues in Education

Department of Language, Literacy & Sociocultural Studies
University of New Mexico



The University of New Mexico

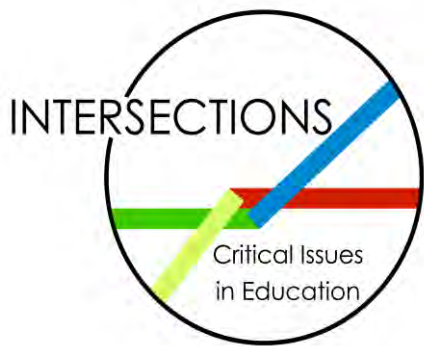
Call for Submissions

We are pleased to announce an open call for submissions for *Intersections: Critical Issues in Education*. *Intersections* is an online, peer-reviewed, open access academic journal. We seek to deepen understanding of how race, class, gender, sexuality, exceptionalities, power, well-being, and other subjectivities play out in educational settings as a means of advancing social justice for all people. *Intersections* serves as a forum for diverse voices and perspectives reflecting a variety of disciplines, focusing on work that interrogates, disrupts and challenges oppression. We welcome a range of materials, including academic papers, personal perspectives, and other innovative forms of scholarship that may speak to an audience beyond academia. *Intersections* is published twice a year in May and December.

We seek original creative or scholarly submissions that examine critical issues in education, including but not limited to schooling and society, language diversity, literacy and culture, curriculum and practice, subjectivities/identities, policy and reform, spirituality, health and well-being, multimedia and digital technologies, globalization, health, gender, critical literacy, race, power, and (dis)ability studies.

We welcome submissions in a variety of formats, from empirical articles and position papers to memoirs and reviews of literature; essays; academic commentaries; interviews; book and media reviews. Submissions in other genres are also encouraged, including well-crafted poetry, artistic works, fiction, documentary film or short film, video of an event with scholarly commentary, scholarly conversations (print, audio, performance), and more.

Submit contributions to intersections electronically to intersections@unm.edu



INTERSECTIONS: Critical Issues in Education

Department of Language, Literacy & Sociocultural Studies

University of New Mexico



The University of New Mexico

Submission Guidelines

Submissions are reviewed on a rolling basis. Email the managing editor, Daniel Olufemi, at intersections@unm.edu with questions regarding submissions. Submit contributions electronically to intersections@unm.edu

Length

Articles/Essays/Interviews 5,000 to 7,000 words , excluding references , tables, figures, and abstract (approximately 100 words)

Poetry 500-700 words

Book and Media Reviews 3,000 words maximum, excluding references

Audio/Video 15 minutes maximum

Criteria

General

All manuscripts must be submitted electronically in MS Word format. Guidelines specified in the *Publication Manual of the American Psychological Association* (6th edition, 2010) should be followed. Pay particular attention to the sections on non-sexist language and avoiding bias related to racial and ethnic identity, sexual orientation, age, and disability. Provide a statement guaranteeing that the manuscript has not been published or submitted elsewhere. **NOTE** for authors for whom English is a second language: it is highly recommended to have a colleague or copyeditor who is fluent in English review the manuscript before submission.

Authors must submit a **SEPARATE TITLE PAGE FILE** that includes:

- title of the manuscript
- first name, middle initial, and last name of each author, with highest academic degrees
- names of institutions to which each author is affiliated
- short biographical statements for each author (100 words maximum)
- address, phone number, and email address of corresponding author
- any acknowledgements, author notes, and/or other text that could identify the authors to the reviewers are removed
- 3 - 5 keywords (so piece can be indexed)

Artwork

Figures must be production-ready. Because figure may be reduced to fit, use bold type that is large enough to be reduced and still readable. Artwork should be 300 dpi or higher. Acceptable formats for artwork are TIFF, MS Word, or Excel. Submit artwork as a separate file. Captions should be typed, double-spaced, on a separate sheet. For movie submissions, download to an accessible venue (e.g. YouTube).

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Appendix 15

Five year hiring plan

Five year hiring plan

TO: Vi Flores, Interim Dean, COE
FROM: Lois Meyer & Allison Borden, Co-Chairs, LLSS
RE: LLSS Five-Year Faculty Hiring Plan and Justification
DATE: May 11, 2014

This packet includes the following:

Background on the LLSS Department	pages 1-6
Summary of This Cycle’s Position Requests	page 6
LLSS Five-Year Hiring Plan (2014-2019)	
a. Bilingual/ESL Program	pages 7-13
• Immediate Hiring Request	pages 10-11
b. Educational Thought & Sociocultural Studies	pages 13-18
• Immediate Hiring Request	pages 17-18
c. Literacy/Language Arts	pages 18-28
• Immediate Hiring Request	page 21-22
d. Immediate Hiring Request: Innovative Collaborative Hiring Request 2: Theatre Arts & LLSS	pages 24-28

I. Current Enrollments by LLSS Academic Program & International Students

The Department of Language, Literacy and Sociocultural Studies (LLSS) is overwhelmingly a graduate unit. Currently, LLSS offers a single undifferentiated PhD. (LLSS) and administers a second Ph.D. (Educational Linguistics). In addition, LLSS is home to five Master’s programs: American Indian Education (AIE), Bilingual/ESL (Bil/ESL), Educational Thought and Sociocultural Studies (ETSS), Literacy/Language Arts (Lit/LA), and Social Studies (SocSt), and we have a joint MA with Latin American Studies (LAS/LLSS). We are also the departmental home for NM state endorsements in Bilingual Education, English as a Second Language, and Reading K-12. While we teach some upper level undergraduate courses, especially as part of state endorsements, and some of our faculty teach undergraduate courses in other departments, our present LLSS teaching loads are heavily focused on graduate courses. When doctoral students in LLSS and Educational Linguistics are combined, as they are in many of our courses, our active PhD. students substantially outnumber our active MA students.

Our current active enrollments in each of our academic program areas are as follows, with the number and percentage indicated of international students in each category:

<u>Program Area</u>	<u>Active Enrollments</u>	<u>International</u>
<u>Students</u>		

LLSS undifferentiated PhD.	121		27 (22%)
Educational Linguistics PhD.	29		14 (48%)
Total PhD.	150		41 (27%)
MA (AIE)	9		--
MA (Bi/ESL)		41	6 (15%)
MA (ETSS)	13		1 (8%)
MA (Lit/LA)	45		2 (4%)
MA (LAS/LLSS))	<u>2</u>		<u>--</u>
Total MA	110		9 (8%)

In a study of our doctoral programs completed this Spring 2014, we reported the following substantial increases in our doctoral enrollments in both the PhD. in LLSS and the Interdisciplinary PhD. in Educational Linguistics from 2009 to 2013.

Despite these increased enrollments, our available faculty to handle this increased doctoral load has diminished since 2006.

Table A1 LLSS Doctoral Students in Active Status, 2009-2013

Semester	2009	2010	2011	2012	2013	Percent Increase 2009-2013
Spring LLSS	66	69	67	84	91	37.8 %
Summer LLSS	53	62	70	84	88	66.0%
Fall LLSS	78	85	86	93	97	24.3%

Table A2 Educational Linguistics Doctoral Students in Active Status, 2009-2013

Semester	2009	2010	2011	2012	2013	Percent Increase 2009-2013
Spring Ed Ling	13	13	17	17	17	30.8%
Summer Ed Ling	13	13	15	17	16	23.1%
Fall Ed Ling	13	15	17	16	20	53.8%

Table A3 TOTAL Doctoral Students in Active Status, 2009-2013

Semester	2009	2010	2011	2012	2013	Percent Increase 2009-2013
Spring TOTAL	79	82	84	101	108	36.7%
Summer TOTAL	66	75	85	101	104	57.6%
Fall TOTAL	91	100	103	109	117	28.6%

The Multiple Contexts of Our Work

All the academic programs in LLSS take very seriously that we are situated in a College of Education at a university designated as a Doctoral/Research University—Extensive, under the Carnegie Classification of Institutions of Higher Education, within one of the poorest, most rural, and most diverse states in the nation.

- Majority minority: According to the 2010 census, 46.3% of New Mexicans are of Hispanic or Latino origin, becoming the majority within the last ten years. Anglos (white, non-Hispanic) make up 40.5% of New Mexico's population, 9.1% are American Indian, 2.1% Black, and 1.4% Asian. 3.7% report being of two races. Non-Anglo groups account for 67% of the New Mexico population, compared to an average of 23% of the national population, making New Mexico one of only five majority minority states.
- Linguistic diversity: According to the 2010 census, New Mexico has one of the nation's highest rates of child bilingualism or potential bilingualism: 36% of children over age four speak another language. The majority of these children are native-born (only 9.7% of New Mexicans are foreign-born). Spanish is spoken by 79% of those who speak another language in the home, but New Mexico is also home to 92 languages other than English and Spanish. There are 94 languages spoken in the state, sixteen of those with over 1000 speakers. We have the highest percentage of indigenous language speakers in the U.S. representing the Keres, Navajo, and Zuni languages as well as the second highest number of Apache, Hopi and Pima speakers.
- International students: Of the 121 active PhD students in LLSS, 27 (22%) are international students from China, Egypt, Taiwan, Madagascar, Mexico, Russia, Saudi Arabia, Colombia, Ecuador, and Korea. Of the twenty-nine active PhD students in Educational Linguistics, fourteen (48%) are international students from Saudi Arabia, Japan, Ecuador, Korea, China, Russia, Pakistan, and Taiwan. Combined, these 41 international PhD students represent 27% of the total doctoral student population in the department. At the Master's level, international students represent a small percentage of our students; 9 of 110 active MA students (8%) are international students from Mexico, Peru, Korea, Taiwan, Iraq, and China. These international MA students are in the Bil/ESL, ETSS, and Lit/LA program areas.

LLSS faculty consider it our privilege and our obligation to orient our teaching, scholarship and service toward the academic needs and potentials present within the multiple contexts in which we work: (a) UNM; (b) community; (c) state; (d) national; and, (e) international.

III. LLSS Department Mission Statement

Reflecting the multiple contexts of our work as described above, LLSS embodies the mission of the University of New Mexico and is committed to the study of the social and political contexts of education, scholarly inquiry using qualitative, critical and innovative research methodology, valuing differences of class, race, ethnicity, language, gender, sexual orientation, disability, and age as sources of leadership and expertise, and creating a diverse community of educators and scholars devoted to social justice.

IV. LLSS Faculty

Currently LLSS has 18.5 tenured or tenure-track faculty members.

- 6 hold the rank of Professor: R. Blum Martinez, S. Celedón-Pattichis, H. Mahn, L. Meyer, R. Meyer, and D. Zancanella
 - ***Four of these anticipate retirement within 3-5 years (R. Blum Martinez, H. Mahn, L. Meyer, D. Zancanella)***
- 8 hold the rank of Associate Professor: R. Allen, G. Cajete, A. Calhoon, G. Martinez, E. Noll, L. Pence, C. Sims, and R. Trinidad
 - ***Four of these anticipate retirement within 3-5 years (A. Calhoon, E. Noll, L. Pence, C. Sims)***
- 4.5 hold the rank of Assistant Professor: C. LópezLeiva, T. Peele-Eady, Y. Sung, and V. Werito; P. Chamcharatsri holds a joint appointment (.5) with the English Dept., though his departmental home is LLSS

All of these faculty members are part of the LLSS PhD. Program faculty. Each faculty member additionally belongs to a primary MA program concentration within LLSS. Three program areas or endorsements (Educational Linguistics, Social Studies, and LAS/LLSS) have affiliated or participating faculty but no primary faculty. Many LLSS faculty also teach courses outside of their primary LLSS program concentration area, often in TEELP, and even outside the COE, such as in Native American Studies or the Freshman Learning Communities.

Advising our increasing enrollment of doctoral students requires a great deal of faculty time and energy. In Spring 2014, LLSS produced a report to document our increasing doctoral enrollments, the time spent by faculty in a variety of advising capacities, and the post-graduation careers of our PhD. graduates. In addition to attending this sizeable number of graduate students, LLSS faculty are extensively involved in non-teaching contributions to our profession. This academic year, LLSS produced two comprehensive reports to document our extensive scholarship and service in the last 3-5 years alone in two professional arenas: a) international scholarship and service, including more than 18 pages of bibliographic citations of international awards, publications of books and articles, professional presentations, funded projects, etc.; and b) New Mexico and Southwest Region scholarship and service, including 38 pages of bibliographic citations of research, presentations, publications, funded projects, and extensive professional service to the diverse communities and tribes of NM and the Southwest.

The departmental studies referenced in the preceding paragraph can be made available upon request. Because of the extent of LLSS faculty scholarship and service, no citations will be included in this hiring document. One of the important reasons for requesting new faculty hires is to sustain the commitment and energy of LLSS faculty in the areas of international, national and local scholarship and service, despite our teaching and advising loads.

In raw numbers, LLSS has lost 7.5 tenured or tenure-track faculty members in the last 8 years: 5 faculty members retired: A. Nihlen, V. John-Steiner, and A. Pfeiffer (2006), M. Belgarde (2009), and L. Ortiz (2010). One faculty member, Kathryn Herr, took an academic position elsewhere

(2005), another faculty member, K. Manuelito, resigned from the department in 2011, and a faculty joint appointment (.5) with the English Department, Jill Jeffery, resigned in 2013 to take a position elsewhere. When Tireman Library was discontinued we also lost Leslie Chamberlain as a lecturer, and now the Literacy/Language Arts faculty has decided it cannot continue the EMLS program.

LLSS has worked hard across these years to make the case for four new faculty hires, arguing on the basis of NM educational realities and LLSS, COE, and even UNM enrollment pressures. We also have responded to opportunities the Provost has provided for “innovative collaborative hires”, succeeding twice in this effort, resulting in two joint hires (.5) with the English Dept. (2011 and 2012). These efforts have allowed us to add new and very talented faculty members to our ranks. In Summer 2013, however, one of the joint hires resigned in order to take an academic position elsewhere.

Still, these new faculty hires do not necessarily “fill the void” of those who retired, both numerically and for several other reasons:

- a) Anita Pfeiffer, retired in 2006 in the AIE Program, is a groundbreaking Navajo bilingual educator and indigenous community education scholar, who was principal of the very first Native-controlled community bilingual school in the nation. We first attempted to replace her in 2009 with a Navajo scholar from AZ, Kathryn Manuelito, who did not develop the Navajo bilingual education program as requested and desired. Manuelito resigned her appointment in 2011. Since 2010 we have a younger Navajo educator and scholar (V. Werito), someone we have “grown” within our own PhD. Program, who has strong ties with the Navajo Nation Education Department. We anticipate great advances in indigenous, specifically Navajo, education, with Vincent’s guidance but this will take time.
- b) In 2009, the AIE Program also lost Mary Belgarde, expert in Native American Charter Schools, to retirement.
- c) Leroy Ortiz retired in 2010, a major loss to our Bil/ESL Program. We were fortunate in 2011 to hire a young, highly skilled bilingual educator, Carlos LópezLeiva, whose areas of specialization are bilingual education and math education. However, Dr. Ortiz has left a tremendous legacy in our department and at UNM. In addition, Leroy’s absence means that we no longer have a native NM Hispanic on our bilingual faculty. We consider this a great loss that we seek to replace, given the quantity and importance of Hispanics in NM’s bilingual population.
- d) Regents’ Professor Vera John-Steiner, retired in 2006 from the ETSS Program, remains an eminent author and scholar about the ideas of Russian psychologist Lev Vygotsky. Vera, who since her retirement taught part-time for LLSS until about three years ago, has focused academic attention on the implications of Vygotsky’s work for women’s studies and creativity research. Holbrook Mahn, already tenured as a faculty member in the Bil/ESL Program, is a former student of Vera’s and frequent co-teacher and co-author with her. He carries on important aspects of Vera’s, and has taken Vygotsky’s work in

new directions, as well. Vera's home academic program, ETSS, has not been given the opportunity to replace her commanding expertise in women's studies and creativity.

- e) With the retirement of educational anthropologist Ann Nihlen in 2006, the ETSS Program was fortunate to hire Tryphenia Peele-Eady in anthropology, African American education, and qualitative research methodology, and also Ruth Trinidad, in Latino education, feminist studies, and qualitative research methodology. Growing interest in qualitative methods courses across the college and the campus has resulted in expanding numbers of these courses; one result is that Drs. Peele-Eady and Trinidad have found it difficult to develop courses in their primary research areas due to the load of research courses they teach.

In summary, since 2005:

- LLSS has lost a total of 7.5 faculty members: 5 to retirement, 1 to resignation, and 1.5 to academic positions at other institutions.
- LLSS successfully searched for a total of three full-time positions: one in ETSS in 2006, one in Literacy in 2009, and one in Bil/ESL in 2011. In addition, by creatively pursuing the Provost's special multidisciplinary initiatives we were permitted to search for two "innovative collaborative" joint (.5) positions with the English Dept. , one in Literacy (2011) and one in Bil/ESL (2012). These various searches resulted in the equivalent of a total of 4 new hires since 2005.
- The joint position in Literacy resigned in Summer 2013, reducing us to 3.5 new hires since 2005.

In the next 3-5 years, we are projected to lose to retirement 8 additional senior faculty members:

- FOUR faculty in the Bilingual/ESL Program: two Spanish/English bilingual Professors, one second language literacy Professor, and one Acoma Pueblo Associate Professor whose expertise is Pueblo language revitalization;
- FOUR faculty in the Literacy/Language Arts Program: three (one Professor and two Associate Professors) with a focus on secondary education, and one Native American Associate Professor with assessment expertise.
- Among these projected retirements will be one of only three Pueblo educators on our faculty, and two of the four Spanish/English bilingual faculty, including the Director of the Latin American Programs in Education (LAPE) program.

Our five-year hiring plan reflects this situation of past and predicted losses, as well as our desire to build on the skills and potentials of the innovative new hires we have achieved.

At this time, LLSS is projecting the need for at least 10 new hires in the next five years. They are listed on the following pages, according to the academic program areas with which they would be primarily affiliated.

This Cycle's Position Requests

Four specific position requests for this hiring cycle are presented with justifications here, one in Bilingual/ESL, one in ETSS, and one in Literacy/Language Arts. In addition, Literacy/Language Arts, together with Theatre Arts, is requesting an “innovative collaborative appointment”.

The requests for this hiring cycle are:

- 1. To Begin Fall 2015: Assistant/Associate Professor of Elementary (K-8) Literacy and Literacy Assessment**
- 2. To Begin in the Fall of 2015: Teaching English to Speakers of Other Languages (TESOL) – Open Rank**
- 3. To Begin in the Fall of 2015: Assistant Professor in History of Education or Philosophy of Education**
- 4. To Begin Fall 2015: Assistant/Associate Professor of Theater Education (Hired by the Provost)**

Five-Year Hiring Plan for LLSS:

The following descriptions of our Programs and their hiring requests are listed in alphabetical order by program name. The order in which these hiring requests appear in this document does not imply any priority or ranking of these requests by the department. As no hires are requested this year in either American Indian Education or Social Studies, these two programs and their faculty are not described in this document.

I. Bilingual/ESL Program

A. Current Full Time, Tenure Track or Tenured Faculty:

Professors: Rebecca Blum Martínez - *likely to retire within 5 years*
 Sylvia Celedón-Pattichis
 Holbrook Mahn - *likely to retire in Spring 2016*
 Lois Meyer - *likely to retire within 3 years*

Associate Professors: Christine Sims - *likely to retire within 5 years*

Assistant Professors: Carlos LópezLeiva
 Pisarn Bee Chamcharatsri (.5 joint appointment)

B. Bilingual/ESL Courses, Student Enrollments, and SCH Production, 2009-2014

As seen on the charts below, from Spring 2009 through Spring 2014 the Bilingual/ESL Program faculty taught the largest number of course sections in LLSS (278), served the largest number of

students (3833), and generated the most SCH (11,499 in regular coursework; 1,491 in problems courses, directed readings, and dissertation hours).

**Bilingual/ESL Courses Student Credit Hour Production
Spring 2009 through Spring 2014**

SPR 2009 thru SPR 2014 (16 terms)	Total Number of Sections	Total Students	Total Student Credit Hours	Avg. No. of Students/Section by Course	Average No. of SCH/Section by Course
LLSS 300	6	78	234	13	39
LLSS 315	25	537	1,611	21.5	64.4
LLSS 449	2	33	99	16.5	49.5
LLSS 453	27	491	1,473	18.2	54.6
LLSS 455	4	60	180	15	45
LLSS 456	23	391	1173	17	51
LLSS 457	1	1	3	--	--
LLSS 458	12	192	576	16	48
LLSS 459	17	211	633	12.4	37.2
LLSS 460	4	37	111	9.2	27.7
LLSS 469	6	32	96	5.3	16
LLSS 479	9	60	180	6.7	20
LLSS 480	4	30	90	7.5	22.5
LLSS 482	22	375	1125	17	51.1
LLSS 503	6	87	261	14.5	43.5
LLSS 556	17	191	573	11.2	33.7
LLSS 557	2	18	54	9	27
LLSS 558	12	127	363	10.6	30.2
LLSS 559	12	159	477	13.2	39.7
LLSS 560	3	27	81	9	27
LLSS 566	6	67	201	11.2	33.5
LLSS 568	1	9	27	9	27
LLSS 569	6	62	186	10.3	31
LLSS 579	8	48	144	6	18
LLSS 580	5	81	243	16.2	48.6
LLSS 582	7	91	273	13	39
LLSS 583	19	208	642	10.9	33.8
LLSS 593 <i>Global Eng Issues</i>	3	27	81	9	27
LLSS 593 <i>Doc Seminar</i>	1	6	18	--	--
LLSS 593 <i>Lang Study for Educ.</i>	1	11	33	--	--

LLSS 593 <i>Adult ESL Identities</i>	2	17	51	8.5	25.5
LLSS 493/593 <i>Lang. Curr. Devel. for Heritage Lang.</i>	3	49	147	16.3	49
LLSS 593 <i>Pedagogy for Teaching Adult ESL</i>	1	10	30	--	--
LLSS 593 Exploring 3 rd Spaces	1	10	30	--	--
TOTALS	278	3833	11,499		
		Avg. section size= 13.9	Avg. SCH per section=41.4	Range of student averages by course = 5.3 to 21.5	Range of SCH averages by course = 16 to 64.4

Problems, Directed Readings, and Dissertation Hours					
Spring 2009 thru Spring 2014	Number of Faculty Reporting (out of 6)	Total Students	Total Student Credit Hours	Average Number of Students per Faculty	Average Number of SCH per Faculty
LLSS 391	2	4	10	Course loads varied greatly by individual faculty member so no averages were calculated.	
LLSS 495	2	7	21		
LLSS 591	6	43	103		
LLSS 595	4	22	69		
LLSS 596	3	6	18		
LLSS 598	4	16	48		
LLSS 695	1	1	3		
LLSS 696	3	6	18		
LLSS 698	5	17	54		
LLSS 699	5	207	1,147		
TOTALS		329	1,491		

C. Current Challenges & Projected Needs

The Bilingual/TESOL Program in LLSS is entering a period of major transition with four retirements projected to occur in the next five years. These retirements will have a strong impact on our program as we are losing more than half of our faculty (4 out of 7), three of whom are full professors. Given these projected retirements, we need at least one hire per year for the next four years in order to be well positioned to maintain our current level of production.

Affiliated faculty of the Bilingual/TESOL Program from outside the Bil/ESL Program or outside LLSS include the following: Leila Flores-Dueñas, Rebecca Sánchez, Ruth Trinidad Galván, Julia Scherba de Valenzuela, and Diane Torres-Velasquez. The first four affiliated faculty listed have taught or co-taught a course in our program, but these opportunities are not frequent.

The LLSS master's degree program offers a concentration in Bilingual or Teaching English to Speakers of Other Languages (TESOL). Our faculty advise 35 active master's students and 51 active doctoral students. With more recent developments such as the approval of the Minors in Bilingual and TESOL, the Graduate Transcribed Certificate in TESOL, early admission of 1,500 undergraduate students into the College of Education, the reimagining of the COE, the APS/UNM MOU (especially encouraging undergraduate students to obtain a TESOL or a Bilingual endorsement), and the request from the APS' Department of Language and Cultural Equity to prepare more bilingual teachers, we anticipate having to advise many more undergraduate and graduate students with an interest in these areas.

Bilingual and Teaching English as a Second Language (TESOL) faculty serve the following:

- undergraduate Teacher Education, Educational Leadership and Policy Department (TEELP) (both elementary and secondary) students who seek bilingual (Spanish/English, Indigenous languages/English) or TESOL endorsements, as an added endorsement area to their teacher or principal licensure programs;
- undergraduate students across the university who seek a Bilingual or TESOL Minor;
- graduate students who will be enrolling in the TESOL Graduate Transcribed Certificate and the Bilingual Graduate Transcribed Certificate that is in progress;
- non-degree (either undergraduate or graduate students) who ONLY seek the coursework needed for state-approved Bilingual or TESOL endorsements;
- non-degree coursework for alternatively-licensed indigenous language teachers;
- Master's degree students in LLSS who declare either bilingual or TESOL as their concentration;

- Master's degree students from other programs and departments who wish to learn about bilingual and TESOL students, or get an endorsement as a part of their MA degree;
- Ph. D. in LLSS or in Educational Linguistics who wish to specialize in either of these areas, and
- Ph. D. students from outside our department who wish to specialize in either of these areas.

D. Desired Positions

Although the retirements will most likely occur in different years, we are requesting four positions across the next four years, as described below, to develop new directions in our program and to continue the work that the projected faculty who will retire have begun in our program.

The Bilingual/ESL Program requests the following four hires in the next four years:

1. To Begin in the Fall of 2015: Teaching English to Speakers of Other Languages (TESOL) – Open Rank

Justification: With the upcoming retirement of several faculty members who teach TESOL related courses, and especially Dr. Mahn, our K-12 ESL literacy specialist, and with the increasing focus on academic second language literacy and its assessment in schools, we require a position on general K-12 ESL expertise with a focus on literacy education and its curricular impacts. We will also search for expertise to help with expected increased enrollments due to our approved TESOL Graduate Transcribed Certificate and the Minor in TESOL. The candidate would also support coordination of the ESL Summer Institute and address the needs of anticipated increase of undergraduate enrollment. In addition, the candidate would initiate an assessment process towards the creation of freshman/sophomore courses that introduce newly affiliated students to the College of Education to the great diversity of language teaching in New Mexico schools and communities.

As seen on the chart below, our current needs in the area of ESL, and to some extent in the area of Bilingual Education, are glimpsed by considering in the chart below the student enrollments and SCH generated in just those courses offered as part of the NM State ESL Endorsement at both undergraduate and graduate levels (* indicates courses offered during the intensive ESL Summer Institute). These nine Bil/ESL courses in their undergraduate and graduate levels represent 169 of the course sections offered by LLSS from Spring 2009 through Spring 2013. These courses served 2,593 students and generated 7,761 of the 11,499 SCH generated by Bilingual/ESL Program courses.

These numbers do not include likely enrollment increases due to new developments: the TESOL Graduate Transcribed Certificate, the Minor in TESOL, increased undergraduate enrollments, and the high priority given by local school districts to requiring increased ESL and Bilingual Endorsements among our TEELP graduates. Several of these courses are also required for the Bilingual Education Endorsement. Given the projected retirement of all the Bilingual/ESL senior faculty, we will request an open rank hire below.

UNDERGRAD ESL ENDORSEMENT (* = ESL Summer Institute course)

SPR 2009 thru SPR 2014 (16 terms)	Total Number of Sections	Total Students	Total Student Credit Hours	Avg. No. of Students/Section by Course	Average No. of SCH/Section by Course
LLSS 456	23	391	1173	17	51
* LLSS 453	27	491	1,473	18.2	54.6
* LLSS 482	22	375	1125	17	51.1
* LLSS 459	17	211	633	12.4	37.2
LLSS 458	12	192	576	16	48
TOTALS	101	1,660	4,980		
		Avg. section size= 16.4	Avg. SCH per section=49.3	Range of student averages by course = 12.4 to 18.2	Range of SCH averages by course = 37.2 to 54.6

GRADUATE ESL ENDORSEMENT (* = ESL Summer Institute course)

SPR 2009 thru SPR 2014 (16 terms)	Total Number of Sections	Total Students	Total Student Credit Hours	Avg. No. of Students/Section by Course	Average No. of SCH/Section by Course
LLSS 556	17	191	573	11.2	33.7
* LLSS 580	5	81	243	16.2	48.6
* LLSS 559	12	159	477	13.2	39.7
* LLSS 482	22	375	1125	17	51.1
LLSS 558	12	127	363	10.6	30.2
TOTALS	68	933	2,781		
		Avg. section size= 13.7	Avg. SCH per section=40.9	Range of student averages by course = 10.6 to 17	Range of SCH averages by course = 30.2 to 51.1

2. To Begin in the Fall of 2016: Bilingual Faculty Position—Open Rank (Pueblo/Native American languages)

Justification: With the predicted retirement of Dr. Sims, our sole Bilingual/ESL faculty member who specializes in language issues in Pueblo communities (and the only such language expert in the COE), we feel an urgency to hire a specialist in language issues, including language revitalization, and language education in Indigenous communities in the Southwest and in the U.S. Our goal is that such a Pueblo/Native American bilingual faculty hire could continue the crucially important work of the center initiated by Dr. Sims in 2008, the American Indian Language Policy Research and Teacher Training Center. In Spring 2014 the center reported having achieved almost \$2,000,000 in funded projects since 2009, with \$100,000 more in pending funding requests. Given Dr. Sims' record of scholarship and successful achievement of grants, we see the need for a senior faculty member who can continue the success of the center and its work.

3. To Begin in the Fall of 2017: Spanish/English Bilingual Faculty Position—Open Rank

Justification: With the predicted retirements of two senior Spanish/English bilingual faculty members (Blum-Martínez and Meyer), and the recent retirement of Dr. Leroy Ortiz, and given the continued critical shortage of Spanish/English teachers in NM and the U.S., we will search for someone to conduct teaching and research on Spanish/English bilingualism, focused on (but not limited to) New Mexican Hispanic communities, heritage language learners, early childhood bilingual education, or content areas—mathematics, social studies, science, language arts. The content areas are included as a vision of the bilingual program to create a bilingual (Spanish/English) cohort, which would require most methods courses to be taught in Spanish. Expertise in curriculum development in bilingual educational settings is also desired, as well as an interest in continuing and coordinating the Spanish Summer Institute, given Dr. Blum-Martínez's projected retirement.

The ideal candidate would also support and develop courses for undergraduate and graduate students enrolled in the Bilingual Minor and the Graduate Transcribed Certificate in Bilingual Education. Given the critical need to increase the number of bilingual teachers in the state of New Mexico, the ideal candidate would support recruitment from educational assistants in the schools, community colleges, and surrounding districts (Bernalillo, Socorro, Los Lunas, Belen, Santa Fe, etc.).

4. To Begin in the Fall of 2018: Teaching English as a Second/Foreign Language – Open Rank or Assistant Professor (World English and Translation Theory/Practice)

Justification: LLSS has been encouraged by the COE, UNM’s Office of International Programs, and by higher administration, in our efforts to investigate the viability of creating a Translation Center within LLSS that would provide much needed employment to national and international bilingual graduate students to fulfill needs at UNM and in the broader community for translation between world languages and English. LLSS is an ideal department to create such a center, given that 41 of our 150 doctoral students (27%) are international from a diversity of countries and world languages, and their academic focus is often TESOL/TEFL or bilingualism. Dr. Lois Meyer has developed a concept proposal for the Translation Center and has submitted an IRB in order to conduct a survey on campus and in the broader community to determine the need for translation services at UNM and in NM. Should the creation of a Translation Center prove to be viable, it would be initiated by Dr. Lois Meyer, but given her projected retirement, we would search for a candidate who could address theoretical and practical pedagogical issues concerning translation and global varieties of English, as well as nurture the growth and viability of this new and income-generating center in LLSS.

II. Educational Thought and Sociocultural Studies (ETSS)

A. Current Full Time, Tenure Track or Tenured Faculty:

Associate Professors: Ricky Lee Allen
Glenabah Martinez
Ruth Trinidad Galván

Assistant Professors: Tryphenia Peele-Eady

We have 4 full-time ETSS tenure-track faculty. Three are associate professors and 1 is an assistant professor who applied for tenure and promotion in Fall 2013. We have no full-time lecturers. We do not anticipate any retirements. Within a period of four years, Dr. Ann Nihlen and Dr. Vera John-Steiner retired, Dr. Kathryn Herr left UNM to take a position at Montclair State University, and we are currently at our lowest faculty count ever.

B. ETSS Courses, Student Enrollments, and SCH Production, 2009-2014

As seen on the charts below, from Spring 2009 through Spring 2014 the ETSS Program faculty taught 112 course sections in LLSS, served 1,341 students, and generated 4,659 hours of SCH (4,017 in program coursework; 174 in other LLSS courses; and 468 in problems courses, directed readings, and dissertation hours).

The ETSS course that exceeded all others in student numbers and SCH generation was LLSS 502: Introduction to Qualitative Research (379 students enrolled in 7 sections, SCH of 1137). Other qualitative research courses, such as LLSS 501: Practitioner Research (103 students enrolled in 8 sections, SCH of 309), and LLSS 605: Advanced Qualitative Research (68 students enrolled in 7 sections, SCH of 204), clearly display the impact of ETSS as a COE and campus-wide resource for qualitative research methods courses.

Other courses with notable enrollments were two undergraduate offerings, LLSS 321: School and Society (105 students enrolled in 7 sections, SCH of 315) and LLSS 432: Teaching of Social Studies (97 students enrolled in 6 sections, SCH of 291), as well as LLSS 645: Seminar in Educational Studies (90 students enrolled in 7 sections, SCH of 270).

**ED Thought & Sociocult Studies Student Credit Hour Production
Spring 2009 through Spring 2014**

Spring 2009 thru Spring 2014 (16 terms)	Total Number of Sections	Total Students	Total Student Credit Hours	Average No. of Students per Section by Course	Average No. of SCH per Section by Course
LLSS 321	7	105	315	15	45
LLSS 432	6	97	291	16.2	48.5
LLSS 500	4	36	108	9	27
LLSS 501	8	103	309	12.9	38.6
LLSS 502	26	379	1137	14	43.7
LLSS 510	2	18	54	9	27
LLSS 511	4	47	141	11.8	35
LLSS 513	2	20	60	10	30
LLSS 515	4	31	93	7.7	23
LLSS 521	4	49	147	12.2	36.7
LLSS 523	3	29	87	9.7	29
LLSS 524	4	54	162	13.5	40.5
LLSS 529	1	9	27	--	--
LLSS 530	4	49	141	11.7	35
LLSS 553	2	13	39	6.5	19.5
LLSS 587	1	14	42	--	--
LLSS 588	3	20	60	6.7	20
LLSS 593 <i>Theor. Resrch.</i>	2	18	54	9	27
LLSS 593 <i>Crit. Theor & Educ</i>	3	30	90	10	30
LLSS 593 <i>Disc.</i>	2	16	48	8	24

<i>Analysis</i>					
LLSS 605	7	68	204	9.7	29
LLSS 623	1	6	18	--	--
LLSS 645	7	90	270	12.8	38.6
LLSS 650	5	40	120	8	24
TOTALS	112	1,341	4,017		
		Avg. section size=12 students	Avg. SCH per section=35.9	Range of student avgs. by course = 6 to 16.2	Range of SCH avgs. by course = 18 to 75

Other LLSS Courses Taught by ETSS Faculty					
Spring 2009 to Fall 2014 (16 terms)	Total Number of Sections	Total Students	Total Student Credit Hours	Average No. of Students per Section by Course	Average Number of SCH per Section by Course
LLSS 593 Seminar in Creativity	2	21	63	10.5	31.5
LLSS 493/551 Hist of Amer Ind Ed	2	16	48	8	24
LLSS 566 Issues in Hisp Ed	2	21	63	10.5	31.5
TOTALS	6	58	174		
		Avg. section size=9.7 students	Avg SCH per section=29	Range of student averages by course = 8 to 10.5	Range of SCH averages by course = 24 to 31.5

Problems, Directed Readings, and Dissertation Hours					
SPR 2009 to SPR 2014	Number of faculty reporting (out of 4)	Total Students	Total Student Credit Hours	Average Number of Students per Faculty	Average Number of SCH per Faculty
LLSS 391	1	1	3	Course loads varied greatly by individual faculty member so no averages were calculated.	
LLSS 495	2	2	6		
LLSS 591	3	7	21		
LLSS 595	3	3	9		
LLSS 596	1	1	3		
LLSS 598	2	3	9		
LLSS 696	1	4	12		
LLSS 698	2	3	9		
LLSS 699	3	57	396		
TOTALS		81	468		

C. Current Strengths, Challenges and Projected Needs

Program Strengths: ETSS was an existing department and program before the formation of LLSS as a department. In fact, the former “ETSCS” was the official department that LLSS was housed in until it formally became recognized as a department about 9 years ago. Since the current ETSS faculty members have been here (i.e. from 2000 onward), the main focus of the program has been doctoral education. We carry heavy doctoral advisement loads and graduate a relatively high percentage of our students (see below). We provide the majority of the qualitative research courses for the COE. We have renovated the ETSS curriculum over the last decade, adding many courses that have put our program on par with, if not beyond, other educational studies doctoral programs in the U.S. In fact, it would be difficult to find an educational studies doctoral program that has a more cutting-edge curriculum. We also have a Masters program that benefits from the innovations we have made for students at the doctoral level. Students enrolling in our Masters program are usually teachers or community organizers who are looking for an in-depth study of race, class, and gender and their relation to schooling. A number of our Masters students go on to PhD programs.

The faculty of ETSS recognizes the importance of undergraduate education. In the 2008-2009 academic year, we inaugurated a 300 level course, School and Society (LLSS 393), as a starting point in undergraduate education. From the beginning, the course was a success with consistently high enrollments of undergraduates across the multiple disciplines, majors, and minors. In the fall of 2011, the curriculum process was complete and a number was assigned: LLSS 321. Since 2009, the course is routinely offered in the spring. In recognition of the College of Education’s initiative to promote early admission, the ETSS faculty is committed to developing courses at the undergraduate level. The scope and sequence of courses would include:

- Foundations of Education: 100-level
- School and Society I: 200-level
- School and Society II (LLSS 321): 300-level

A major strength of the ETSS faculty is our commitment to a quality program of pre-service teacher education that prepares our graduates and credentialed teachers to work in schools that serve diverse (e.g. race, class, gender, culture, sexual orientation, and linguistic) students, families, and communities. All ETSS faculty have experience as classroom practitioners and records of community-based work.

Over the next five years, ETSS will continue to strengthen its curriculum. At the same time, the faculty of ETSS is committed to serving graduate and undergraduate students across the COE in the areas of qualitative research, pre-service social studies teacher education, and critical educational studies. Ruth Trinidad and Tryphenia Peele-Eady teach a majority of the research methodology courses. Graduate students from departments across the COE and the university-at-large enroll in their courses. Glenabah Martinez teaches secondary education social studies methods (LLSS 432) every fall to students seeking licensure in New Mexico. Ricky Allen teaches classes that focus on critical race theory and attract students from and outside of the COE. In addition, ETSS faculty teach courses in Native American Studies, Chicana/o Studies, African American Education, and American Indian Education.

Current Operating Status of ETSS: We have a master's concentration in ETSS. ETSS is not a concentration in LLSS at the doctoral level, as LLSS has one unified PhD. degree. We do not offer any endorsements.

Currently, there are 31 doctoral students who specialize in ETSS. Since Fall 2006, 66 ETSS students have graduated with their PhD's, which is a significant number among LLSS graduates. We also currently have 12 Master's students. And since 2006 we have graduated 56 Master's students. Also, ETSS professors serve on many dissertation committees outside of our program area, including the department, COE, and College of Arts & Sciences. The interdisciplinary nature of our work and our backgrounds in qualitative research, the humanities, and the social sciences makes us valuable to students across campus. Most of us are or have served on anywhere from 15-25 dissertation committees over the five years or so. This is an extremely high load for faculty, regardless of institution.

Future Projections of Activities: We currently have four faculty members, so we are requesting one hire. At this point, five faculty would be a good functioning number. Six would be ideal, but five would alleviate a lot of the advisement load. ETSS is very dedicated to hands-on graduate, especially doctoral, advisement, while maintaining a good publication record and cutting-edge curriculum. However, we would like to have more opportunity to focus more on our own scholarship. Another faculty member would help us do that.

If we were to lose a faculty member at this juncture, we would have only three full-time tenure-track faculty members. Although students in the program might not leave or prospective students might still apply, the strain on current faculty may be so great that they might start to look for positions elsewhere. Given the strength of the ETSS faculty in terms of scholarship and general activity, this would be a loss for the COE. Ultimately, it would definitely have an effect on student enrollment if highly productive faculty start to leave.

Ideally, we would like at least two things. At the doctoral level, we would like to have the time and resources to take our already innovative program to the next level. And, as mentioned previously, we would like to see the ideas and scholarship we have to offer, embodied in courses like Schools & Society, which is offered here and at universities across the country, as a regular part of the undergraduate (and graduate) teacher education programs.

D. Desired Position

The ETSS Program requests the following hire:

1) To Begin in the Fall of 2015: Assistant Professor in History of Education or Philosophy of Education

Justification: Given the demand for expertise in our areas of specialization not only in the COE but across campus in other disciplines, we need a tenure-track faculty hire in the area of the History of Education or Philosophy of Education. At the present time, our teaching loads allow for only one section of the History of Education (LLSS 511) and the Philosophy of Education (LLSS 515) to be offered once per academic year. In addition, if a graduate student were interested in pursuing studies in either area, there are no additional courses offered beyond LLSS 511 and LLSS 515. Finally, in order for ETSS to make critical contributions to the College of Education's Early Admission project, we will need faculty to assist in developing and teaching 100-, 200- and 300- level courses in undergraduate education.

The new hire would assist in teaching our existing educational studies courses, such as Philosophy of Education, History of U.S. Education, School and Society, and our courses on race, class, gender, and globalization. It would be an additional bonus if the new hire could assist with teaching a research course that focuses on historiography and/or conceptual research. We seek someone who brings an innovative approach to educational studies. Approaches could include, but are not limited to, post-structural or critical/race theory perspectives on the history of education or philosophy of education. It is also important that the new hire have the skills, knowledge, and ability to take on and work with a rather heavy doctoral advisement/dissertation load. This is a major requirement for faculty in ETSS given our small size and heavy orientation towards doctoral level work.

Relationship to Core Values: ETSS is a program that is fundamentally about innovation in issues of diversity and justice in education. Our program has established itself as an intellectual leader in this area. The new faculty hire would add to what we have established. Our desire to hire a new faculty member with a focus in History of Education or Philosophy of Education would strengthen the COE's presence in discussions of educational policy in New Mexico.

III. Literacy and Language Arts Program:

A. Current Full Time, Tenure Track or Tenured Faculty:

Professors: Richard Meyer – *incoming Chair of LLSS*
 Don Zancanella – *likely to retire within 5 years*

Associate Professors: Anne Calhoon – *likely to retire within 5 years*
 Betsy Noll – *likely to retire within 5 years*
 Penny Pence – *likely to retire within 5 years*

Assistant Professor: Yoo Kyung Sung

B. Literacy/Language Arts Courses, Student Enrollments, and SCH Production, 2009-2014

As seen on the charts below, from Spring 2009 through Spring 2014 the Literacy/Language Arts Program faculty taught over 2,800 students in 159 program course sections, generating 8,457 SCH. In addition, they instructed another 423 students in other LLSS courses, representing another 774 SCH. They served 244 students in various problems courses, directed readings, and dissertation hours, thereby generating another 993 SCH. Particularly notable are the multiple sections (54) of LLSS 443/544: Children's Literature, serving 1,235 students and generating 3,705 SCH. Other courses serving large numbers of students were EMLS 451/551: Books & Related Materials for Young Adults (317 students in 14 sections, SCH 951) and LLSS 430: Teaching Writing (327 students in 17 sections, SCH 981).

Literacy Courses Student Credit Hour Production Spring 2009 through Spring 2014

Spring 2009 thru Spring 2014 (16 terms)	Total Number of Sections	Total Students	Total Student Credit Hours	Average No. of Students per Section per Course	Average No. of SCH per Section by Course
EMLS ¹ 437/537	1	14	42	14	42
EMLS ² 427/527	2	20	60	10	30
EMLS ³ 451/551	14	317	951	22.6	67.9
EMLS ⁴ 470/570	2	26	78	14	39
EMLS ⁵ 470/570	2	15	45	7.5	22.5

¹ Course being phased out.

² Course being phased out.

³ Paperwork being put forward to change prefix to LLSS.

⁴ Course being phased out.

⁵ Course being phased out.

LLSS 430	17	327	981	19.2	57.7
LLSS 436	5	125	375	25	75
LLSS 443/544	54	1,235	3,705	22.9	68.6
LLSS 525	3	23	69	7.7	23
LLSS 526	4	24	72	6	18
LLSS 527 (Taught with LLSS 430)	11	92	276	8.4	25
LLSS 538	6	86	258	14.3	42.9
LLSS 532	8	115	345	14.3	43.1
LLSS 534	1	15	15	15	45
LLSS 535	2	19	57	9.5	28.5
LLSS 536	4	75	225	18.6	56.25
LLSS 537	2	17	51	8.5	25.5
LLSS 537L	5	64	192	12.8	38.4
LLSS 561	2	35	105	17.5	52.5
LLSS 567	4	64	192	16	48
LLSS 593 Aca. Wrtg	5	45	135	9	27
LLSS 593 Strat. Wrtn Lang	4	59	177	14.8	44.4
LLSS 593 Sem. in L.A.	1	17	51	17	51
TOTALS	159	2829	8457		
		Avg. section size=17.8 students	Avg. SCH per section=53.2	Range of student avgs. by course = 6 to 25	Range of SCH avgs. by course = 18 to 75

Other LLSS Courses Taught by Literacy Faculty					
Spring 2009 thru Spring 2014 (16 terms)	Total Number of Sections	Total Students	Total Student Credit Hours	Average Number of Students per Section	Average Number of Credit Hours per Section
LLSS 590	5	56	168	11.2	33.6
LLSS	8	123	369	15.4	46.1

500					
LLSS 502	1	7	21	7	21
LLSS 606	2	21	63	10.5	31.5
LLSS 640	1	16	48	16	48
LLSS 650	2	35	105	17.5	52.5
TOTALS	19	423	774		
		Avg. No. of Students per Section=22.3	Avg. SCH per Section =40.7	Range of Student avgs. by course = 7 to 17.5	Range of SCH avgs. by course = 21 to 52.5

Problems, Directed Readings, and Dissertation Hours					
Spring 2009 thru Spring 2014	Number of Faculty Reporting (out of 6)	Total Students	Total Student Credit Hours	Average Number of Students per Faculty	Average Number of SCH per Faculty
EMLS 391	1	3	7	Course loads varied greatly by individual faculty member so no averages were calculated.	
LLSS 591	5	26	68		
LLSS 595	5	59	186		
LLSS 596	4	6	18		
LLSS 598	2	5	18		
LLSS 696	4	9	27		
LLSS 698	4	17	54		
LLSS 699	5	119	615		
TOTALS		244	993		

C. Current Strengths, Challenges and Projected Needs

Program Strengths: Our experienced faculty oversees a vibrant LLSS Master's degree program with a concentration in literacy, and our faculty advise students in the LLSS Ph.D. program. We have 32 active students in our Master's degree program and serve as major advisors and dissertation chairs for 25 doctoral students, in addition to serving on doctoral committees. Every other year, we start a new site-based cohort of approximately 15 to 20 Master's degree students, with a completion rate of approximately 90% within three years. A new cohort of 16 MA students will begin in Fall 2014; their numbers are not yet reflected in the enrollment data above. Students are also able to complete our Master's degree via distance education because we offer one to two courses per semester and in the summer online. In the past four years, we built a graduate specialty in Literature for Young People and have prepared a graduate certificate in this area.

The literacy program faculty also teach courses required in teacher licensure programs, housed in the Teacher Education and Educational Leadership Department:

- LLSS 430 The Teaching of Writing (required for both elementary and secondary licensure, one section offered every semester, including summer)
- LLSS 443 Children's Literature (required for elementary licensure, three sections offered fall and spring; one section in the summer)
- LLSS 436 The Teaching of English (required for secondary licensure, offered every fall)
- LLSS 538 Reading in the Content Areas (required for master's with secondary licensure)
- EMLS 451 Books and Related Materials for Young Adults (required for secondary licensure, one section offered every semester, including summer)

Program Needs: The Literacy/Language Arts program in LLSS is entering an unprecedented time of transition, and we need at least one hire per year for the next four years to maintain our current level of production. In addition, we are proposing a cross departmental hire in Theater Arts and LLSS.

We have experienced loss of faculty in the past two years, and we are anticipating the loss of 5 out of six faculty in the upcoming three to five years. In Fall 2013, Jill Jeffrey, a joint appointment in English and LLSS, left for other employment, and the prior year, Elaine Daniels, an instructor, was not rehired. Out of our six full-time faculty, five are eligible for retirement at any time, four of whom will retire within three years. One of our senior faculty members, Rick Meyer, has recently become LLSS department chair, which will require a reduction in his teaching load. While not all of us are planning to retire at the same time, we need to be prepared for such a possibility. We feel our program to be in a unique position that affords the opportunity to both replenish and develop new directions. Below, we outline our plan for hiring, by outlining four department hires and one cross-disciplinary hire with the Theater Arts department. Dr. Don Zancanella worked collaboratively with the Theater Arts Department to prepare this hiring proposal.

D. Desired Positions

1. To Begin Fall 2015: Assistant/Associate Professor of Elementary (K-8) Literacy and Literacy Assessment

Rationale

All master's level courses in reading, writing, literacy, children's literature, and language arts are housed in LLSS. The students in our master's degree program are primarily elementary school teachers who are seeking expertise in the teaching of reading and writing. In addition, courses focused on the teaching of writing and children's literature, both required for elementary licensure, are housed in our program. Yet we are understaffed in this area, with two faculty who focus on elementary literacy and one who specializes in children's literature. Rick Meyer specializes in K-8 literacy and has been instrumental in recruiting and organizing site-based cohorts in local school districts; however, his teaching load will be drastically reduced in the coming three years because he will be serving as Chair of the LLSS department. Anne Calhoon,

our other elementary specialist, is eligible to retire and will most likely do so in the next three years. She has been instrumental in offering on-line courses in reading, the undergraduate course in writing, graduate courses in literacy assessment, and has regularly taught required LLSS core courses. Yoo Kyung Sung is responsible for both graduate and undergraduate study in children's literature, overseeing courses every semester, including summer, that serve approximately 200 to 225 undergraduate students per year, and she has developed a series of graduate courses that will result in a graduate certificate in children's literature. Faculty in elementary literacy advise graduate students in both the LLSS master's and doctoral programs.

K-8 literacy is high on the state and national education agenda, and our program is active in helping New Mexico teachers become more informed about sound literacy instruction, through teaching, research, and service. The literacy program offers a master's level concentration, provides the courses required to obtain a reading endorsement from the state. In the current assessment-driven climate in elementary schooling, our program needs to pay special attention to helping teachers develop an understanding of valid literacy assessment, the purposes and audiences of standardized testing, and innovative ways to assess students' literacy abilities as they engage in meaningful literacy practices. Research in literacy and how it is assessed is crucial to assure that students from varied language, cultural, and socio-economic backgrounds are provided with appropriate opportunities to build on their existing literacies to extend their abilities to enter multiple literate communities.

Job Description

Candidates for the position should hold a Ph.D. in elementary language arts education, or a related field; have taught in elementary schools for at least three years; and have a deep understanding of literacy assessment. The candidate should also demonstrate expertise in teaching diverse populations, second language literacy, new literacies, literacy leadership, children's literature, composition and writing, critical literacy, drama, oral traditions, and/or on-line teaching.

2. To Begin Fall 2016: Assistant/Associate Professor of Adolescent Literacy

Rationale

The master's degree program in LLSS with a concentration in literacy serves practicing secondary English language arts teachers, as well as teachers from across the disciplines who want to know more about literacy across the curriculum. In addition, literacy faculty are central to both the graduate and undergraduate Secondary Language Arts Licensure programs. Both faculty who participate in the secondary language arts licensure program, Don Zancanella and Penny Pence, are eligible to retire and will most likely do so in the next three years. They teach the required courses in secondary English language arts methods, adolescent literature, and writing methods, as well as the cross-disciplinary reading course required for all secondary licensure. These courses are housed in LLSS and scheduled as part of the literacy program. CAEP accreditation requires faculty with expertise in these areas. The secondary literacy faculty advise undergraduate and graduate students in the licensure program, in addition to their advisement responsibilities in the LLSS master's and doctoral programs.

Literacy is high on the state and national education agenda, and our program is active in helping New Mexico teachers become more informed about sound literacy instruction, through teaching, research, and service. The new Common Core State Standards require that all secondary teachers, not just English language arts teachers, become versed in how to help students read closely and write well, so the demand for expertise in advanced levels of reading and writing is growing. Research that focuses on adolescents of varied language, cultural, and socio-economic backgrounds is crucial to understanding the nature of literacy in diverse settings and to inform state and national policy.

Job Description

Candidates for the position should hold a Ph.D. in English language arts education, or a related field, and have taught in secondary schools for at least three years. The candidate should also demonstrate expertise in teaching diverse populations, second language literacy, new literacies, adolescent literature, literary theory, composition and writing, critical literacy, drama, oral traditions, literacy assessment and/or on-line teaching. At the associate professor level, a history of publication in the field and/or significant success in grant writing is expected.

3. To Begin Fall 2017: Assistant/Associate Professor of New Literacies

Rationale

New technologies have changed what it means to be literate in the 21st century. Both the advent of the internet, with its accompanying flood of information, and the increasing use of multimedia to convey meaning are changing the landscape of literacy. The literacy program offers one course on reading and writing digital texts once a year, and each year approximately 25 students complete this course and clamor for more. Teachers need to develop expertise in new literacies so that they can offer guidance to their students who may be well ahead of them technologically, but who need to learn more sophisticated and critical ways of thinking in the digital world. Candidates for the position should hold a Ph.D. in new literacies, or a related field, and have taught in elementary or secondary schools for at least three years. The candidate should also demonstrate expertise in teaching diverse populations, second language literacy, composition and writing, critical literacy, drama, oral traditions, literacy assessment, and/or on-line teaching. At the associate professor level, a history of publication in the field and/or significant success in grant writing

4. To Begin Fall 2018: Assistant/Associate Professor of Children's Literature

Rationale

The literacy program has developed an area of specialty in literature for young people; however, we have only one faculty member who focuses her research exclusively on children's literature. Yoo Kyung Sung is responsible for both graduate and undergraduate study in children's literature, overseeing courses every semester, including summer, that serve approximately 200 to 225 undergraduate students per year. To accomplish this task, she mentors groups of graduate assistants in teaching and research. Although Don Zancanella and Betsy Noll also teach adolescent and children's literature, they are both eligible for retirement and are likely to retire by the time of this hire. In addition, Dr. Sung has developed a series of graduate courses that will result in a graduate certificate in children's literature. These courses, sometimes offered on

line, attract graduate students from distant parts of New Mexico and across the country. To continue our growth in this area, we need more than one person to teach these courses and supervise graduate student research and teaching.

Job Description

Candidates for the position should hold a Ph.D. in children's or adolescent literature, or a related field, and have taught in elementary or secondary schools for at least three years. The candidate should also demonstrate expertise in teaching diverse populations, second language literacy, new literacies, composition and writing, critical literacy, drama, oral traditions, literacy assessment, and/or on-line teaching.

5. To Begin Fall 2015: Assistant/Associate Professor of Theater Education (Hired by the Provost)

JUSTIFICATION FOR A NEW JOINT POSITION IN THEATRE EDUCATION

DEPARTMENT OF THEATRE AND DANCE DEPARTMENT OF LANGUAGE, LITERACY, AND SOCIOCULTURAL STUDIES

The Department of Theatre and Dance (College of Fine Arts) and the Department of Language, Literacy, and Sociocultural Studies (College of Education) request a new faculty line in **Theatre Education**.

This faculty member will help the two departments build on existing programs and create opportunities for new initiatives linking elementary and secondary students and teachers, and university education, including initiatives focused on the Common Core Standards in English language arts and on linguistically and culturally diverse student populations. The faculty member will help enhance the role of arts in the education during this time of education reform.

Key areas will be the preparation of teachers to teach theatre in the schools, the use of theatre as a means of teaching across the curriculum and in extra-curricular settings, and research on the role of theatre in educational contexts. The new faculty member teach undergraduates and graduates to

- 1) Use teaching methods specific to drama/theatre
- 2) Use drama/theatre to improve literacy and language arts, especially as related to the Common Core Standards in English Language Arts
- 3) Use drama/theatre to develop social, emotional and collaborative skills
- 4) Use drama/theatre to enhance literacy and language learning with linguistically and culturally diverse student populations

We recommend that the new line be a joint appointment to Theatre and Dance and LLSS, with a particular focus on theatre as an art form based in the written language of the play script, the oral language of performance, and incorporating the visual elements of design.

Position profile

If the position is approved, we will seek a faculty member who can contribute broadly to undergraduate and graduate programs in creative drama, children's theatre, playwriting with and for young people, and theatre teaching methods, and research in theatre education. Depending on their expertise, successful candidates could:

- 1) Teach courses for those preparing to be theatre teachers as well as courses focusing on theatre as means of learning for those preparing to teach other subjects.
- 2) Work with outreach programs to elementary and secondary school teachers in Albuquerque, central New Mexico, and across the state.
- 3) Help develop a single MA degree in Theatre Education to be shared by the two departments, building on the strengths of what are now two separate MA degrees.

Rationale

Historically, Theatre Education has been housed in the Dept. of Theatre and Dance. The program has been on hiatus since the retirement of its major professor in 2010. This new position would reconfigure this area so it is shared by the two departments that have a stake in its future.

Undergraduate Programs. Both colleges/departments have a twenty-five year history of collaborating to prepare pre-service teachers for the Elementary Language Arts endorsement, Elementary Theatre Endorsement, BA in Secondary Education with Theatre endorsement, and BA in Theatre Arts with Secondary Licensure. The Theatre and Dance Department offered the core theatre courses, while COE provided the professional teaching courses.

Enrollment in the theatre undergraduate and graduate classes (THEA 415/515 Theatre for Education and Social Change, THEA 418/518 Creative Drama, THEA 419/519 Children's Theatre) was always robust, with 2/3 of the students coming from the College of Education, and 1/3 from the Department of Theatre and Dance.

Enrollment in 2010 (the most recent year during which the program was fully active) averaged 20 students per section. An additional Theatre course would be THEA 444/544 Outreach Company.

Graduate Programs. The 500-level of these courses also served two MA degrees, an MA in Secondary Education with license with theatre as a teaching field in COE, and a non-certificated MA in Theatre Education and Outreach in T&D. As stated above, a joint position would allow for development of a new MA degree that served both LLSS/COE and T&D students in ways that could attract enrollment among both prospective students who knew they wanted to teach in public schools as well as those who wanted to work as Education and Community Engagement directors in professional theatre companies. In terms of enrollment, the Theatre and Dance Department's Theatre Education and Outreach MA program was put on hiatus with the retirement of its major professor in 2010. At that time, that MA was the largest of the graduate degrees in Theatre and Dance with between 5-7 students annually. Many applicants for that program wanted a terminal degree. Rather than developing a third M.F.A. degree in Theatre and

Dance, a shared position would provide a platform for strong links to the LLSS doctoral program.

New Courses in LLSS. The new faculty member would take the lead in the development of new LLSS courses focusing (depending on their expertise) on such areas as Theatre Across the Curriculum; Theatre in Multilingual School Contexts; and Arts-Based Methods of Educational Research. It is also possible that the existing Theatre courses could be cross-listed.

Writing/Literacy. The Department of Theatre and Dance offers both undergraduate and graduate courses in playwriting and has a strong history of outreach to elementary and secondary teachers and their students in APS, through its playwriting-in-the-schools program called *Wrinkle Writing*. The Department of Language, Literacy, and Sociocultural Studies provides courses on the teaching of writing for pre-service teachers and also supports area teachers through professional development focused on the teaching of writing, academic literacy, and the role of writing in the new Common Core Standards. A joint position would be able to weave together these related but currently separate writing outreach efforts in a way that would enrich both.

Language and Culture. During this time of educational reform, the arts in school have been marginalized. This is especially problematic New Mexico where the arts can serve as key means of connecting language and literacy in school settings with home and community linguistic and cultural resources. A new position in Theatre Education could help to revitalize the role of the arts in New Mexico schools and help build degree programs and a scholarly agenda focusing on the linkage between theatre, language, literacy, and community.

ANSWERS TO THE QUESTIONS IN SECTION OF THREE OF THE PROVOST'S MEMO OF APRIL 30, 2013

1. Enhanced research productivity:

The new position will provide opportunities for research on theatre education, especially theatre education in K-12 contexts. Faculty and graduate students will be able to draw upon the resources and expertise of the College of Fine Arts and the College of Education. The role of arts in education is an important area of scholarship, particularly in this time of education reform. Part of the reason the arts have been marginalized in school is because institutions of higher education have not adequately supported the arts-education connection. This position would raise the profile of research on the arts in education in the University and in the State.

Additional productivity benefits include:

- Developing a stronger link to the PhD program in the Dept. of Language, Literacy, and Sociocultural Studies as T&D has no terminal degree in Theatre Education. Students seeking graduate degrees in theatre education have completed degrees through LLSS in the past. For example, Erin Hulse, the Theatre Arts coordinator for the Albuquerque Public Schools, is currently an LLSS doctoral student.

- A faculty member in this joint position will be able to apply for grant funding from the U.S. Department of Education that are usually much larger than those available in the field of theatre. That faculty member can bring a theatre focus to grant proposals where research has proven that embodied learning that includes emotional and social aspects increases learning.

2. Enhanced academic strength of department

The new faculty member will strengthen the course and degree offerings of both departments by:

- Preserving, improving, and avoiding duplication in the existing MA degrees focusing on Theatre Education:

Dept. of Theatre and Dance

MA in Theatre Education and Outreach

Dept. of Language, Literacy and Sociocult. Studies (in conjunction with the Dept. of Teacher Education)

BA in Secondary Education with Theatre Endorsement

MA with Licensure in Secondary Education with Theatre Endorsement

MA in Literacy and Language Arts

- Combining T&D's strength in teaching theatre as an art form and theatre-specific teaching methods with LLSS's strength in language arts and literacy education as well as related areas such as Bilingual/ESL education.
- Consolidating and building upon school and community contacts for better placements of graduate and undergraduate students in student teaching and teaching artist positions.

3. Improved graduate and undergraduate graduation rates

- Elimination of the current confusion for Theatre Education students in choosing which of the two programs to enroll in and better advisement.
- Regular offering of courses necessary for graduation from programs that require Theatre Education courses.

4. Increased graduate and undergraduate enrollments (with targets)

- The core Theatre teaching methods classes have historically been fully enrolled every semester, consisting of 1/3 theatre students and 2/3 LLSS students. The target would be to return to the 2010 level of 20 students per section offered.

- The T&D MA in Theatre Education and Outreach was the oldest and best enrolled of all T&D graduate programs. (5-7 students annually). That strength could be built on and improved by joining forces with LLSS. The target for a new joint MA would be to return to the 5-7 students graduating annually with a strong possibility of 10 students annually after the program has matured.
- New courses in LLSS related to Theatre Education will also attract students who seek to include this area in their studies.

5. Enhanced cross-college and interdisciplinary work

- Both LLSS and T&D have strengths in the teaching of writing that would be enriched by bringing playwriting into LLSS and bringing increased focus on literacy to T&D.
- More broadly, the role of theatre in language arts and literacy and in related areas such as Bilingual/ESL education would be enhanced.
- Both LLSS and T&D have strong community outreach that would benefit from cross-fertilization. The T & D production season of performances in Rodey Theatre and the Experimental Theatre would reach a new audience of students in the College of Education who may not hear about those performances, as well as in the community through contact with Albuquerque Public Schools

6. Improved quality of teaching/mentoring

- Same as points under question 2 above

7. Increased diversification of the faculty

- LLSS has a strong tradition of seeking out and hiring diverse faculty. The written parameters and search process for this position would continue that tradition.

Appendix 16

Provost Reports

CPAC White Paper Final
EPAC Final Report
Vision of COE Future Final



COLLEGE OF EDUCATION PROJECT

WHITE PAPER ON TEACHER AND SCHOOL LEADER PREPARATION

SUBMITTED TO:

UNM PROVOST'S MANAGEMENT TEAM

And

THE OFFICE OF THE PROVOST

SUBMITTED BY:

COMMUNITY PARTNERS ADVISORY COMMITTEE

May 2014

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I. BACKGROUND

In the Fall of 2013, the University of New Mexico (UNM) Office of the Provost called upon individuals from across the state representing classroom teachers, school administrators, four-year colleges, tribal schools, teachers' unions, non-profit educational organizations, government agencies, and the business sector to serve on a Community Partners Advisory Committee (CPAC). The role of the CPAC was to provide information, analysis and opinion on what is needed in teacher preparation and school leadership programs to best serve the needs of New Mexico communities in educating our youth.

This was part of a broader effort to develop a vision of what the future of the UNM College of Education (CoE) might look like. Other groups were similarly assembled to provide their expertise and advice: an External Professional Advisory Committee (EPAC) comprised of noted educational professionals from across the United States; and, the Provost's Management Team (PMT) comprised of faculty and administrators from the UNM Colleges of Education and Arts & Sciences. The PMT was charged with integrating input from the CPAC and EPAC, as well as UNM faculty, to design a plan for the future College of Education. That plan will be submitted to the Office of the Provost in the Summer of 2014.

The CPAC effort culminated in this white paper. This document is not a comprehensive review of the College of Education, but rather a view of how teacher and school leadership programs - in partnership with communities – can best prepare those who will serve in our schools.

From October 2013 through January 2014, several conference calls were held with CPAC members to provide an overview of the College of Education project, as well as, to gather and review literature and data in multiple areas (such as, teacher preparation programs, NM educational demographics, and current educational research). CPAC members identified specific areas they felt should be addressed in teacher and school leadership preparation programs and then individuals self-selected to work in teams to address those areas.

In February 2014 a half-day work session was conducted with CPAC members to begin work on the white paper. The topics the CPAC chose to address were grouped into five broad areas as follows:

- Teacher Preparation – Content
- Teacher Preparation – Pedagogy
- Leadership
- Community Partnerships & Outreach
- Induction – Support for new teachers

Over the next two months, teams worked on drafting portions of this paper including developing specific recommendations in each area. The entire document was then reviewed and approved by the CPAC for submission to the PMT. This document is not intended to be a research paper but rather an articulation of concerns and ideas from experienced and dedicated individuals working in various settings in New Mexico whose communities and organizations are intimately connected and impacted by the education field. The recommendations submitted herein are offered with the intent of supporting and partnering with the UNM College of Education in preparing the highest quality teachers and school leaders for New Mexico.

The CPAC recognizes that some of the recommendations may require reconfiguration of existing programs, reallocation of resources or establishing new initiatives. Additionally, support and collaboration will be required from beyond the CoE, including the UNM administration, the New Mexico Public Education Department, the state legislature, school districts, and local communities.

The goal of improving education for New Mexico's children is easily agreed upon. How we allocate resources to enable that to happen, will determine if we are successful and measure our commitment to that goal. We must establish a framework and a climate conducive to collaboration and enable institutions to be flexible in their approaches and implementation of programs. That change is a journey best walked together. It is only through our collective voices and efforts that the education enterprise can be transformed to serve the needs of future generations. We are deeply committed to building healthy communities and an educational system that inspires our youth.

A list of the 25 CPAC members with biographies can be found in Section VII of this document.

II. TEACHER PREPARATION – PEDAGOGY

A. Differentiated Instruction

Context: A common theme in most of the instructional audits done in Albuquerque Public Schools (APS) was the need for differentiated instruction. Given the high percentage of New Mexico students who are either ESL, students with disabilities, or students of color, teachers need strong preparation in the following areas:

- best pedagogical practices for ESL students
- best pedagogical practices for Students with disabilities
- best pedagogical practices regarding cultural proficiency

Combined, learning how to best address the needs of all of these students will produce rich, rigorous, and highly differentiated lessons that allow students multiple entry points and ways to engage with the curriculum.

ESL students

All teachers should learn about how a second language is acquired. Their lesson plans should clearly explain the modifications they will provide for ESL students, such as graphic organizers, visual aids, word walls, sheltered language instruction, GLAD strategies, Cornell notes, Think-Pair-Share, etc.

Students with disabilities

Similar to ESL students, all teachers should learn about how a learning disability impacts academic achievement. Their lesson plans should also clearly explain the modifications they will provide for SPED students, such as graphic organizers, hands-on activities, manipulatives, chunking of texts, marking the text, etc.

Culturally Proficient Instruction

It is essential that students, especially boys of color, receive classroom instruction that addresses their identity, learning styles and community's worldview. All teachers should learn about Gardner's multiple intelligences and other culturally-rich learning processes. Lesson plans should reflect ways to engage a variety of modalities, such as using rhythm, music, and movement in daily routines, using collaboration and inquiry through protocols like Socratic Seminar and philosophy chairs, and explicitly teaching "soft skills" like organization that are critical to creating a positive learning environment.

These practices are best practices for all students. Not surprisingly, there are many overlaps among the three categories—using word walls addresses visual learners, ESL students, and students with disabilities, for example.

Recommendation:

Teacher preparation programs should identify the top (10-20) pedagogical practices that have the most impact on the learning needs of ESL, SPED, and students of color and ensure that teacher candidates exit the prep program with a robust understanding and facility using these practices.

B. Advancement Via Individual Determination

Advancement Via Individual Determination (AVID) is a college-readiness system designed to increase the number of students who enroll in and complete a degree at four-year colleges, focusing on students in the academic middle. The formula is to raise expectations of students. Originating at the high school level, the program now serves grades 4-12, through the AVID College Readiness System (ACRS) for elementary and secondary schools and AVID for Higher Education (AHE) for colleges.

AVID serves to level the playing field for minority and low-income students, as well as students who may be the first in their families to potentially attend college. The AVID program serves to support its students by teaching and reinforcing study and organizational skills (Cornell note-taking, 3-ring binder with labeled dividers, etc.), encouraging students to take more rigorous and challenging classes, providing skills necessary to succeed in college (public speaking, team building skills, interaction with professors, etc.), and ultimately preparing them for success at a four-year university/college. AVID students have skilled tutors, often college students studying to be teachers or studying one of the major subject areas, to help them with their studies. Students are taken on field trips to local colleges and universities throughout the program to familiarize them with some options. The projects planned are rich in content, cooperative learning, and applications that simulate "the real world" after high school. Community service is advocated throughout the program; students are expected to be active members of their community. This program helps these students to excel and consider all of their options. Students are given the resources to help them apply for scholarships and grants and to colleges and universities of their interest. AVID is not a "remedial education" program; instead it is a program designed to provide whatever support may be lacking for at-risk students who possess academic potential, but who may not be working to the best of their abilities.

Currently AVID is a district-wide initiative for Albuquerque Public Schools (APS), BIE and tribal schools and many other districts across the state.

Recommendation:

Teacher preparation should include exposure to the AVID program. Upon doing so, teacher candidates will learn best pedagogical practices as well as strong school culture. CPAC members can bring in AVID directors from various districts to be guest presenters. APS and others are willing partners.

C. Teacher Preparation for Native Communities

New Mexico has 22 sovereign nations that number approximately 220,000 as well as sizable urban populations in towns around the state. Native people make up well over 11% of the state's population. There are 2 Apache nations (Jicarilla and Mescalero), the 19 Pueblo nations (Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, Sandia, Santa Ana, Santa Clara, San Felipe, Kewa, San Ildefonso, Taos, Tesuque, , Zia, and Zuni) and the Navajo Nation. Each is a sovereign nation with its own government, culture, and traditions that is influenced in a unique way by the modern world it intersects. The tribes all have a special government to government relationship with the state and federal government which means that tribal leadership should meet with the highest level of government leadership.

The UNM College of Education is situated in an area from which they can draw much expertise in Native cultures and can become the premier research institution for Native American education. While it is noteworthy that recent history has established UNM as a significant contributor to educating Native peoples in terms of conferring degrees, there is still more effort needed in ensuring a pathway for highly qualified teachers and school leaders to support education in tribes across New Mexico.

Recommendation:

The College of Education should develop curricula, instructional strategies, and research that address the following topics in teacher and school leader preparation programs:

- *Understand the protocol for working with the unique status tribes have as sovereign nations;*

- *Develop a meaningful understanding and a deep respect for the core values and cultural backgrounds of Indian students;*
- *Incorporate both formal academic learning and traditional cultural learning experiences for Indian students by using the context of native life at every opportunity;*
- *Encourage and ensure the maintenance of native languages;*
- *Provide rigor in student learning to prepare Indian students for college, life and community leadership grounded in the context of New Mexico; and,*
- *Identify strategies to engage parents and tribal leaders meaningfully in the education of their children, including participation in community events that may extend beyond the school-day schedule.*

D. Student Teaching Field Experiences

Developing well prepared teachers for today's classrooms is more essential and challenging than ever. Programs and outreach must attempt to attract high achieving students who are intelligent, energetic, and passionate about teaching. Teacher candidates must be held to high standards that will prepare them with academic and pedagogical skills. Preparation requires student teacher candidates to have a rigorous academic foundation as well as extensive experience in today's multicultural and inclusive classrooms. Student teachers need to have as much supervised experience in classrooms as possible beginning early in their education preparation. Responsibility for quality experience depends on the student teacher, the cooperating teacher, the assigned classroom, the school, the school of education and the university supervisor.

Teacher Preparation Programs

Teacher preparation programs require a number of observation and pre-service experiences of all education students. Students are continually evaluated as to their academic ability and disposition suitability to be successful in teacher preparation programs. Students who are unable to pass the state mandated exams or who do not achieve the required grade point averages are counseled out of the teacher preparation programs. The exams assess basic knowledge, content specific knowledge, and teacher competency knowledge. Elementary students must also pass an exam over teaching reading.

When students have completed all their general education and teacher preparation requirements, the students are eligible to complete their capstone experience under supervision of both a cooperating classroom teacher and a university supervisor in their specialization- early childhood, elementary, bilingual education, special education or secondary

education with an academic major. The student teaching experience requires a semester of 14 to 16 weeks minimum.

The teacher candidates typically begin their experience observing in the classroom and gradually assume duties and responsibilities for instruction. The teacher candidates are expected to assist and take over the duties for which the cooperating teacher has responsibility. The duties may include supervision of the arrival and departure of students, lunchroom supervision, playground supervision, hall duty, planning periods, etc. In addition, student teachers are expected to attend meetings, such as faculty meetings, discipline or grade level meetings, professional development, parent-teacher meetings, and other assigned trainings or meetings. Student teachers may also participate in parent-teacher conferences and IEP meetings if permitted. Student teachers are also encouraged to attend School Board Meetings.

Classrooms, Cooperating Teachers and the School

The cooperating teacher is critical to the experience and success of the student teaching experience. Qualifications for the cooperating/mentor teacher requires that teachers hold a New Mexico Level II license and have three to five years of classroom experience. Cooperating teachers should be selected for their competence, experience and willingness to mentor student teachers for a semester. Cooperating teachers should be master teachers and not teachers who need scaffolding and assistance. Principals should also be experienced and demonstrate leadership and be an active observer and participant in the student teaching experience.

Schools that accept student teachers should have procedures such as fire drills, weather and other safety guidelines clearly stated and frequently practiced. Handbooks should clearly outline health regulations for handling sick students or accidents. Dress codes and other information should be made available to the student teacher so that they are able to follow required rules and procedures. School personnel, teachers, and parents should be notified in advance that a student teacher has been assigned to the classroom.

The School of Education and the University Supervisor

Schools of Education are nationally accredited which sets standards of quality for the preparation of teachers. Protocols and procedures for the preparation of teachers are clearly articulated and outline the general education, discipline requirements and pre-service experience in classroom settings. Ideally the university has a relationship with the schools that student teachers are assigned. Frequently, individual schools or districts require memorandums of understanding (MOUs) detailing procedures and expectations.

Individuals assigned to supervise student teachers as a representative of the university should be oriented as to the expectations and requirements of the accreditation agency. Ideally university supervisors will have had a prior relationship with the student teacher candidate and have relevant classroom experience. The role of the university supervisor is to mentor as well as assess the performance of the student teacher in content instruction, classroom management, student assessment, as well as human relations skills. Student teaching is the capstone experience in completion of the academic program and determines future success of the candidate.

In summary, student teaching is the capstone experience in completion of the academic program and determines potential and future success of the candidate. To paraphrase a familiar saying, “it takes a joint effort of the community formed by the university and the schools to prepare teachers of excellence and competence.”¹

Recommendations:

- *Teacher candidates will be highly intelligent, energetic, motivated, and passionate about teaching.*
- *Student teachers will have extensive classroom experiences throughout their education preparation with master teachers and administrators in excellent schools to promote future teaching success.*
- *Schools hosting student teachers will have developed procedures and guidelines, in collaboration with the CoE, to ensure that student teachers will have excellent professional preparation.*
- *University schools of education will provide knowledgeable and experienced supervisors to collaborate with cooperating teachers in the schools to mentor and instruct student teachers in their capstone experience.*

III. TEACHER PREPARATION – CONTENT

E. Cultural competence and social justice in Teacher Education Programs

Teacher education programs must critically examine the content of their programs and systematically evaluate what their prospective teachers must know and do while being prepared to teach in a diverse world.² Education should not be a replication of inequities

¹ Loughran, J. (2007). *Developing a pedagogy of teacher education: Understanding teaching and learning about teaching*. New York: Routledge.

² Ladson-Billings, G. (2001). *Crossing Over to Canaan. The journey of New Teachers in Diverse Classrooms*. And,

where one point of view is exclusive; on the contrary, education must embrace a transformative view point where students' home cultures or community "funds of knowledge" in the day-to-day curriculum of their schools is incorporated.³

Villegas and Lucas (2002)⁴ indicate that intercultural pedagogical principles must be incorporated in a successful teaching program. The authors argue about six salient characteristics of culturally responsive teaching. Teachers must have a sociocultural consciousness, which means that they must critically examine their own sociocultural identities and the inequalities between schools and society that support institutionalized discrimination. Teachers must be conscious and have respect toward students from diverse backgrounds since that impacts their learning, their belief in self, and their overall academic performance. Teachers must have commitment and skills to act as agents of change which means that they must have skills for collaboration for and dealing with chaos. That is, they must assist schools in becoming more equitable over time. Teachers must believe that all students are capable by providing scaffolds in what students know and what they need to learn; they should have a constructivist's view of learning. They must learn to know the world of their students in order to build relationships and use such information in the context of teaching and learning.⁵ Teachers must use culturally responsive teaching strategies, in order to examine the curriculum from multiple perspectives and build and create an inclusive classroom environment. Teacher candidates must embrace high expectations for student performance and be capable in strategies for how to achieve it.

Student failure should not be blamed on the parents; this approach often perpetuates lower expectations and opportunities for certain students. Consequently, teachers need to examine their own methods, their biases, students' needs, language obstacles, cultural differences, family problems, psychological difficulties, learning styles, and backgrounds. Thus, it is essential to know their students and the backgrounds they bring with them to school before the teacher can determine why they are not doing well. Teachers need to empower relationships with

Ladson-Billings, G. *Preparing Teachers for Diversity: Historical Perspectives, Current Trends, and Future Directions* in L. Darling-Hammond and G. Sykes (eds.), *Teaching as the Learning Profession: Handbook of Policy and Practice* (pp.86-123). San Francisco: Jossey-Bass, 1999. And, Ladson-Billings, G. *Toward a Theory of Culturally Relevant Pedagogy*. *American Educational Research Journal*, 1995, 35, 465-491.

³ Haberman, M. *The Pedagogy of Poverty vs. Good Teaching*. *Phi Delta Kappan*, 1991, 73 (4), 290-294. And, Haberman, M. *Star Teachers of Children in Poverty*. West Lafayette, Ind: Kappa Delta Pi, 1995.

⁴ Villegas, A.M. & Lucas, T. (2002). *Preparing culturally responsive teachers: Rethinking the curriculum*. *Journal of Teacher Education*, 53(1), 20-32.

⁵ Heath, S.B. *Ways with Words*. Cambridge University Press, 1983.

diverse parents and community members so that parents can feel a trusting and comfortable environment in the schools and be taught how to help their children's education.⁶

Teachers need models of how they might challenge the status quo of inequitable assessment practices, incorporate students' cultural knowledge into the school curriculum, and work with parents and community activists for social change in the larger community.⁷ They need multiple and meaningful field observation trips to culturally diverse school settings. Additionally, teachers need to be provided an orientation from the communities themselves in order to truly gain insight on the community's worldviews. They need to create relationships with the communities and community members in meaningful ways. They need to engage in self-reflections about their own biases, to develop respect for the differences, and to approach teaching from a multicultural perspective. Gay (2002)⁸ suggests that a powerful tool could be keeping journals of their actions, attitudes, and interactions with their colleagues and students in order to enhance their ability to embrace and affirm diversity of their students.

Teacher education programs influence how their graduates will approach their teaching of diverse students⁹. So, programs must take a deep, systemic, purposeful approach to preparing teachers for social justice teaching of diverse students.¹⁰ This in turn, would produce student teachers who understand the complexity of what it takes to successfully teach a diversity of students.

Recommendation:

Education programs for teachers and school leaders should have an orientation with multiculturalism and social justice embedded throughout the curriculum, so as to develop a more comprehensive approach to inclusion and diversity.

F. Science, Technology, Engineering and Mathematics

The information age has led to an increased dependence on technology for all aspects of life. Employment depends upon the ability to use technology, even if a person's job is not in the

⁶ Aaronsohn, L. *Learning to Teach for Empowerment*. Radical Teacher, 1992, 40., 44-46



⁷ Pajares, M.F. *Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct*. Review of Educational Research, 1992, (62(3), 307-322.

⁸ Gay, G. (2002). *Preparing for culturally responsive teaching*. Journal of Teacher Education, 53(2), 106-116.

⁹ Shulman, L. *Knowledge and Teaching: Foundations of the New Reform*. Harvard Educational Review, 1987,57, 1-22.

¹⁰ Wilson, S. "The Secret Garden of Teacher Education". Phi Delta Kappan. 1990, 72, 204-209.

information sector. Therefore, it is critical that effective instruction in science and mathematics commences at the earliest grades. In this context, effective instruction means that the teacher must possess knowledge of science and mathematics consistent with the level of instruction. It is important for Elementary school teachers to be knowledgeable of the scientific method, essential elements of general science, and mathematics. Mid-school teachers should have an enhanced knowledge of science and mathematics so they can explain aspects of chemistry, biology, physics, and other scientific sub-disciplines, and be able to demonstrate fundamental physical laws through experimentation and by using mathematics through Algebra. The challenge of teaching High School science is much greater, as teachers of science and mathematics must possess sufficient knowledge of their subjects to prepare students for university majors in science and mathematics.


“We live in a society exquisitely dependent on science and technology, in which hardly anybody knows anything about science and technology. We have also arranged things so that almost no one understands science and technology. This is a prescription for disaster. We might get away with it for a while, but sooner or later this combustible mixture of ignorance and power is going to blow up in our faces.”
– Carl Sagan


To prepare students for science and mathematics curriculum in college, a High School teacher’s knowledge of science and mathematics must be at a level where they can teach, evaluate, and challenge students. The consequences of teachers at any level (K-12) teaching science or mathematics who demonstrate a lack of subject matter expertise is severe. At best, students face a lack of preparedness for college science and mathematics coursework; at worst, they become disinterested in science and mathematics and lag behind their peers in educational attainment and career opportunity.

A report by the Conference Board of the Mathematical Sciences (2001) offers guidelines for teachers’ mathematics preparation.¹¹ The board’s guidance is based on available scholarship on mathematics education and the judgment of professional mathematicians. The report offered three specific recommendations:

1. Prospective elementary grade teachers should be required to take at least 9 semester-hours on fundamental ideas of elementary school mathematics.

2. Prospective middle grades teachers of mathematics should be required to take at least 21 semester-hours of mathematics, [including] at least 12 semester-hours on

¹¹ The National Council on Teacher Quality (Greenberg and Walsh, 2008) also developed recommendations to guide programs, which address the content knowledge teachers should acquire, the need for higher admissions standards, the need for an assessment suitable for establishing that graduating teachers have mastered the requisite knowledge, the importance of linkage between content and methods courses as well as fieldwork, and the qualifications of mathematics teacher educators. The guidelines are based primarily on studies of course syllabi used in preparation programs.

fundamental ideas of school mathematics appropriate for middle grades teachers.

3. Prospective high school teachers of mathematics should be required to complete the equivalent of an undergraduate major in mathematics, [including] a 6-hour capstone course connecting their college mathematics courses with high school mathematics.¹²

In regards to the preparation needed for teachers to provide students with the instructional opportunities they need to develop science proficiency the following attributes are essential:

- grounding in college-level study of the science disciplines suitable to the age groups and subjects they intend to teach;
- understanding of multifaceted objectives for students' science learning;
- understanding of the ways students develop science proficiency; and
- command of an array of instructional strategies designed to develop students' learning of the content, intellectual conventions, and other attributes essential to science proficiency, also known as pedagogical content knowledge.¹³

The College of Education relies upon the College of Arts and Science for preparing teachers at all levels for science and mathematics instruction. In this context, the College of Education and the College of Arts and Sciences are in a customer-supplier relationship. In business, it is the responsibility of the customer to identify requirements and hold accountable the suppliers to meet their requirements. Both Colleges must collaborate to deliver the highest possible product – teachers who fully embrace STEM and can engage today's youth in scientific inquiry.

Recommendations:

The College of Education should:

- *clearly identify the minimum set of requirements for teachers (at all levels) in science and mathematics;*
- *communicate the requirements to the College of Arts and Science faculty who will be teaching courses likely populated by education majors.*

The College of Arts and Sciences should:

- *model instruction that teachers would employ in the classroom;*

¹² *Preparing Teachers: Building Evidence for Sound Policy*. Committee on the Study of Teacher Preparation Programs in the United States, Center for Education, Division of Behavioral and Social Sciences and Education. National Research Council. The National Academies Press. 2010. pp.115-116.

¹³ *Ibid.* p. 150.

- *assure that their faculty and curriculum meet those minimum requirements and/or identify where they do not, which may require establishing tailored science/math courses for education students only, i.e. teaching high school mathematics.*

G. Integrating Technology into Instruction

Technology is omnipresent and touches all aspects of our lives. The oldest students in today's high schools were born several years after the introduction of cellular telephones and the World-Wide Web. Students have grown up in a world where technology is ubiquitous, and have an expectation that technology will be used in education to enhance and amplify the educational experience. This expectation is for all subjects, not just for science and mathematics.

Studies¹⁴ have found that a technology rich classroom allows for a personalized level of learning by giving teachers more options and tools to cater to each student individually. Teachers and students who are trained in the use the technology, can access many tools to track growth, provide extra resources, and accelerate learning based on each student's unique pace. Examples include:

- Simulations and Modeling - Digital simulations and models can help teachers explain concepts that are too big or too small, or processes that happen too quickly or too slowly to demonstrate physically in the classroom;
- Global Learning - students can set up language lessons with a native speaker who lives in another country or participate in physics lessons via a webinar. The opportunities for bringing the world into the classroom are limitless.
- Virtual Manipulatives - there are virtual manipulative sites¹⁵ where students can play with the idea of numbers and what numbers mean and learn about the relationship between fractions, percent and decimals by changing values or moving items around.
- Immediate and Personalized Assessment - teachers can collect real-time assessment data from their students. When a teacher gives out an online assignment, s/he can track students' progress, how much time each spends on each question, and whether their answers are correct? With this information, s/he can decide what concepts students are struggling with and reinforce concepts either for the class as a whole or for

¹⁴ Eric Klopfer, Scot Osterweil, Jennifer Groff, Jason Haas (2009). [The Instructional Power of digital games, social networking and simulations and How Teachers Can Leverage Them](#). The Education Arcade, Massachusetts Institute of Technology.

Sandholtz, Judith Haymore; and Others. [Teaching with Technology: Creating Student-Centered Classrooms](#).

¹⁵ [National Library of Virtual Manipulatives](#).

sub-groups of students with similar problems. This provides students with immediate feedback and speeds learning.

- Adaptive Learning - an approach utilizing computers as interactive teaching devices. Software programs adapt the presentation of educational material according to students' learning needs, as indicated by their responses to questions and tasks. An example is [Knewton](#), which promises that it can make recommendations for the next step students can take *across* digital textbooks that use its platform, perhaps advising a student struggling with math word problems that he or she may want to tackle some reading instruction first. Adaptive learning programs endeavor to transform the learner from passive receptor to collaborator in the learning process.¹⁶ Adaptive Learning platforms can be hosted on the Internet for use in distance learning and for team or [group collaboration applications](#).
- Storytelling and Multimedia - Having children learn through multimedia projects¹⁷ is an excellent form of project-based learning that teaches teamwork and motivates students to create something that their peers will see. In addition, it incorporates the use of technology into a habit for lifelong learning that is integral to the world outside of the classroom.
- E-books – Getting some students to read can be a challenge. One alternative may be the use of E-books to entice those students to read. It comes in a platform that they may be more accustomed to and E-books are evolving to include graphics, motion, video and audio.
- Epistemic Games – Essentially role-playing games that place students in roles like city planner, journalist, or engineer and ask them to solve real-world problems¹⁸.
- Probes and Sensors - Collecting real-time data through probes and sensors has a wide range of educational applications¹⁹. Students can test pH with a pH probe, compute dew point with a temperature sensor, observe the effect of pH on MnO₃ reduction with a light probe, or note the chemical changes in photosynthesis using pH and nitrate sensors.

Another benefit of technology in the classroom is the effect it has on engaging students in the learning process. In traditional teaching (lecturing, working from a textbook, taking notes, etc.) students often fall into a passive role. When technology is involved, students are more likely to be engaged in their own learning. Educational technology can foster focus among students and

¹⁶ Paramythis and Reisinger. "[Adaptive Learning Environments and e-Learning Standards](#)". Electronic Journal of eLearning 2004.

¹⁷ [The Storytelling Exchange and Tech Tales](#)

¹⁸ [University of Wisconsin Epistemic Games Group](#)

¹⁹ Carolyn Staudt (2011). [Innovative Technology in Science Inquiry Project](#). The Concord Consortium.

accommodate students who learn independently as well as to those who are more collaborative.

Integrating technology into instruction also changes the way teachers teach, and offers teachers the opportunity to reach different types of learners and assess their understanding of content via multiple means. It also offers an educational experience based upon a context familiar to the student. Integrating technology into instruction can bridge generational and social divides that often separate teachers from their students. It can also make instruction fun and can enhance the teacher-student relationship.

A major caveat with the integration of technology in instruction is the possibility of commercialization or marketing activities under the guise of “free or reduced cost” of technology products (hardware and software) to schools. School-based marketing is a high priority for some companies and may come at a cost to the integrity of school/district educational programs.²⁰ Many districts have not addressed this issue, but teacher candidates should be aware that it exists.

Improving education as a whole will require that education will work for every student. Technology can offer tools for ensuring access for all students, even those with special needs, to quality education. Used well and judiciously, technology in the classroom need not pull students out of the face-to-face interaction with peers and teachers that contribute to human social development.

Recommendations:

- *The CoE should be aware of best practices for integrating technology into instruction and incorporate these best practices into the educational curriculum. Because technology is constantly evolving and rapidly improving, the CoE should continually reassess how they are teaching the use of technology in instruction and update as appropriate.*
- *The CoE should ensure that all graduates are technologically literate and able to incorporate the use of various technologies in classroom instruction (recognizing that there are areas of New Mexico with limited access to some technology platforms).*

²⁰ Natasha Singer. *Technophilia: A Data Collector Drops Out*. New York Times, April 27, 2014

- *Teachers and school leaders need to understand how to use technology for student assessment and for communication/interaction with stakeholders (students, parents, and the community at large).*

IV. LEADERSHIP

H. Building on evidence to support and expand successful programs

The College of Education can build upon a current program, the Alliance for Leading and Learning (ALL), funded by the U.S. Department of Education School Leadership Program. Current efforts on preparing an ALL program cohort have generated successful results. The ALL program has focused on three areas of support for a) Aspiring principals; b) New principals; and c) Experienced principals. Within the existing program, graduates of the program have a one year of commitment to the Albuquerque Public School District (APS), preparation courses are co-taught by UNM Education Leadership program faculty and experienced APS principals, and students are required to complete one semester as an intern (full time) at a school other than the school where they have taught.

Recommendations:

- *We endorse expanding on the success of the ALL program statewide, particularly in Native American and Hispanic communities. See section J below for how the ALL Program can support alternative licensure for school leaders.*
- *The College of Education should also serve as a clearinghouse to evaluate other leadership preparation models that may be applicable in New Mexico.*

I. The role of public universities in leading change

Given the position of the University of New Mexico as the flagship institution of higher education in the state of New Mexico, we must embrace our identity and lead the change in public education statewide. While the State and local districts have an undeniably important role in administering schools, there is ample room for UNM to lead in innovation thinking that is place based and tailored to the needs of our local communities.

In relation to capacity building for educational leadership in New Mexico, we must lead through informing policy and practice through sound and reliable research that is rooted in the uniqueness of our communities. This quantitative and qualitative research applies to transforming our current schools and building new models that can emerge from design thinking. Our schools have not changed in any significant way for at least 75 years. While we are transforming the current institutions, we must also establish a new paradigm that allows for schools that are radical departures from our current frame of reference. The University is uniquely positioned to lead this work because it is an inherently inter-disciplinary institution. Our best minds from medicine, business, architecture etc. are assets that could be employed to build a new consciousness about what is possible. UNM must lead through informing policy and practice through sound and reliable research.

Inherent in the school design dilemma is the desperate need for leadership and training programs that are relevant and responsive leaders that serve the unique and diverse population of New Mexico. Creating a highly professionalized and activist teaching core is fundamental to meeting our challenge. The practitioner's vantage point is vital and giving them the ability to advocate for system-wide changes is imperative. This means that we must intentionally develop our teachers to move from implementing other people's ideas to elevating them to professionals that generate solutions to our stickiest problems.

Emphasis should be placed on preparing school leaders that develop innovative approaches to leadership rooted in the needs of stakeholders and the community. Innovative mental modeling and partnerships with local businesses and industry were seen as a strong place to start with this work. The University of New Mexico must focus on preparing school leaders that can foster relationships and joint efforts to build educational programs.

Partnerships are central to this charge and it is our responsibility to the public. We need to lead courageously, through identifying and addressing the needs of New Mexico. To be concise we must offer practical, research-based solutions to educational problems throughout the state. This must be central to the reimagining of the college, as well as leadership preparation. This process requires moral and political courage. The goal is to transform rather than reform.

Recommendations:

- *Create an inter-disciplinary design center in the Provost's Office to explore new "Mental Models" for schools and for community engagement. This initiative would be carried out in collaboration with the College of Education, the School of Medicine and other UNM units that have established or are willing to establish partnerships with and in the community.*

- *Provide teachers in training the ability to advocate for their own profession. Teach them how to positively influence the education policy and political environment in which they operate.*
- *Engage the research faculty in projects that reflect the most creative new thinking in the profession. Give them the charge to base their research in partnerships with practitioners. Empower them to root their research in the actual work of schools and the give them the responsibility to disseminate the practices that improve the lives of young people.*

J. OPAL for Principals—Alternative Licensing Proposal for Filling School Leadership Positions

Context: With the shortage of licensed principals on the horizon, we need to create multiple alternative pathways for teachers to seek administration licensure with the intent of removing some of the current professional requirements while focusing on professional competencies and outcomes.

Before an Intern License is issued, the applicant must have:

- Bachelors, Masters, or Doctorate degree
- Level 2 or higher NM Teaching License or serve in a rural or high need area in New Mexico and have the recommendation of the School Leader to seek licensure as early as having two years of teaching experience (in order to be competitive with neighboring states)
- Letter of Recommendation (generated by PED) from Superintendent/designee/Charter School Executive Director or Principal
- Letter of intent to undergo online portfolio process
- Proof of enrollment in Principal Internship program (out of UNM School of Ed/NM School Leadership Institute/NISN). This program could be modeled on the current ALL program with APS. The program should include an intense residency experience aimed to transition the candidate into a full time School Leadership role in New Mexico upon completion of residency or while serving as a school administrator

If a prospective candidate meets all of the above requirements the PED would issue a 3-year non-renewable Administration Intern License. During the 3-year period of Intern Licensure (before it expires), an applicant must obtain and do the following:

- Proof of passing the NM Teacher Assessments: Educational Administrator test

- Proof of successfully completing Principal Internship training in five core HOUSSE areas: Instructional Leadership, Communication, Professional Development, Operations Management and Scope of Responsibility. PED pays for half of tuition; the Intern pays for the other half. Intern commits to serving in NM public schools for 2 years upon completion of the program.
- Serve as Assistant Principal for two full years while holding Intern License or School Leader in a charter or turnaround school in high need districts
- Complete online portfolio that includes evidence of administration competence in the five core HOUSSE areas that is collected from actual Assistant Principal experience, as well as other professional experience in the areas of the private sector, non-profit/government sector. Applicant would use the current PED rubric for HOUSSE competencies.
- Letter of Approval (generated by PED) from Superintendent/designee/Charter School Executive Director or Principal that includes at least one Effective rating of the applicant using the PED's Principal evaluation framework.

Recommendation:

UNM should partner with PED and APS and other districts to create an OPAL pathway for administrative licensure.

V. COMMUNITY PARTNERSHIPS & OUTREACH

K. Family Engagement

Family engagement is at the core of student educational success and educators must be prepared to make it a central part of the schooling experience for students and families.²¹ The traditional methods of family engagement, for example, Parent Teacher Associations (PTA's), booster clubs and parent-teacher conferences are important, but not enough to address the most pressing educational challenges of our times. A meaningful engagement process includes a process that reaches far beyond the school building and reaches the most vulnerable families in the district.²² For meaningful family engagement to take place in a school district leadership

²¹ [Harvard Family Research Project](#)

²² Erika Beltrán. Preparing Young Latino Children for School Success: Best Practices in Family engagement. National Council of La Raza, No. 24 Issue Brief. 2012

is needed from all stakeholders including, the principal, teacher, staff and parents at the school.²³

The following components are essential for an effective school district family engagement strategy.

- Meaningful engagement around child’s well-being and academic progress/success
- Sees families as equal partners in education
- Welcoming and transparent environments
- Open dialogue and communication between schools and families in home language of families
- Welcomes parents in classrooms to observe and participate
- Welcomes constructive partners including criticism and praise
- Provides space for parents to self-organize and shares power with parents
- Supports strategies that reach most vulnerable families and encourages their engagement.
- Embraces a critical race perspective that encourages teachers to understand historical and present privilege, oppression, trauma, and resiliency.
- Encourages a school environment of respect for cultural histories and present realities moving beyond the pluralist approach, which focuses on fairs, food, fun, and folklore.²⁴

Recommendations:

The UNM College of Education (COE) can best prepare educators for effective family engagement by:

- *recruiting COE students that mirror the demographics of New Mexico K-12 students;*
- *ensuring that all students are exposed to critical race theory throughout their coursework at the COE and at minimum take one critical race theory focused course; and,*
- *provide students a community learning experience with a theoretical and experiential basis including applications to curriculum, policy, research methods, and pedagogical strategies.*²⁵

²³ [APS Family & Community Engagement Policy](#)

²⁴ Charles Jenks, James O. Lee, Barry Kanpol. Approaches to Multicultural Education in Preservice Teacher Education: Philosophical Frameworks and Models for Teaching. [The Urban Review](#), June 2001, Volume 33, [Issue 2](#), pp 87-105

²⁵ [UNM TeacherCorps](#)

L. Community Engaged Scholarship

Ideally, community engaged scholarship integrates the traditional domains of research, teaching, and service and is increasingly being embraced as central to the academic mission of Institutions of Higher Education. Indeed some view it as a transformative approach for universities and communities to jointly address issues of inclusiveness, collaboration, and validation of multiple sources of knowledge and experience in public problem solving by demonstrating equality of respect for everyone who contributes to knowledge generation, analysis and dissemination, as well as community building.²⁶

The UNM CoE is in a unique position to engage with American Indian and Hispanic communities to develop rigorous community engaged scholarship partnerships that could serve as models for the rest of the nation. Recognizing that developing these partnerships is time and labor intensive the CoE must have adequate institutional and professional resources to address and solve educational challenges facing New Mexico communities through collaboration with these communities. It can be an investment that provides for systemic change.



In 2001, the University of Denver formally adopted language in its vision statement that commits the institution to becoming a great private university dedicated to the public good. As a means to achieving this vision, the provost has provided an annual fund of \$100,000 to promote and increase community engaged scholarship through the Center for Community Engagement and Service Learning.

Recommendation:

Establish research initiatives, in collaboration with the community, that advance our understanding of educational approaches, particularly in Hispanic and Native American communities.

²⁶ Saltmarsh & Hartley, To Serve a Larger Purpose - Engagement for Democracy and the Transformation of Higher Education, 2011, p. 17.

M. Developing community-based career pathways

The central concept behind Grow Your Own (GYO) Teacher programs and similar recruitment and preparation programs has been to engage racially diverse populations - students and their families - with the goal of having more teachers come from and look like the communities that the schools are serving. In 2010, the Ford Foundation provided funding for an initiative with the National Latina/o Education Research Agenda Project (NLERAP) on a National Grow Your Own Latina/o Teacher Preparation Pipeline to develop highly effective teachers through innovative partnerships of community organizations, higher education institutions, and school districts. The Illinois legislature funded 12 GYO²⁷ sites that have successfully placed teachers recruited from paraprofessionals, parents, and community members in low-income communities. A recent comprehensive evaluation of the program indicates tremendous success beyond initial expectations. Below are findings from both a pilot evaluation and the culminating comprehensive evaluation of the program.²⁸

In 2012, 275 GYO and Pre-GYO candidates attended college, in addition to full-time employment and family responsibilities, and yet have achieved an average GPA of 3.3, and of the 70 graduates placed in teaching positions, 85% come from racially diverse backgrounds, and 42% are in hard-to-fill positions in bilingual, special, math, and science education. Further evidence shows that these community-university partnerships are improving teacher preparation overall, as demonstrated by the comprehensive evaluation conclusions below, which should be seriously considered if such a program should take place in New Mexico.

1. Grow Your Own Illinois has successfully created a pipeline of highly qualified teachers of color. GYO teachers enter their classrooms with a high level of teaching skills, and exhibit positive and effective behaviors that are likely to result in increased student achievement.
2. Few of the GYO teachers would have become teachers if the GYO program did not exist. Thus, GYO provides opportunities for a unique pool of qualified, dedicated individuals to teach in low-income schools.
3. GYO higher education partners and coordinators have improved recruitment strategies which are more likely to result in GYO teachers remaining in the program, earning teacher certification, and finding employment in hard-to-staff schools. Most important is recruiting candidates with adequate basic skills competency.

²⁷Grow Your Own Illinois found at <http://growyourownteachers.org/>.

²⁸OER Associates LLC Technical Report No. 1011: Grow Your Own Teachers: An Evaluation of Teaching Effectiveness; 8/19/2012.

4. GYO teachers are enthusiastic about teaching and are committed to continuing to teach in their schools for many years to come. They have strong links with the students, parents, school staff, and community.
5. GYO teachers make strong contributions to the community beyond their teaching assignment. Many are involved in out-of-school community activities. Many demonstrate commitment to social justice and advocacy both within their own community and throughout the state.
6. GYO teachers are better prepared to teach than many other beginning teachers. They excel in many areas, including: curriculum and instruction, assessment, knowledge of content, classroom management, and teacher/student interaction. Their highly rated qualities of teaching match the levels of more experienced teachers.
7. Many factors positively affect GYO teachers' success as beginning teachers, including shared race/ethnicity/culture, entering the teaching profession as a second career, being a parent themselves, and being involved in the community.
8. GYO teachers enter classrooms well-prepared to teach, however some graduates' skills could be strengthened in the following areas: promoting purposeful student-student interaction for learning purposes, varieties of instructional strategies used, and stimulating students' creativity. While most GYO excel in classroom management and organization, others are working to improve these skills. The external evaluator notes that these skills are ones that frequently challenge even seasoned teachers.
9. GYO teachers communicate and interact successfully with their students' parents, and collaborate well with other teachers in the school. They are comfortable using assessments to gauge student achievement and to plan instruction. Most intend to further their education either via master's degrees or endorsements; many are currently enrolled in master's degree or endorsement programs.

The shortage of underrepresented minority teachers is well documented. Areas with chronic shortages and/or high teacher turnover rates include many rural and tribal communities across New Mexico. It is incumbent on the UNM College of Education to actively recruit and retain Hispanic, Native and other underrepresented candidates in their teacher education and school leadership programs. Ideally these candidates would be drawn upon from the very communities most in need.

The UNM College of Education can establish itself as a premier institution that Hispanic and Native students are drawn to, not only for teacher preparation and school leadership licensure but for scholarly research that draws upon their expertise as well.

Recommendations:

Teacher Preparation Programs should:

- *Actively recruit Hispanic and American Indian teacher and school leader candidates from the communities of the students.*
- *Reach out to underserved communities on reservations, rural and urban settings to conduct in-service training and provide current information on best practices in culturally relevant education.*
- *Form partnerships with schools for training of teachers in the settings where underrepresented populations reside.*
- *Provide scholarships, internships, graduate fellowships, cohort programs and other opportunities for preparing teachers and school leaders in education and school leadership.*
- *Create a pathway for teaching assistants who are from the rural communities to complete teacher degree programs.*
- *Be willing to extend educational programs onsite for those communities who are geographically isolated or have limited to no connectivity to technology infrastructure.*
- *Partner with existing programs that promote and encourage the teaching profession.*

VI. INDUCTION

N. Rethinking Teacher Induction: How to Expand Teaching Exposure and Professional Support

The CPAC Induction Work Group recommends a new definition for induction, which would be built on an extensive partnership between the College of Education (COE) and local schools. We propose that induction no longer be limited to beginning teachers or teachers in their first years on the job. Instead, we envision a multi-year pathway from teacher education coursework to licensure and first jobs, placing prospective and new teachers as well as COE faculty in local schools, establishing a real-world curriculum for the teaching profession. Embedded in these relationships are certain fundamental principles: interdependence, teaching labs, model teaching, intentional placements, and ongoing support for new teachers.²⁹

²⁹ It should be noted that the fundamental tenets of this approach, albeit with some specific modifications, should also be applicable to the development of school leaders and teacher leaders.

Recommendation:

The CoE should partner with school districts to expand services and support beyond preparation for licensure to ensure that new teachers are retained in the profession.

O. Interdependence

Teaching in New Mexico presents particular challenges and opportunities: cultural and linguistic diversity, disproportionate income distribution, low child-welfare indicators, low college completion rate, a high number of students with special learning needs, a commitment to bilingualism, and a variety of public school structures to address a range of student populations. In order to understand this unique teaching landscape, prospective teachers need to be exposed to teaching models in multiple school settings that demonstrate successful strategies, programmatic strengths, “turn around” efforts, or particular challenges.³⁰

As a fundamental core structure for reinvigorating the pathway to instruction and leadership, we recommend the selection of “host schools” or “teaching centers” where COE faculty can conduct classes in collaboration with classroom teachers and with the cooperation of school leaders in these schools. Ideally, these “teacher leaders” would receive a stipend for opening their classrooms for instructional modeling, sponsoring experiential assignments for COE coursework, mentoring student and new teachers, designing professional development workshops, and collaborative action research projects with COE students/ COE faculty/new teachers.

In student teaching, co-teaching is an arrangement in which two or more professionals deliver substantive instruction to a diverse or blended group of students in a single classroom. Two educators (teacher candidate and cooperating teacher) work together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Three APS schools (Bandelier, Sierra Vista, and Sandia Base Elementary Schools), and the UNM CoE have established the CoTeaching Collaborative Schools (CTCS)

³⁰ Albuquerque is home to a thriving small school industry, with over 55 charters and several magnet schools. Many of these schools have incorporated very innovative approaches to school design as well as instruction. There are also a few schools that already have deliberate partnerships with UNM and CNM which focus on the training and mentoring of student teachers, administrative interns, and social work interns. Because these small schools, by design, offer somewhat of a Petri dish environment for experimentation, the COE should be intentional in incorporating a thoughtful utilization and networking of these spaces in order to expose growing teachers and leaders to different ways of work and potential areas for action research.

project to provide field experiences to 10-15 students (teacher candidates) enrolled in an educational program leading to New Mexico elementary teaching licensure.

A CTCS is unique in that the teacher preparation work is collaborative and co-constructed. A UNM teacher education faculty member (referred to as 'embedded faculty') works at the school site a minimum of one full day each week. The embedded faculty member teaches the EDUC 400: Student Teaching in the Elementary School course on-site, meets regularly with cooperating teachers and school-based administration, conducts formal and informal observations of teacher candidates, and serves as a liaison. Teacher candidates at CTCS become integral parts of the school and community.

Thus far, the evaluation of CTCS indicates that all participants benefit from this model (the students, the cooperating teachers, the embedded faculty, and the teacher candidates).

Three semesters make up the teacher-candidate's practicum experience and require more time and rigor than is experienced in typical UNM fieldwork placements. Candidates spend two full days at the school site during their first semester with one participating teacher and another teacher and grade level is assigned for the second and third semesters. Placement in the second semester includes three full days, and during the third semester a full week of student teaching each week. Teacher candidates are placed in two distinct grade levels to give each teacher candidate the experience of teaching in two classrooms that they may not have had the opportunity to do given a traditional program. The variety in grade levels will also enhance the teacher candidate's exposure to curriculum, teaching styles, and students.

By experiencing the real life of a teacher, candidates join the school community including classroom planning and preparation, parent-teacher conferences, school-community-wide events, after-school programs and many other activities. Teacher candidates are responsible for both planning and implementation of the co-teaching strategies in coordination with their cooperating teachers. CTCS sites and UNM work collaboratively to design and implement this model. A UNM faculty member is assigned to the CTCS to provide consistent support, clinical coursework and feedback for the developing teachers. This "embedded faculty member" is on-site a minimum of one full day each week during the first and second semesters, and up to two full days a week during the third and final semester of student teaching. The Co-Teaching strategies include: One Teach- One Observe, One Teach- One Assist, Station Teaching, Parallel Teaching, Supplemental Teaching, Alternative or Differentiated Teaching, and Team Teaching. Cooperating Teacher participation is completely voluntary. Teacher candidates usually begin with One Teach–One Observe and or One Teach-One Assist and progress to Team Teaching although, the development is not linear in execution, as co-teachers are meeting curricular,

instructional, and individual classroom needs. Cooperating teachers agree to provide additional planning and support of their teacher candidates in addition to their regular teaching responsibilities.

Additional goals of the Co-Teaching Collaborative are to mitigate "praxis-shock," or the feeling of being underprepared that many new first-year teachers report, and to increase the professionalism of the cooperating teachers by providing mentorship to teacher candidates. An important outcome of the program to increase the quality of education the students are receiving as a result of the voluntary collaboration and commitment between the school site administration, UNM faculty, participating teachers and their teacher-candidates.

Expanding access to this network of CTCS to teachers in their early years of teaching and beyond would be a wonderful way to foster a shared University-School space beyond induction, ultimately lending more credibility to the field of teacher preparation and professional development. In addition, because CTCS-like collaboratives already exist in some of the smaller, mission-driven schools, like Amy Biehl High School, the Native American Community Academy, and ACE Leadership, there are shovel-ready spaces that allow for the intentional expansion of such "teaching-centers" into the middle and high school realms without significantly taxing COE resources. These schools and others like them have also been designed with significant amounts of professional development time and dedicated resources for teacher training built into their schools calendars and budgets—a fact that makes them logical first-step partners to the COE given the current resource-scarce environment.

Recommendations:

- *Expand existing UNM-led collaborative co-teaching centers (CTCS) into middle school and high school.*
- *Create new, cost-effective collaborative teaching and practitioner research centers within certain charter schools that have organized around greater time for professional development and a commitment to innovative teaching and ways of work.*
- *Utilize teaching centers to advance the experimentation and dissemination of cutting edge instructional practice, especially for educating diverse student populations and students with varied learning approaches.*

P. Teaching Labs

We recommend that the COE build into their courses a “teaching lab” component, beginning with the Introduction to Teaching class. Unlike the Professional Development School model, these “teaching labs” could take place at UNM, the “host school” sites, in other learning environments, or online. A “teaching lab” credit would be added on to the designated courses at UNM throughout a prospective teacher’s program of study, and “teaching lab” assignments could be included in a portfolio related to the investigation and demonstration of the nine teaching licensure competencies. The former UNM-Santa Fe Intern Program for post-baccalaureate teaching licensure developed a portfolio model based on “teaching lab” assignments conducted in school classroom settings.

Recommendation:

Establish a teaching lab component in teacher preparation that specifically addresses all teaching licensure competencies.

Q. Model Teaching

Teachers at the college level must strive to model excellent teaching. The COE needs to create spaces for faculty to share what and how they teach, and to discuss new mental models for teaching and schooling. Teaching must become a valued part of the COE community—visible, public, documented, something you can talk about to examine for its quality. UNM’s new Center for Teaching Excellence provides a wonderful resource for facilitating such conversations, and UNM’s rhetoric department (Dr. Charles Payne) developed a model for collaborating with high school teachers to compare how they teach writing. The “host schools” would be natural settings for examining K-16 curriculum planning and implementation.

Recommendation:

The COE needs to reach out to UNM classes that provide typical credits for teaching licensure. The goals would be to explore model teaching in the content areas, to strengthen the connections of the COE to the rest of the university, and to elevate the status of teaching as a profession.

R. Intentional Placements

We support the creation of “teacher-friendly contracts” in years 1-3 for new teachers. These could be piloted at the “host schools” or “teaching centers” to assess impacts, such as teacher retention, when contracts include the following work conditions:

- Not placing new teachers with the toughest kids and largest classes with the least support;
- Ensuring placement in centrally located, well-equipped rooms;
- Designating and paying on-site mentors who commit to meeting regularly, to observing and being observed, and to attending professional development opportunities with the new teacher during the year;
- Designating support groups with ongoing exposure to veteran teachers, other new teachers, and mentors outside one’s school;
- Continuing exposure by the COE and “host schools” to teaching and learning innovations;
- Participating in authentic professional development (department meetings, Professional Learning Communities, Critical Friends Groups, workshops, conferences, viewing videotapes of colleagues’ teaching, etc.).

Recommendation:

The CoE in partnership with school districts should help to establish new frameworks that support new teacher retention.

S. Ongoing Professional Support for Beginning Teachers

When new teachers experience success in the classroom and feel support in appreciating and managing the enormous complexity of the job, they are more likely to stay in teaching. To that end, the COE must strive to maintain professional support 1-3 years after a teacher begins working. The NMPED requires that all schools design mentoring programs in order to receive state mentoring money, but the quality is not monitored and the funding irregular. The COE could ensure a quality support model for new teachers to help with enhancing teaching practices, monitoring student learning, and dealing with obstacles. The “host schools” and the COE could provide programming for new teachers and their local mentors before and during each school year. Longitudinal contact with COE graduates would help with evaluating and improving the teacher preparation program.

The UNM/APS partnership for teacher induction and retention provided structured cohort seminars and individual “growth” mentoring, resulting in a Master of Arts in Education degree. This model offers a wealth of experience for helping new teachers deal with the “reality shock” of the first year with its emotional trials and professional challenges. The UNM/APS/ATF partnership for teacher enhancement provides a teacher inquiry model for professional development. Susan Villani (2009) offers ideas in her book *Comprehensive Mentoring Programs for New Teachers: Models of Induction and Support*, and The Illinois Teacher Collaborative website represents a statewide effort to establish a new teacher-mentoring program: <http://intc.education.illinois.edu/home>.

Recommendation:

- *Establish ongoing support for beginning teachers in UNM networks and teaching centers. The support should incorporate the expertise of other, more experienced teachers while incorporating an inquiry approach to instruction and growth.*

VII. Community Partners Advisory Committee Member Biographies

Catron Allred has been the Director of Education Programs at Central New Mexico Community College since 2011 and oversees degrees in Early Childhood Multicultural Education, Child, Youth and Family Development, Teacher Education, and a post baccalaureate Alternative Teacher Licensure program. As Director, she works with other higher education institutions, state agencies, local schools and community partners to advance education initiatives in Central New Mexico.

Ellen Bernstein has been president of the Albuquerque Teachers' Federation in New Mexico, for the past eight years. She was chosen to be Co-Director of the Teacher Union Reform Network in 2007. She previously taught Elementary School for 17 years, earning National Board for Professional Teaching Standards Certification as an Early Childhood Generalist in 1997. Dr. Bernstein earned her doctorate in educational Leadership from the University of New Mexico in 2003, and served for two years as Clinical Supervisor for student teachers. Dr. Bernstein served as a Task Force Member on School Communities that Work - A National Task Force on the Future of Urban Districts at the Annenberg Institute for School Reform; served as Commissioner of the New Mexico Commission on the Status of Women; and served as Chairwoman of the Governor's Council on Teaching.

Kara Bobroff is the Founding Principal and Executive Director of the Native American Community Academy located on the original 1881 campus of the Albuquerque Indian School. She began her educational career teaching behaviorally disordered middle school students in Albuquerque. She served as Assistant Principal in APS at a low-income urban school for two years and for four years at a "Distinguished School" in Marin County, CA. As principal of Newcomb Middle School in 2003-2004, Kara worked with 250 Navajo students and seven different reservation communities in New Mexico. When she became Principal in 2003, Newcomb Middle School was recognized for its academic achievement by the local school board. Kara was recently identified as one of the "Best Emerging Social Entrepreneurs"• in the country and awarded a national Echoing Green Fellowship to establish NACA as one of the first urban academies to support language, culture, health and college preparation for youth. Kara received her Master's in Special Education and an Ed.S in Educational Administration as a Danforth Scholar from the University of New Mexico. She is Navajo/Lakota and was raised in Albuquerque.

Charles Bowyer is the Executive Director of the National Education Association New Mexico with locations at NEA-NM Headquarters in Santa Fe and four field offices in Albuquerque, Farmington, Roswell, and Las Cruces. He served for many years as a science teacher at Los Lunas High School. He holds a Master of Arts in Secondary Education.

Joel D. Boyd is a Harvard-trained educator and school reformer whose career has spanned from the classroom to the principal-ship to the central administration of some of the nation's largest school systems. In 2012, he was appointed Superintendent of Santa Fe Public Schools (SFPS) following a nationwide search by New Mexico's capital city. Prior to relocating to New Mexico, Dr. Boyd served as an Assistant Superintendent with the School District of Philadelphia (Philadelphia, PA) and Principal of Woodrow Wilson Middle School, one of the city's largest comprehensive middle schools. Under his leadership, Wilson Middle School progressed dramatically on several fronts, including across the board increases in student achievement and significant reductions in the racial achievement gaps. Previously, Dr. Boyd served as Special Assistant to the Superintendent with the Miami-Dade County Public Schools (Miami, FL), the nation's 4th largest school district. As a member of the Superintendent's Cabinet, he supported one of the most ambitious reform agendas in the country. During this period, Miami was widely viewed as one of the most successful urban school systems in the nation and was named as a finalist for the prestigious Broad Prize for Urban Education. In 2006, Dr. Boyd was selected as one of just six educators nationally for a fellowship to complete his doctorate at Harvard University in the top-rated Urban Superintendents Program. Dr. Boyd also holds a Master's degree in Education Policy and Management from Harvard University, a Master's degree in School leadership from Wilmington College, and a Bachelor's degree in Education from the University of Delaware.

Casey DeRaad leads the Technology & Education Outreach for the Air Force Research Laboratory in New Mexico. She heads the laboratory's Science Technology Engineering & Math (STEM) education outreach program, Technology Transfer and Small Business Innovation Research programs, and the Phillips Technology Institute. Ms. DeRaad, having earned her Bachelor of Science and Master of Science in Electrical Engineering from the University of New Mexico in 1985 and 1992 respectively, is a 25-year employee of the Air Force.

Veronica C. Garcia, Ed.D - Before becoming executive director of New Mexico Voices for Children, Ms. García served as New Mexico's first Cabinet Secretary of Education (a seven-year term under Governor Bill Richardson). As secretary she advocated for the passage of the state's Pre-K Act and Hispanic Education Act, programs that extend the school year for at-risk children, and rigorous academic standards that were recognized nationally. She also pushed for funding for programs such as school-based health clinics, breakfast in the schools, and elementary physical education. Her decades of work within the state's K-12 education system ranged from teaching in the classroom to principal and regional superintendent in the Albuquerque Public Schools, and to associate superintendent and superintendent of the Santa Fe Public Schools. She also served as executive director of New Mexico Coalition of School Administrators. She has received numerous awards and recognitions including: the National Governor's Association Award for Excellence in State Government, New Mexico Superintendent of the Year, and the Life Time Achievement Award in Education from *Hispanic Magazine*. She is a fluent Spanish speaker and received her Ed.D. in Educational Leadership from the University of New Mexico. Dr. Garcia was also President and CEO of Comprehensive Consulting Services, LLC.

Jami Grindatto - My current role is to direct Intel's Talent Enabling Solutions team who is responsible to attract the talent for my company and deliver new capabilities to fuel innovative growth. Among the many roles at Intel, I led the Software Architecture Design that automates Intel's newest factories

worldwide, was Director of the Americas for Intel® Solution Services, and directed Corporate Affairs in the Southwestern U.S. I have been a member of numerous regional and national executive boards, including co-founder and chairman for Innovate+Educate, a national industry collaborative of F500 companies to drive innovation in the U.S. workforce and education. I love to work with brilliant teams in the non-profit sector that offer different perspectives, new ideas and big challenges to solve together. You will detect an accent when you talk to me - I was born in Switzerland, and played professional basketball in Europe prior to coming to the United States. My wife and I have made our home in New Mexico since 1985, and have 3 awesome kids!

Angelo Gonzales is Executive Director of Mission: Graduate, a cradle-to-career education partnership in Central New Mexico, which is committed to producing 60,000 new graduates with college degrees and credentials by 2020. Dr. Gonzales is also a Research Assistant Professor in the University of New Mexico (UNM) College of Education; chair of the New Mexico After School Alliance Leadership Council; President of the board of the Albuquerque Teacher Federation's Teacher Leadership Foundation; and a founding board member of the New Mexico Learning Alliance. Previously, Dr. Gonzales served as the Associate Director of the UNM Center for Education Policy Research (CEPR), and prior to joining CEPR, he worked for U.S. Senator Jeff Bingaman for over six years. Most recently, he served as a field representative in the senator's Albuquerque office, where he was responsible for outreach to the New Mexico education policy community. In that capacity, Dr. Gonzales helped organize the Albuquerque Dropout Prevention Action Team and was an active participant in community-led education reform coalitions.

Before graduate school, Dr. Gonzales served in the senator's Washington office as a legislative assistant for homeland security, border policy, and immigration; and he has also worked at Sandia National Laboratories and the White House Office of Science & Technology Policy. Dr. Gonzales earned his Ph.D. and M.A. in political science from the University of California at Berkeley, and he holds a B.A. in chemistry from Pomona College. Dr. Gonzales was born and raised in New Mexico and graduated from Albuquerque Public Schools, and he is a founding member and past president of the Del Norte High School Alumni Association.

Gilbert V. (Gil) Herrera is the Director of Microsystems Science, Technology, and Components at Sandia National Laboratories. His responsibilities include the management of 600 person/\$250M research and development center. Among the facilities under his management is the MESA complex, which at \$500M is the largest capital investment in the history of Sandia. From 1997 to 1999 on a leave of absence from Sandia, Mr. Herrera was the Chief Operating Officer of SEMI/SEMATECH, an Austin-based consortium of U.S. suppliers of semiconductor manufacturing equipment and materials. Also on leave from Sandia, he was on the White House Staff of President George H. Bush from 1991 to 1992, serving as an AAAS/Sloan Foundation White House Science Fellow in the Office of Science and Technology Policy (OSTP). He presently serves on advisory boards for the Jet Propulsion Laboratory, the University of Michigan, the Council on Competitiveness, and the Army Science Board. He was awarded the Commanders' Medal for Civilian Service and the Patriotic Civilian Service Award by the Secretary of the Army for his service on the Army Science Board and on other defense advisory committees. He is also a Fellow of the University of Texas Institute for Advanced Technology and a Senior Member of the IEEE.

Daniel J. Howard, Ph.D. returns to New Mexico State University after serving for five years as Dean of the College of Liberal Arts and Sciences and Professor of Integrative Biology at the University of Colorado Denver. Prior to accepting the Dean's position at CU Denver in 2008, he had spent 20 years at New Mexico State University, first as an Assistant Professor of Biology and eventually as Regents Professor of Biology, Head of the Department of Biology, and Interim Associate Dean for Research in the College of Arts and Sciences. Dr. Howard received his B.S. degree from Stanford University where he studied biology and graduated with distinction and honors. He received his M.Phil. and Ph.D. degrees in biology from Yale University. Dr. Howard's research interests focus on species formation, hybrid zones, and the evolution of reproductive isolation between closely related species. His research program was continuously supported by the National Science Foundation from 1990-2012 and he is the author, along with his students and colleagues, of more than 60 peer-reviewed publications. He has been married to Dr. Jenifer Lichtenfels, a pediatrician, for 34 years. They have two daughters, Brittany, who is an Ears, Nose, and Throat Surgeon in her fourth year of residency at the Mayo Clinic in Scottsdale, Arizona and Reid, who is a second year medical student at the University of Colorado School of Medicine.

Romelia Hurtado de Vivas (Romy) was born in Venezuela, South America and came to Portales in 2003. Before joining the faculty at Eastern New Mexico University, she worked in Venezuela at the Universidad de Oriente in Cumana where she taught courses in Reading, Language Arts, writing, ESL theories and methodologies and also Student Teacher Seminars. She also served as the Chair of the Modern Language Department and the Graduate Coordinator. Prior to that, she taught at the Universidad Simon Rodriguez and Santa Elena Middle School in Caracas. Dr. Hurtado is an Associate Professor in ESL and Bilingual courses at ENMU and has been teaching courses in Linguistics, Early Childhood Bilingualism and the TESOL courses.

Her undergraduate degree is from the University of Washington in Seattle, in American Literature and her Masters' Degrees are from: Colorado State University, Fort Collins, Colorado in Teaching English as a Second Language and from Teachers College, Columbia University in New York in the area of Reading. She received her doctorate degree in the area of Multicultural Teaching and Childhood Education from the University of New Mexico in Albuquerque. Her research interests include Paulo Freire's pedagogical viewpoints, childhood bilingualism, literacy and diversity issues, and reading in the content areas.

Mike May is the Principal and Director of Amy Biehl High School, a charter school located in downtown Albuquerque with a mission of service and scholarship. Now in its 14th year, at ABHS every student takes a minimum of two college courses at the University of New Mexico and/or Central New Mexico Community College while simultaneously engaging with adults in their community through service. Outstanding alumni data on college attendance and persistence make clear that ABHS has successfully redefined the value of a high school diploma. Passionate about school reform and school choice, in 2008 Mike founded Albuquerque's first city-wide school choice fair, which now showcases over 38 public schools. He also serves on the Board of the New Mexico Coalition for Charter Schools. A native of southern Virginia, Mike is a graduate of the College of William and Mary and the University of Illinois. He has taught Humanities, Service Learning, German, Spanish, and outdoor education at the university, high, and mid-school levels. Mike and his family moved to Albuquerque in 2000 after living and working

in Honduras. He enjoys spending time with his wife and three sons, coaching and refereeing youth soccer, mountain biking, whitewater kayaking, and standup paddle boarding.

Tony Monfiletto is a native of Albuquerque New Mexico and has worked in school reform since 1990. He earned a BA from New Mexico State University and a Masters in Public Administration with a concentration in Finance from the Maxwell School at Syracuse University. He began his career at the Chicago Panel on Public School Policy helping to promote the restructuring of the Chicago Public Schools. After leaving Chicago in 1993, he joined the staff of the Legislative Education Study Committee in Santa Fe where he specialized in public school finance. In 2010, Tony began work on ACE Leadership High School, the first in a network of the next generation of STEM schools in New Mexico. He was the founding President of the New Mexico Coalition of Charter Schools, and is a former board member of New Mexico Applesseed. In June 2011 Tony was named a Sizer Fellow by The Forum for Education and Democracy, an initiative funded by the Ford Foundation.

Nate Morrison wishes he was a New Mexican, but he's not - he grew up in Massachusetts, where he had the privilege to attend some of the strongest public schools in the nation. Thanks to phenomenal teachers, he had the opportunity to attend Princeton University, where he graduated *summa cum laude* and *Phi Beta Kappa*. The son of a teacher, Nate knew he wanted to teach after graduation, and joined Teach For America – New Mexico in 2008. As a math teacher at Shiprock High School, Nate lived and taught on the Navajo Nation, sponsored the student council, and helped coach a district-championship football team that sent nearly every senior to college. Inspired by the potential of his students in Shiprock and the work being done in the community, Nate joined the Teach For America staff to help build stronger district and community partnerships. Today Nate leads Teach For America's work in both the Four Corners and southern New Mexico, where he manages a staff of eight who support 100 teachers and over 170 alumni. Nate is focused on recruiting more American Indians into teaching, building stronger relationships with communities, and ensuring that teachers are employing culturally-responsive teaching techniques. He lives in Gallup with his wife, Anne, who is in her 6th year in the classroom.

Carolyn Newman has a BA in Psychology and a MA in Elementary education from George Mason University in Fairfax, Virginia. She received a PhD in Curriculum & Instruction with an emphasis in Early Childhood Education and a post-doctoral degree in early intervention from the University of Texas at Austin. Dr. Newman also holds an MBA from New Mexico Highlands University. Dr. Newman has been a school administration and a classroom teacher in kindergarten, bilingual first grade, and in early childhood special education. Dr. Newman has been a faculty member at New Mexico Highlands University for 19 years and is presently Professor of Early Childhood Multicultural Education and Chair of the Department of Teacher Education. She serves on several education advisory boards and is a member of the New Mexico Early Childhood Higher Education Task Force. Dr. Newman is interested in international education and has presented at international conferences and organized study abroad programs. Her research interests involve brain development, early literacy, bilingualism, and pedagogical best practices.

James Olivas is currently a sixth grade teacher at Naaba Ani Elementary in Bloomfield, New Mexico. Not only is he a product of the state school systems, he is a lifelong New Mexican with a vast experience in teaching. Mr. Olivas has taught in public education for nine years and in that time has won several learning grants such as the BP A+ for Energy and PNM Classroom Innovation grants. Mr. Olivas has also served as a teacher scientist by being a part of the Department of Energy Academies Creating Teacher Scientists (ACTS) program working alongside scientists from Los Alamos National laboratory. For a Fort Lewis College outreach program, Mr. Olivas taught pre-service teachers the fundamentals of science instruction. In partnership with San Juan College and the National Science Foundation Advanced Technology Education Grant, Mr. Olivas served as a technical advisor teaching pre-service and service teachers how to integrate technology within the classroom. Mr. Olivas also served as a member of the Presidential Academy in American History and Civics Education; Middle Ground Project whose focus was to improve teaching practices of US history and civics to the Navajo nation and increase reading and writing standards across the curriculum and incorporate the Dine' language and cultural resources. In partnership with BP A+ For Energy Grant Program and the National Energy Education Development (NEED) program, Mr. Olivas served as a training Facilitator teaching teachers across New Mexico innovative science teaching strategies. In 2013, Mr. Olivas was a New Mexico Golden Apple winner.

Linda M. Paul, Ed.D. is the founding Executive Director of the New Mexico School Leadership Institute (NMSLI). At NMSLI she provides training and support to school leaders in the areas of teacher observation and feedback, using data use for school improvement, strategic planning, leadership for the Common Core and instructional improvement. She has facilitated three year-long cohorts of charter leaders engaged in mission-driven leadership, a Superintendent's Academy, provided training on integrating brain research into instruction and on other leadership development topics. She has presented at numerous national and state conferences. Prior to NMSLI, Dr. Paul served as superintendent of the Aztec Municipal School District for eight years. She has been an elementary school teacher and principal, taught at the college and graduate levels and served as Assistant Superintendent prior to her work as superintendent. She holds a B.A. from the University of Arizona and an M.A. and an earned doctorate from Teachers College at Columbia University.

Regis Pecos was born, raised, and is a lifelong member and resident of Cochiti Pueblo. A member of the Cochiti Tribal Council for 28 years, he served numerous times as Lt. Governor and Governor. Regis was one of the first Native Americans elected to a New Mexico local school board. He also served on the Board of the Santa Fe Indian School and chaired the Board for 15 years. He co-founded the New Mexico Leadership Institute, a Think Tank for native people and has served in a number of US congressionally appointed positions. He is currently a member of the Board of Governors of the Honoring Nations at Harvard University and serves as a senior advisor and faculty to the Native Nations Institute of the Udall Center for Studies in Public Policy at the University of Arizona. He has an appointment to the School of Public Policy as an adjunct professor at the University of New Mexico. He is the only Native American member of the New Mexico Judicial Evaluation Commission, an appointment he received by the New Mexico State Supreme Court. He is also a member of the Board of the New Mexico Center for Law and Poverty. Regis, for 16 years, was the longest serving Executive Director of the New Mexico Indian Affairs Office. He was Chief of Staff to the late Speaker Ben Lujan, serving in that position for 12 years. In

January of 2013, Regis became the Director of Legislative Affairs for the Majority Office in the New Mexico House of Representatives and the Chief of Staff to the Majority Floor Leader.

Adrián A. Pedroza is the Executive Director of the Partnership for Community Action, a community-based organization that works to build strong, healthy communities throughout New Mexico by investing in people and families- supporting them to become strong leaders in the community. Previously, Adrián worked with the University of New Mexico High School Equivalency and College Assistance Migrant Programs, which provide educational opportunities to migrant and seasonal farmworkers and their families. In addition, Adrián worked for former U.S. Senator Jeff Bingaman in New Mexico. Under Governor Bill Richardson, Adrián was appointed to the inaugural Hispanic Education Advisory Council. He is currently a Commissioner on President Obama's Advisory Commission on Educational Excellence for Hispanics. Adrián serves on the National Advisory Board for the early childhood school readiness and parent engagement curriculum *Abriendo Puertas/Opening Doors*, and is on the Advisory Board of the NM Center for School Leadership. In 2012, Adrian received the Excellence in Education Award from the National Hispanic Caucus of State Legislators. He holds a B.A. and an M.B.A. from the University of New Mexico.

Dr. Cristóbal Rodríguez is an Assistant Professor of Educational Management and Development in the College of Education at NM State University. Influenced by his professional experiences in secondary and post-secondary education in serving and preparing diverse students for academic success, Dr. Rodriguez' research, teaching, and service interests are on leadership and policies that influence educational opportunity throughout the educational pipeline, particularly for settings with concentrated diverse demographics, such as the U.S. Southwest Borderlands. An example of Dr. Rodriguez' critical approach to teaching and service is the application of equity audits and community/school assessments, with particular attention to linguistically and racially diverse populations in schools through: graduate courses such as Bilingual Education Administration, School Law, and School Finance; and service efforts with Doña Ana Place Matters on Health Inequities, and the Hispanic Education Task Force of Southern New Mexico. Research-wise, in critically examining discourse and emphasizing the central role of framing research questions with the context of social justice, Dr. Rodriguez' epistemological and methodological approaches span across mixed methods towards leadership and policy implications. Such methodological considerations have been applied to: understanding the lived experiences of undocumented high school and college students amidst Texas accountability and financial aid policies, access and success outcomes on Borderland students amidst the Texas Top 10% Admissions policy, and a historical theoretical analysis of early Latina/o student and policy advocacy efforts.

Katarina Sandoval is the co-founder and past Principal of the South Valley Academy, ranked the second best high school in New Mexico by U.S. News and World Report. The South Valley Academy is an APS authorized public, charter school serving grades 6-12. Sandoval recently accepted the position of Executive Director of the Office of Innovation at Albuquerque Public Schools beginning in January 2014. Sandoval will be charged with creating new programs and schools of choice within the district. This will include the design, development and the implementation to improve academic choices for students. She also will oversee the Charter and Magnet Schools Department, which supports district-authorized

charter schools. She holds a bachelor's degree from Stanford University and a master's degree in education from Harvard University. She is an alumna of West Mesa High School.

Linda Schilz - I am passionate about public education and about the state of New Mexico. I have been in education in New Mexico for 30+ years. I have been a special education, early childhood, elementary and college teacher. I have been in administration for 15 years. I am currently in Human Resources with Farmington Municipal Schools. I am honored to work with the universities that provide us student teachers and beginning teachers.

Joseph Henry Suina is professor emeritus at the University of New Mexico's College of Education and former director of the Institute for American Indian Education. He is currently serving in his third term in the Governor's office at Cochiti where he has held the positions of Lieutenant Governor and Governor. He has devoted much of his career to assessing student learning and developing training programs for educators who teach American Indian students. He is also president and chief executive officer of the Cochiti Community Development Corporation and chair of the Cochiti Language Revival Committee. Joseph joined Crow Canyon's Native American Advisory Group in 2008 and became a member of the Board of Trustees in 2009.

Shelly Valdez, President of Native Pathways, is a member of the Pueblo of Laguna Tribe, located in the central part of New Mexico, and Hispanic descent. Shelly has worked in the area of education for 27+ years and has an extensive background in working on indigenous educational topics impacting rural communities. In 1995, Shelly's journey led her to Native Pathways (NaPs), which continues to explore, promote, encourage, and facilitate partnerships with businesses interested in outreaching and partnering with Native communities and providing excellence in quality educational resources. Shelly has a Ph.D. in Science Education and Multi-Cultural Teacher Education from the University of New Mexico.

**The Report of the External Professional Advisory Committee (EPAC)
to the University of New Mexico**

**A Vision for the University of New Mexico's
College of Education as it Charts Its Future Course**

June 2014

The William K. Kellogg Foundation generously supported the External Professional Advisory Committee planning and deliberation process that took place earlier this year.

Preface

This report reflects the consensus opinion of the members of the University of New Mexico External Professional Advisory Committee (EPAC). As such, it incorporates fully the EPAC members' comments and recommendations as developed during the course of the Committee's meeting in Albuquerque, New Mexico, and in their subsequent reviews of earlier drafts. The final report was authored, on behalf of the EPAC, by Howard T. Everson, Eric A. Hanushek, Jane Hannaway, Jennifer King Rice, Richard Sisson and Marybeth Schubert.

The Fulfillment of a Promise: A Report to the American People

A Major U.S. National Newspaper

Dateline of Publication: June, 2020

An Editorial Prelude to the Report:

“It is seven years ago now that this Editorial Board made a solemn commitment to itself, to its readers, and to the American public at large concerning enhancement of the quality of primary and secondary education in our country. This, our sustained commitment, was to follow and report upon accomplishments in three principled areas: 1) the ongoing development of the body of knowledge regarding the fundamental requisites of effective student learning; 2) the substantive education and professional development of our teachers; and 3) the elements of effective college and university organization and inter-disciplinary design essential to support and effectuate the first two intertwined purposes and goals. Our shared endeavor was predicated on these fundamental goals, to which we remain fully devoted. We decided at the outset to let this plan be known to the nation’s outstanding institutions of higher learning and to the governors of our states. We also announced that in the seventh year we would publish a comprehensive report concerning the top colleges and universities that had made the most thoughtful, bold, and consequential efforts in the fulfillment of these principles and goals. As we now look back, we are gratified to find affirmation of our commitment in early academic efforts in thinking, planning, and acting in this regard, including though not limited to a meeting of nationally renowned educators convened at the University of New Mexico in the early Spring of 2014. Such efforts have begun to bear real fruit in forming a new generation of teachers for rising generations of young Americans.

The superior education of the current and coming generations of our young being fundamental to our nation’s future, this Editorial Board speaking as one is proud to be able to publish the following report on the thoughtful and informed plan put into place and the sustained effort and stellar accomplishments achieved by the faculty and academic leadership of the University of New Mexico, a plan and body of achievement that provides a model for the education of teachers in our vibrant and diverse society.”

External Professional Advisory Committee Membership

Almudena (Almi) Abeyta is chief academic officer at Santa Fe Public Schools.

Marta Civil is Frank A. Daniels distinguished professor of mathematics education at the University of North Carolina Chapel Hill. (Did not attend the EPAC meeting that took place March 6-8, 2014.)

Howard Everson is a professor of Psychology and director of the Center for Advanced Study in Education (CASE) at the Graduate School, City University of New York.

Christian Faltis is professor and Dolly & David Fiddymment Chair in Teacher Education at the University of California at Davis, where he is director of the teacher education program.

Jane Hannaway is director and overall principal investigator of the Center for the Analysis of Longitudinal Data in Educational Research (CALDER) at the American Institutes of Research.

Eric A. Hanushek is the Paul and Jean Hanna senior fellow at the Hoover Institution of Stanford University.

Richard M. Ingersoll is the Board of Overseers professor of Education and Sociology at the University of Pennsylvania.

Robert L. King is president of the Postsecondary Education System of Kentucky.

David H. Monk is professor of educational administration and dean of the College of Education at The Pennsylvania State University.

Jessica Zacher Pandya is associate professor in the Departments of Teacher Education and Liberal Studies at the California State University Long Beach.

Jennifer King Rice is professor of education policy and associate dean for graduate studies and faculty affairs in the College of Education at the University of Maryland.

Eunice Romero-Little is associate professor of Indigenous Language Education and Applied Linguistics in the School of Social Transformation/American Indian Studies at Arizona State University.

Rebecca Sánchez is associate professor in the Department of Teacher Education at the University of New Mexico.

Richard Sisson, committee chair, is professor and provost emeritus at The Ohio State University and former senior vice chancellor for academic affairs at UCLA.

Vanessa Svihla is assistant professor in the College of Education, Teacher Education, Educational Leadership and Policy Department, at the University of New Mexico.

Kristin Umland is associate professor in the Department of Mathematics and Statistics at the University of New Mexico.

Arlie Woodrum is associate professor in the College of Education at the University of New Mexico.

Rosita Apodaca of the Institute for Learning at the University of Pittsburgh, Arthur Levine of the Woodrow Wilson Foundation, Deborah J. Stipek of Stanford University, and Angela Valenzuela of the University of Texas at Austin were original members of the EPAC who were unable to serve.

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Introduction¹

This report has its origins in a charge the Provost and Executive Vice President of Academic Affairs of the University of New Mexico, Dr. Chaouki Abdallah, set forth in his letter of appointment to members of the External Professional Advisory Committee (EPAC), requesting the Committee’s help in charting the future of the University’s College of Education. The charge, for example, states:

The University of New Mexico is embarking on an exciting journey to rebuild its College of Education. Our goal is to create a world-class institution. Our purpose in this endeavor is to contribute consequentially to the essential body of knowledge, substantive education, and training of teachers and building principals that is fundamental to elevating the educational experience and achievement of our primary and secondary school students in the United States, and especially in our State of New Mexico.

Our work was inspired by the spirit of this charge, and we are pleased and proud to submit this report. We hope our report aids the University’s leadership and faculty in their pursuit of these noble goals.

Access to a superior education is essential for personal achievement, social equity, and for fostering an engaged community of citizens. As a nation we need to compete in the global economy, and the consensus among policymakers and educators is that American public schooling is not yet up to this challenge. On any given day, the print and digital media offer all manner of reasons for the present state of affairs in public education—pundits point to putative causes, noting everything from too little funding, increasing levels of student poverty, and a less than adequate teaching force—all, undoubtedly, plausible explanations. From an evidence-based perspective, however, research over the past two decades suggests the key ingredient essential for a powerful education

¹ Appended to this report is an *Annotated Bibliography* that compiles and documents evidence from the research literature, including full citations for the works referenced. The bibliography is not intended as a comprehensive search of the relevant literature and ought not be construed as such.

system is having a workforce of effective teachers² and school leaders.³ Teachers, as we all know intuitively, have a strong and lasting influence on student learning at all levels of education. For our nation to be competitive we are reminded, today's teachers must be trained and equipped to educate all students, not just the best and the brightest, to contribute meaningfully to society and their communities. Increasingly, the students in our public school classrooms come from diverse economic, linguistic and ethnic backgrounds even as the teaching workforce remains primarily Caucasian, female and monolingual. Nowhere is this more apparent than in New Mexico.

Here is a portrait about the conditions of education in New Mexico.

- New Mexico has the highest proportion of Hispanic students in the country and the largest Native American population of any state except Oklahoma, giving it deep cultural and linguistic traditions.
- New Mexico is a small state in terms of population, which means that people can forge close working relationships within and across communities.
- There is a resiliency among New Mexicans in spite of life in a remote and rural region, and the infrastructure to support its native scientific, artistic and agricultural innovations has grown up in this state notwithstanding difficult conditions.
- New Mexico has hundreds-years-old cultural mechanisms for non-traditional knowledge acquisition that can be integrated with the traditional school setting.
- There is a long history of ethnically and linguistically diverse New Mexicans serving in public life and as leaders at all levels.
- New Mexico has the highest ranking of any state for Hispanic high-school students passing Advanced Placement exams, and between 2007-2012 its high school graduation rate increase was the greatest in the nation.

² See, for example, Clotfelter, Ladd, and Vigdor, 2007; Kane, Rockoff, & Staiger, 2006; Hanushek, Kain, O'Brien, & Rivkin, 2005; Rivkin, Hanushek, & Kain, 2005; Aaronson, Barrow, & Sander, 2007; Rockoff, 2004; Nye, Konstantopoulos, & Hedges, 2004; Rivers-Sanders, 1999; Wright, Horn, & Sanders, 1997; Jordan, Mendro, & Weerasinghe, 1997; Sanders & Rivers, 1996; Hanushek, 1992; Armor, Conry-Oseguera, Cox, King, McDonnell, Pascal, Pauly, & Zallman, 1976; Murnane, 1975.

³ See, for example, Branch et al. (2013); City et al. (2009); Elmore (2008); Levine (2005).

- At the same time, New Mexico has surpassed Mississippi as the poorest of the fifty states.
- And many indicators do signify that academic performance of students in New Mexico’s public schools system is among the lowest in the nation⁴: For example:
 - In 2013 students’ scores on the National Assessment of Educational Progress (NAEP) “rose slightly across the nation but remained flat or declined a bit in New Mexico. In fact, the state’s fourth-grade reading scores tied with the District of Columbia for last in the nation; eighth-grade reading and fourth-grade math scores were third from the bottom.”⁵
 - And on the 2013 *Quality Counts* report New Mexico ranks at the very bottom on children’s “chance for success.”⁶

Recognizing there are new and extraordinary challenges confronting teachers today, and that they are amplified by the difficult socio-economic conditions in New Mexico, the University of New Mexico (UNM) has committed itself to making a fresh start in the way it prepares teachers through its College of Education. Boldly, UNM has declared that the education and preparation of outstanding teachers is, indeed, a public obligation of a public university. In its pledge to fulfill this commitment, UNM has called on the academic leaders and the faculty in the College of Education (CoE), and in its other academic units, to bring about this change. In doing so, UNM recognizes the need to be at the forefront of efforts to reform teacher preparation programs, a task with real urgency.⁷ UNM has made this commitment in the interests of enhancing the fundamental values of diversity and social quality and protecting the economic fortunes of New Mexico.

⁴ See, for example, U.S. Census Bureau; U.S. Chamber of Commerce *Leaders and Laggards*, U.S. Department of Education, *National Assessment of Educational Progress*.

⁵ *Albuquerque Journal Editorial*, November 9, 2013.

⁶ *Education Week*, “Quality Counts,” 2013.

⁷ See, for example, Council for the Accreditation of Educator Preparation (CAEP) 2013; Monk 2013; National Academy of Education 2013; AFT 2012; CCSSO 2012; National Research Council 2010; Hess 2009; Levine 2006; Darling-Hammond and Bransford 2005; National Academy of Sciences 2004; Carnegie 1986.

Like many institutions of higher education in the United States, UNM has been driven by several disruptive forces to rethink the role of teachers in 21st century classrooms. Research in the cognitive and learning sciences has informed and extended our understanding of how students learn, but this new knowledge has yet to transform teaching practices or the preparation of teachers.⁸ Further, the demands of the *Common Core State Standards* (CCSS)⁹, with their clarion call for higher learning standards in English language arts and mathematics, effectively mean that *all teachers* must possess the skills to teach *all children* higher-order thinking skills, and prepare them “to go on to postsecondary education—an idea that [previously] would have seemed preposterous.”¹⁰ Further still, the demographics of the nation’s classrooms are changing rapidly and are dominated more and more by children who are non-native speakers of English and from low-income families. Adding to the challenge, sophisticated educational methods technologies are altering the dynamics of the classroom itself, and influencing how teachers’ performance is evaluated.

Taking these factors into account, the University’s leadership, as we noted earlier, is committed to becoming a national leader in the preparation of the next generation of teachers and principals. UNM is concerned, in particular, to fulfill its mission to prepare education professionals for New Mexico. The University’s leaders are poised to support the College of Education as it shifts direction and sets priorities to meet this goal.

The Role of the External Professional Advisory Committee

Within this context of new directions for institutional change, the UNM leadership created an *External Professional Advisory Committee* (EPAC) and asked it for counsel and guidance. The EPAC is comprised of 17 education professionals from across the United States who came together to learn about

⁸ “There is very little relationship between the organization of the typical American school and the demands of serious teaching and learning. (Darling-Hammond, 1997; Elmore, 1996; Goodlad, 1984; Sarason, 1993; Sizer, 1984).” From Darling-Hammond and Bransford, eds., *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*, (San Francisco: Jossey-Bass, 2005): 4.

⁹ *Common Core State Standards* (CCSS) have been adopted by 45 states since 2009. CCSS are different from previous standards in several ways. Benchmarked to the actual demands of college and careers, CCSS require us to educate *all students* how to how to reason, write and communicate through evidence.

¹⁰ *Preparing Teachers: Building Evidence for Sound Policy*, National Research Council (Washington, DC: National Academies Press, 2010): 17.

the University's CoE, consider the challenges and opportunities it faces. The EPAC's deliberations were framed by what is known broadly about changing circumstances within university-based teacher preparation programs. The goal was to offer a set of ideas for how the University might better meet its mission to educate teachers and education leaders for New Mexico and the nation.

At the outset the EPAC Chair, Richard Sisson, held extended discussions with the committee members about how the EPAC could most productively organize its efforts and determine the consequential areas in teacher education that need to be addressed. These discussions identified three interrelated "substantive clusters" as being fundamental to the EPAC's efforts: student learning, effective teaching, and institutional design. These three clusters provide the framework for the core of this report. In turn, three subcommittees were established to assume primary responsibility for each of the three substantive areas, each was lead by a chair or co-chairs from within the Committee.

To facilitate common purpose and the integration of effort, the chair developed and circulated an invitation to thought entitled "The Fulfillment of a Promise: A Report to the American People," which is included as a prologue to the report. Also, each EPAC member was invited to suggest consequential studies from the scholarly literature, as well as public reports relevant to each of the areas, including their own published and in-preparation work. An electronic data repository was created to include these documents, as well as additional material developed by the project consultant. This resulted in an *Annotated Bibliography* organized around each of the three substantive areas, and the collection of a number of related study reports. The bibliography is included as Appendix B of this report.

In an effort to allow EPAC members to become more familiar with the University and the CoE, the Chair appointed a visiting EPAC subcommittee and asked them to spend time on the UNM campus and to meet with faculty and academic leaders about this major UNM initiative. This visit occurred in January 2014 and included meetings with both junior and senior members of the College of Education faculty as well as with department chairs, and the Interim Dean of the College. It also included meetings with the University President, the Provost and

Executive Vice President for Academic Affairs, and the Senior Advisor for Strategic Initiatives in the Office of the Provost.

Prior to the subsequent March 2014 meeting of the full EPAC, conference calls were held by the EPAC Chair and the subcommittee chairs, along with the project consultant, to discuss their respective substantive areas and the relationships among and between them. The subcommittee chairs, the principal section writers, arranged a number of conference calls, as well, in an effort to review early drafts and identify the relevant references from the research literature.

The formal part of the March meeting of the EPAC began with a series of meetings of each subcommittee at which time penultimate reports were circulated and presented to the entire committee. The chair of the Provost's Management Team and the Interim Dean of the College of Education were invited to participate and present their views at the meeting. Also, four members of the UNM/COE faculty were invited to serve as members of EPAC, all of whom were also members of the Provost's Management Team—a university-wide group charged with managing reform initiatives at UNM.

The discussions of the EPAC were engaged, open, and grounded in the rich and relevant research literature and trove of public reports on the state of teacher education, advances in student performance, and ideas for charting the course ahead. Deliberations throughout were informed by the expertise of members of the committee. The EPAC also discussed with UNM and CoE leaders the ways in which teacher and leader preparation is thought about and delivered currently at the College of Education.

In the end there was strong agreement among the committee members about the three key proposals that we present in this report. In this spirit and manner, these proposals and recommendations are offered for consideration to the University community when deliberating the future directions of the College of Education. We view these proposals as first steps through which the faculty of the College *will begin* to position themselves as a leading institution in teacher education.

The University of New Mexico’s College of Education studies systematically how its programs foster and teach the knowledge, skills, and dispositions essential for students’ academic achievement and success

Over the past sixty years or so the cognitive and learning sciences have demonstrated that learning is strongly related to what and how students are taught both inside and outside of school (Resnick and Hall 1998). This body of research suggests, generally, that critical thinking and complex communication skills, which lie at the heart of the new *Common Core State Standards*, are useful, indeed essential, tools for success in the 21st century. The research is clear; developing these thinking and communication skills contributes to the social and intellectual development of children.¹¹ At the same time, technology and globalization have altered the nature of the teaching profession, and have reinforced the importance of educational equity in today’s society. This emerging research base, coupled with rapid technological change, has led to a national demand to investigate and improve the effectiveness of university-based teacher preparation programs.

This section of the report is built on the premise of a growing consensus about the general knowledge, skills and dispositions we want all children to acquire, and that there is strong guidance in the research literature about the conditions necessary for these qualities to be cultivated. While the literature does caution that “understanding that teachers are important to student outcomes and understanding how and why teachers influence outcomes are very different,”¹² it also encourages those engaged in the preparation of teachers that they “do not have the luxury of sitting back and waiting for definitive research findings before making efforts to improve their programs.”¹³

These conceptualizations about how students learn have not been incorporated

¹¹ National Research Council. (2000). *How people learn: Brain, mind, experience, and school, expanded edition*. Washington DC: National Academies Press. (See also Resnick and Hall, 1998; Resnick, 1995).

¹² National Research Council (2010): 22.

¹³ David H. Monk, “Reflections on Teacher Preparation,” November 28, 2013 draft, used with permission: 5.

sufficiently well into current teaching practices or teacher preparation programs (Bransford, Stipek, Vye, Gomez and Lam 2009). It is also the case that teacher preparation has not attended well enough to the instrumental roles of technology, assessment, and situational contexts in shaping the learning environment (Darling-Hammond and Bransford 2005).

We believe the evidence presented here, and documented in the *Annotated Bibliography* accompanying this report, lead to firm conclusions about what all teachers must know and be able to do to teach all children effectively. It is up to UNM to demonstrate both vision and courage in establishing how this body of research can be employed most effectively in the fulfillment of its mission to best serve New Mexico's diverse student population.

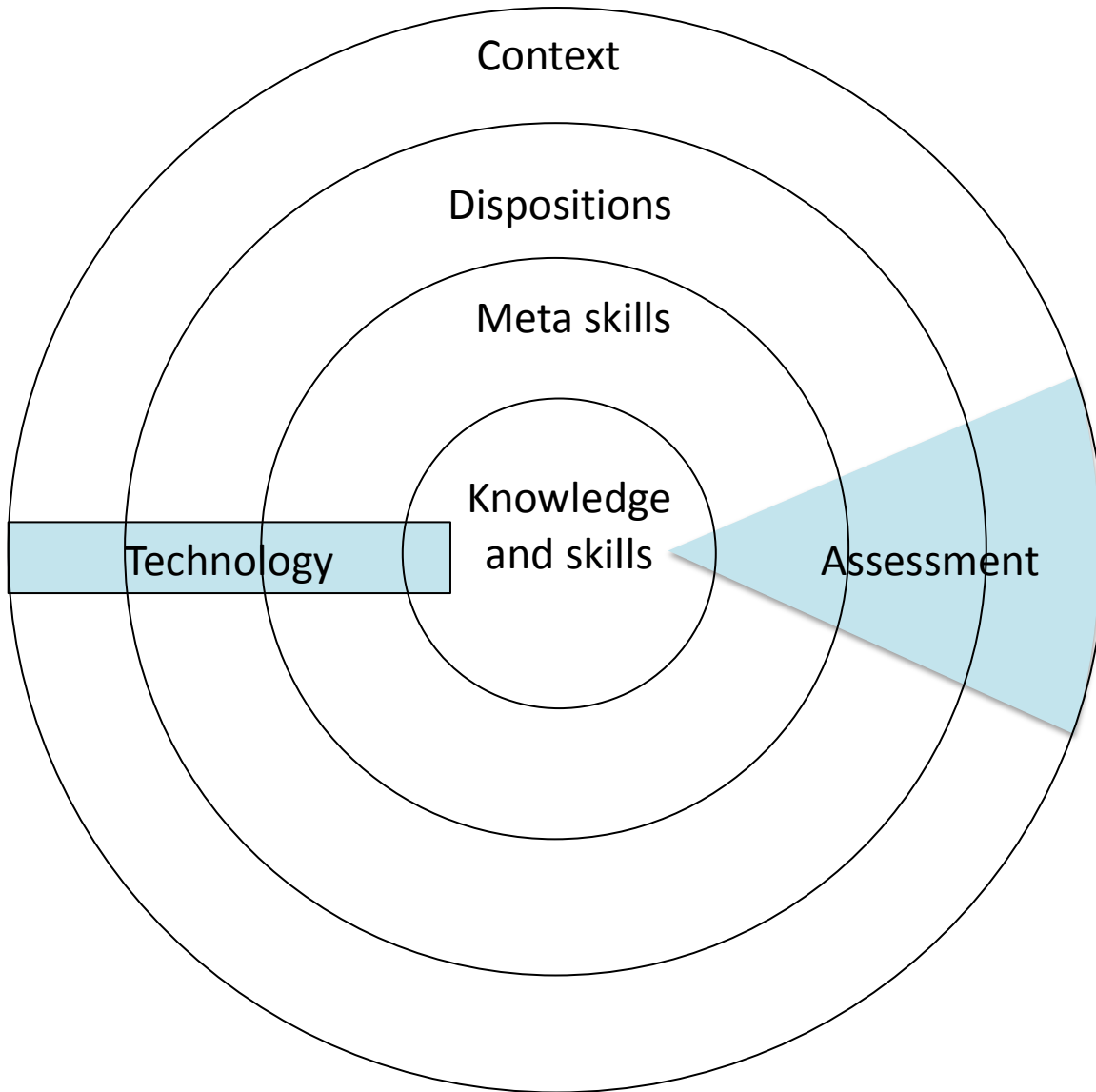
A starting point for re-thinking the roles, functions, processes, and outcomes of UNM's College of Education is to define more sharply the central goals of any college of education: *to produce educators who are fully prepared to provide the opportunity for all students to develop the knowledge, skills, and dispositions needed to be successful citizens.*

In examining this issue of student learning, now and in the future, the EPAC drew on extant literature to construct a schema illustrating the full range of knowledge, skills, and dispositions that teachers should be prepared to cultivate in their students across different academic disciplines and instructional settings. We have relied on the National Research Council's expert definition of the development of competence in an area of inquiry, which requires that students (a) have a deep foundation of factual and procedural knowledge, (b) understand the facts and ideas in the context of a broader conceptual framework, and (c) organize their knowledge in ways that facilitate not only retrieval, but also application.¹⁴ The substance of our thoughts and recommendations is captured in Figure 1. Our schema is depicted by a set of concentric circles, at the core of which are the *knowledge and skills* that students acquire.¹⁵

¹⁴ National Research Council. (2000).

¹⁵ For evidence just from the small sampling provided in our *Annotated Bibliography*, see, for example, Svihla, forthcoming; Ávila and Pandya, 2013; City, Elmore, Fiarman, & Teitel, 2009; Dweck, 1999; Resnick and Hall, 1998; Ball, 1988.

FIGURE 1: A Schema for What Students Need to Know and Be Able To Do, with Implications for Technology and Assessment.



In the first concentric circle surrounding the innermost core are *meta-skills*. Meta-skills reflect the competencies and abilities that equip students to develop the core knowledge and skills, as described above. These meta-skills include the abilities to: (a) communicate (through both listening and expression); (b) critically think and analyze, pose problems, produce and create, think about

thinking and learning (metacognition); and (c) strategically use and develop tools for effective continual learning.

Moving outward, the next concentric circle captures the *dispositions* essential to effective learning that students must develop. These include characteristics such as engagement, perseverance, value for diversity, respect for self and others, and the desire to achieve and realize their capacities to the fullest. Taken together, these are traits and substantive qualities that can be modeled and taught both in and outside of schools. We note, too, that the *Common Core State Standards* explicitly recognize the importance of these behaviors by recommending they be taught across all grade levels in both English and mathematics through defined (and measurable) “practices.”

Surrounding all of these concentric circles is an outer circle that recognizes the critical role of *context* in providing all students the opportunity to develop and acquire the knowledge, skills, meta-skills and dispositions outlined above.¹⁶ Context includes both factors that are beyond the control of schools as well as those that are within the control of schools. Because of the typical organization of public school systems in the U.S., schools have little control over the budget and facilities they are provided, the communities in which they reside, and perhaps most importantly, the students they serve. However, schools do have control over how they respond to these contextual factors and, ultimately must be held accountable for their performance (Sanders and Horn 1998; Sanders and Rivers 1996). School leaders and site educators must capitalize on available resources to provide meaningful educational opportunities for students within their specific contexts.

The two remaining elements of Figure 1 recognize the implications of this construct of student knowledge, skills and dispositions for education technology and assessment. The shaded bar labeled *technology* extends across all four concentric circles, indicating the opportunities for researchers and practitioners to develop and integrate new instructional technologies that may support the

¹⁶ This topic features prominently in our *Annotated Bibliography*. See, for example, Valenzuela and López 2014; Boyle et al. 2013; Romero-Little et al. 2013; Pandya 2012; Romero-Little 2010; Faltis et al. 2010; National Research Council 2010; City, Elmore, Fiarman, & Teitel, 2009; Bransford, Stipek, Vye, Gomez and Lam 2009; Blackwell et al. 2007; Woodrum 2004; Darling-Hammond and Bransford 2005; Civil 2002; Resnick and Hall 1998.

knowledge, skill, and dispositional development of students from diverse backgrounds.¹⁷ Similarly, the shaded area on the right side of the circle labeled *assessment* illustrates that measuring the development of students (and the work of teachers and schools) becomes more challenging as one moves from the center to the outer rings of the figure. While assessing students' knowledge and skills certainly poses challenges, capturing meta-skills and dispositions is even more difficult and costly.¹⁸ These outer rings also raise questions about who should bear responsibility for such assessments, and how reliable standardized assessments can be developed.¹⁹ For example, progress in developing meta-skills requires formative, performance-based assessments and classroom-based observations.²⁰ These approaches to assessment are generally less standardized and more costly compared to assessments of students' knowledge and skills. But it is essential that they be addressed (Pandya et al. 2012; Bransford, Stipek, Vye, Gomez and Lam 2009).

If taken seriously by the University of New Mexico, the construct of student knowledge, skills and dispositions depicted in Figure 1 can change fundamentally the way we prepare teachers and school leaders, and the approaches we use to assess students, teachers, and schools. Such an approach, obviously, has implications for classroom instruction, curricular materials, instructional technologies, and educational practices related to English language learners.

¹⁷ See, for example, Pandya and Aukerman, 2014; Svihla, Kvam, Dahlgren, Bowles, & Kniss, 2013; Hess, 2009; Monk, 2009.

¹⁸ See Stipek, 2013; Elmore, 2010; Black et al., 2004; Clarke and Shinn, 2004; Fuchs, 2004; Hiebert and Carpenter, 1992; Birman et al., 2000; Kennedy, 1998; Cohen and Hill, 1997; Tunstall, 1996; Jones et al., 1994; Hievert and Wearne, 1993.

¹⁹ New Mexico adopted the Common Core in 2010, and in the spring of 2015 it will administer the first round of tests aimed at measuring student achievement on the new standards. Known as PARCC, or Partnership for the Assessment of Readiness for College and Careers, these assessments are being designed in a multi-state consortium of which New Mexico is a part. Millions of students in scores of states have already begun field-testing the PARCC exam.

²⁰ Although it is not yet clear to what extent they will accomplish this goal, the PARCC exams ostensibly are being designed to incorporate performance-based assessments. Under the regimes established by most states for implementing CCSS, evaluation of teacher performance includes structured classroom observation.

For UNM's College of Education, this conceptual framework leads to policies related to:

- how and when students are selected for educator preparation programs (including selection criteria and benchmarks);
- content and experiences in the teacher and principal preparation curricula;
- the kinds of field experiences provided to teacher and principal candidates, and the criteria for selecting mentor teachers for those field experiences; and
- the assessment of the performance of graduates in both the short and long term.

This conceptual framework also has important implications for education research at UNM and elsewhere. The ideas contained in this framework raise important empirical questions in areas that must be addressed effectively, including the following:

- how do we prepare teachers who can cultivate the knowledge, skills, and dispositions outlined in Figure 1, above;
- how can schools effectively respond to contextual factors to provide quality educational opportunities to all students;
- how to develop and employ effective education technologies given student diversity and differing instructional contexts; and
- how best to assess students (in colleges of education and in schools), pre- and in-service teachers, and schools in the current climate of state-mandated teacher evaluation systems.

We have offered a framework for reorganizing UNM's College of Education around a purposeful and deeply research-based mission for teaching students the knowledge, skills and dispositions they will need in the future. We recognize, too, that resources will be needed to make these important initiatives possible, and we call on UNM to provide the necessary support. In the next section we propose what we believe is a groundbreaking means for the CoE to test the efficacy of its programs, and undertake the research and continual improvement that stems from this information.

The University of New Mexico’s College of Education holds itself publicly accountable for the quality of its graduates

The themes running through this section convey that UNM now has a unique opportunity to capitalize on the confluence of various accountability concerns, including those that arise, as we saw in the last section, from new expectations about what all teachers should know and be able to do—and the resultant inferences for colleges of education. The CoE’s decision to self-reflect is motivated primarily to improve educational opportunity in New Mexico. But external pressures from state policy makers and national researchers are challenging UNM’s College of Education, and colleges and schools of education around the country, to become more rigorous in their approach to self-evaluation.²¹ These legitimate questions about performance give the CoE leadership and faculty additional reasons to study the effects its teacher graduates have on student achievement. As suggested in section one, if done well, this evaluation effort will provide the basis for a coherent research agenda for CoE, and it will deliver valuable information to the faculty about how to improve its teacher education programs.

The heart of this proposal is the setting of a new and ambitious goal that can be used not only in communicating the mission and purpose of UNM’s College of Education to outsiders, but also in setting its own operating procedures and, to some extent, its research agenda. Let this be the commitment embraced by the CoE: *The UNM College of Education will hold itself publicly accountable for the quality of its graduates.*²²

As already suggested earlier, both the focus of our report and its recommendations are devoted to finding ways to improve on all fronts. The act

²¹ See, for example, Feuer, Floden, Chudowsky, and Ahn, 2013; Anderson, 2013; Crowe, 2010; National Research Council, 2010; Grossman and colleagues, 2008; Sass, 2008; Levine, 2006.

²² “Ideally, teacher education programs would be evaluated on the basis of the demonstrated ability of their graduates to improve the educational outcomes of the students they teach.” From National Research Council, 2010: 5.

of publicly setting significant performance goals, in our view, is designed to be a catalyst that moves UNM's College of Education ahead in a variety of dimensions.

Adopting this overarching goal obviously presents challenges, but addressing these challenges provides a mechanism for overall improvement by the College. By taking an early national leadership position in the area, UNM's College of Education becomes widely recognized as others contemplate such goals.²³

What is new?

Such a bold statement is simply unique. No school of education has ever declared that it would be responsible for how well its graduates can perform.²⁴ (Indeed, to our knowledge, no university has done this, at least outside of the athletic departments). But there is logic in this proposal. The College of Education is a publicly funded professional school, charged with preparing people to go into a variety of public education jobs where they are expected to perform at a high level.

New Mexico suffers the vicious cycle of poverty and low student achievement. With the commitment to a process that would both produce and demonstrate the value of graduates who can increase student learning in the New Mexico context, the University is signaling its intention to change the game. By carefully describing its goals in terms of the effects of its output, UNM's College of Education is making it clear to all relevant stakeholders—faculty, students, the university, outside groups, and the State—these are its ambitions and this is its commitment.

Because no other school has ever taken this step,²⁵ even though there is wide national recognition that teacher preparation, the teaching profession and student performance all need to be held to new standards, it would immediately

²³ The Council for the Accreditation of Educator Preparation (CAEP) is working on the evaluation of education schools and has been contemplating using graduate performance on the job as an element of this.

²⁴ The Carnegie Corporation of New York did start a program called "Teachers for a New Era" that provided incentives for closer attachment between schools of education and the subsequent employers of their students. See *Carnegie Reporter*, 1(3), Fall 2001.

²⁵ The University of Southern California has a policy (2011) to "hold deans, departments, and institutes accountable with clear, and appropriate, metrics." *Subcommittee Report: Graduate Programs, May 2011*: 3.

put UNM’s College of Education on the national map.²⁶ UNM would get national attention through recognizing that the purpose of its programs is to produce high quality educational personnel that can, in fact, move the students of New Mexico and the nation ahead. “Education reformers have slowly, perhaps even grudgingly, come to agree that instruction has to improve for student achievement to improve.”²⁷

The alternative is that the CoE, eventually, may be pushed strongly in this direction by the State, which is likely to judge the quality of teacher programs in part on the value-added of alumni in the classroom. It is essential for UNM to be a leader rather than a follower in this arena, something that will permit it to be a more important actor in developing the overall state policies.

This goal, and the work associate with its success, requires a strong commitment from the University’s faculty and the College of Education. The faculty must see this as an important task and must embrace the research and the change that is involved. Widespread involvement by the faculty will likely lead to stronger University support, including added resources, while not being involved is likely to lead to future resource constraints and increased University oversight.

What is not known?

Moving forward with this proposal would also introduce uncertainty and ambiguity in the College’s operations, because much of how to accomplish it is undefined when one goes to the details. Resolving these ambiguities through a CoE-driven process to implement it would provide overall structure and coherence to the College and to its own research program, a topic we address in detail in the next section.

The statement that the UNM College of Education will hold itself accountable for the quality of its graduates belies the complexity of this goal. First, at a basic level, it is not entirely clear what “quality of its graduates” means. One view would be that its graduates have a high value-added in teaching, are productive participants in the educational programs of the state, and serve the educational

²⁶ See, for example, Monk, 2013; National Academy of Education, 2013; Council for the Accreditation of Educator Preparation, 2013; National Research Council, 2010; Levine 2005 and Levine 2006.

²⁷ Bransford, Stipek, Vye, Gomez and Lam 2009.

purposes of the institutions that hire them.²⁸ This definition implies that UNM graduates have a positive impact on increasing student achievement, even while recognizing there are factors affecting learning (e.g., poverty; segregation; allocation of resources) that are beyond the College's control. These aspects of teacher evaluation are, themselves, the subject of considerable controversy, although there are both state and national efforts afoot to resolve the ambiguity (Rivkin, 2007; McCaffery et al., 2003; Kane and Staiger, 2002). At times this has been simply decreed by the state legislature, and at other times the process of producing measures for evaluating teachers has been more open. Again, the CoE, by acting quickly and decisively, has the opportunity to be a consequential player in developing the measures and standards that should be applied to colleges of education, not only in New Mexico but in the U.S. Education Department's scheme to model the value-added of the nation's colleges and schools of education. But the College also stands to benefit from the development of scientific evaluation tools that will lead to self-improvement, and contribute refined experiential evidence with respect to accountability for the performance of graduates, as well as to the larger national debate about educational reform and effectiveness. These evidence-based evaluation tools demand access to state-level education databases, and UNM will have to enter into substantive discussions with education leaders and policymakers in New Mexico to ensure access to relevant databases.

Second, it is not clear how to produce high quality graduates, even if the definitions of a high quality graduate are agreed upon. Is it the context of specific coursework? Is it clinical practice? Is it selection into the program initially?²⁹ Existing research does not provide strong guidance on this.³⁰ Having said that, the consideration of these issues and the evaluation of

²⁸ Note that for expositional ease this is all written in terms of the teacher preparation program. The UNM College of Education is a complex organization with multiple different programs and ultimate objectives for its students. We do not attempt to reflect this in the overall thought piece, but filling in these details will be an important element of the actual implementation of any such program.

²⁹ See, for example, Wiliam, 2013; National Research Council, 2010; Evans and Schwab, 2004; Bacolod, 2007; Gitomer, 2007; Hanushek and Rivkin, 2004; Berliner, 1994.

³⁰ Monk, 2013; Hanushek and Rivkin, 2012; National Research Council, 2010; Hess, 2009; Rockoff et al., 2008; Hanushek, 1986 and 1997; Greenwald et al., 1996.

alternatives is precisely what the College’s faculty should be doing.³¹ While course structure and requirements tend to evolve over long periods of time, it is appropriate for the College to re-visit these practices. As we have suggested, under the auspices of the new dean the CoE may wish to undertake a comprehensive effort to develop its “ideal” programs for preparing education professionals, looking at aspects of the research noted in this report as a point of departure. Alternatively, it could begin by offering different experimental course offerings or by undertaking a research project to assess the impact of parts of the current curriculum on past graduates.

Third, what does “being held accountable” mean? There are alternative definitions that could range from taking graduates back as students to providing public information about the actual performance of graduates. In a local, practical sense, however, being accountable undoubtedly means that the CoE will need additional resources and support from the University.

These matters are not ones easily addressed at the outset and not without considerable thought and analysis. Conducting these thought sessions and performing the related analyses would be some of the positive aspects of accepting this goal for UNM’s College of Education.

A vision of the process

Given our observations above, we view this idea as an emerging process rather than a fully specified blueprint. A simplified view of traditional teacher production would follow Figure 2, below. Students with varying experiences enter UNM’s College of Education. They receive a combination of coursework and clinical training. This in turn leads to preparation for licensure and entering into a first job. While helping with job placement and while maintaining the normal alumni contacts, the job in the past basically ended at the door.

³¹ “[We should] base [teacher preparation] self-studies on evidence and use a “clinical” model of teacher preparation that connects research and practice and involves collaboration with arts and sciences faculty and with K-12 schools.” From Michael J. Feuer, Robert E. Floden, Naomi Chudowsky, and Judie Ahn, *Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options*, (Washington, DC: National Academy of Education, 2013).

Here we envision something quite different. Instead of ending with graduation, the CoE would follow all its graduates to their subsequent jobs. It would then solicit feedback on their performance—and use this feedback to adjust and improve the program operations at the College of Education.

Figure 3, below, presents a schematic of this process. It develops a direct feedback loop from the labor market back to College of Education. This feedback would help guide the College in designing and conducting its programs—i.e. it would put the College on a continuous improvement path and follow a model for other colleges to emulate.

FIGURE 2. The Teacher Production Process.

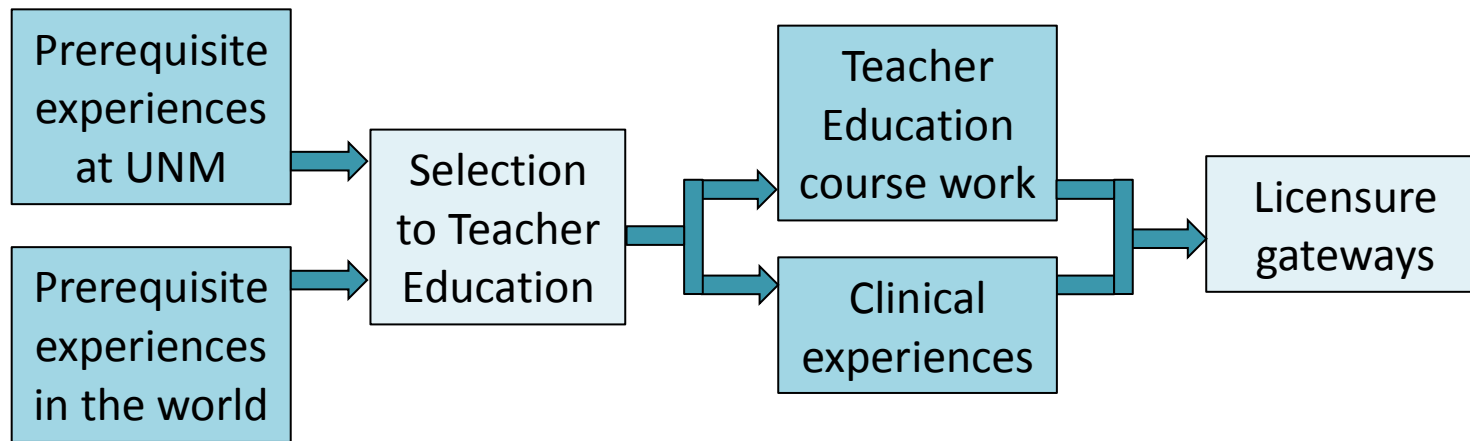
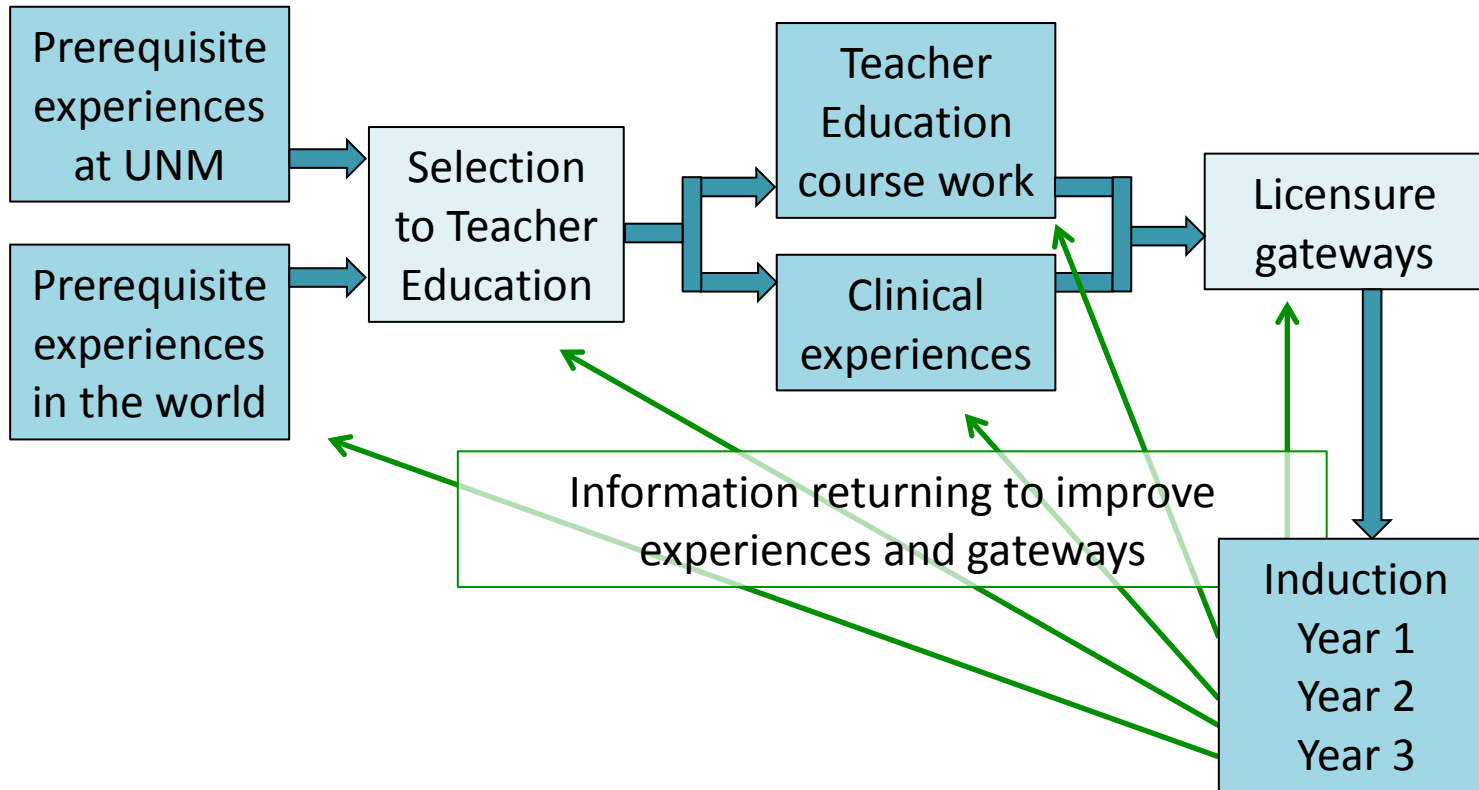


FIGURE 3. A Modified College of Education Production Process.



Working with employers

A first step in pursuing this plan would be that the UNM College of Education would have to develop and strengthen relationships with the employers of graduates. Clearly the College already has considerable interaction with local districts, but this would have to be expanded and deepened because it would be necessary to work directly with districts on evaluation of graduates.

The districts are moving toward a new state approach for evaluating teachers. This may or may not be sufficient to provide the feedback that the program would want. Clearly, as generally recognized, it is necessary and important to evaluate teachers with multiple measures, including regular objective evaluations, student achievement where available, and possibly student and parent surveys, peer input, etc.

The College can in fact help over time to provide ideas on teacher evaluation to be used in a range of educational decisions. Importantly, pursuing this as a research program, the College positions itself to become an important scientific voice in the state policy discussions about personnel evaluations

The complexity of the College's programs also enters in. While teacher education is the largest component, the College has a wide range of other programs. It would be important to consider how the graduates of the separate components can also be evaluated. Understanding how to define and measure effectiveness of graduates would be a significant step in several of the programmatic areas.

The UNM College of Education would also want to develop regular surveys of its graduates to obtain feedback on their preparation for their job. This, along with the evaluation information would help the College to consider how well the College was doing at producing high quality graduates.

One open question would also be how to treat graduates who do not obtain employment in the relevant educational field. Is it because they lacked the skills to enter into regular education sector employment? Is it individual choices? Or is it better opportunities in other areas where the College training is relevant?

The UNM College of Education program

The key element of this proposal is that the UNM College of Education would use the feedback from the districts and employers to evaluate its own programs and operations. Is there the right mix of courses and clinical practice components? Are students not acquiring or missing key skills? Should more effort be placed on working with students during their clinical training programs?³² Is there a need for more subject matter preparation or pedagogy at UNM? These are examples of questions that could be addressed in the whole process of active self-evaluation on the part of the College of Education.

It is at the same time not obvious how particular parts of the CoE's programs are related to outcomes. Making this linkage will need further thought and systematic study. And it is here where external funding and support might be leveraged and used more effectively. The University has secured a promise of a long-term investment and support from a major U.S. philanthropic organization, and we believe pursuing the directions suggested in this report will lead to additional external financial interest and support.

Transparency

An important aspect of the whole process is that the CoE would work to make information on the performance of its graduates public and transparent. Obviously safeguards about confidentiality would be required, but the CoE faculty could work toward finding ways to provide regular and meaningful information about results. Moreover, good performance by the College obviously makes discussions of resources clearer. If the CoE can demonstrate good performance on the part of its graduates, the College leadership is better positioned to make a reasonable case to the larger UNM and to the State that an expansion of teacher education programs makes sense and serves well a fundamental public good.

³² "Early-career experience has a clear payoff in teacher effectiveness, and the impact is stronger than the effect of most other observable teacher-related variables including advanced degrees, teacher licensure tests scores, National Board certification at the elementary level, and class size (Clotfelter et al. 2007a; Ladd 2008; Sass 2007). ...Boyd and colleagues (2008) identify attributes of teacher preparation programs (e.g., capstone project, teaching practice) that rival the effect of the first year of teaching experience." From Jennifer King Rice, "The Impact of Teacher Experience: Examining the Evidence and Policy Implications," National Center for Analysis of Longitudinal Data in Educational Research (CALDER), Brief 11, August 2010.

We see that meeting the potential of the College of Education depends on its accepting and internalizing one very straightforward pledge: *The UNM College of Education holds itself public accountable for the quality of its graduates.*

The University of New Mexico's College of Education effects an institutional redesign aligned with its mission and purposes

In consonance with its charge, the EPAC has advanced two major proposals in the earlier sections of this report. We believe the ideas outlined in these proposals are essential for moving forward. Both proposals address fundamental programmatic aspects of the College of Education, which we believe must be attended to if the University is to achieve excellence within the CoE. We are indeed confident the CoE can redesign its teacher education and school leadership programs to be responsive to our proposals.

Observations on redesign

To successfully implement the proposed initiatives related to student learning and effective teaching set forth earlier, the College must be willing to revisit its mission and organizational purpose and, perhaps more importantly, formulate a compelling rationale for resource allocation. Further, it must assure its institutional redesign aligns closely with its priority to prepare the next generation of great education professionals.

Revisiting the mission of the CoE within the context of the bold initiatives outlined earlier requires thoughtful consideration of a host of related issues. Here are a representative set. What is the CoE's position within the University and should it be elevated? Has the College anticipated the needs in the coming decades of the K-12 teachers who study and learn their craft at UNM, and is the CoE structured and positioned to respond to those needs and forces? Are the CoE research centers and other academic units articulated closely with other relevant centers and resources within and outside the University, and are those centers and departments supportive of the basic and applied research associated with these redesign initiatives?

The proposals and recommendations advanced in this report, it is clear, will require the University to address questions concerning tenure and promotion. They will, moreover, require the creation of a clinical faculty series.³³ They will require attention to curriculum, to mentoring in the classroom and the field, to expanded responsibilities with respect to teaching and guidance, to recruiting students with substantial preparation and qualities, to placement and counseling, and to such responsibilities as the supervision of internships. These proposals will require on-going research concerning the performance of graduates in schools. Indeed, this will all require a review of criteria for faculty promotion and tenure, including consideration with respect to flexibility in the allocation of time and responsibilities, and in the allocation of faculty rewards.

Challenges and the road ahead

Throughout our discussions the EPAC members were mindful of the difficulty of making real organization change. We discussed at length the issues and challenges inherent in setting broad, overarching directions across a complex university. Many of us have attempted it in our own organizations! We list many of them here to pass on our experience and insights to academic leaders and relevant university and CoE committees.

The following set of observations and recommendations offers a sense of our deliberations about institutional change and redesign, and highlights the need for a close alignment with mission and purpose:

- the leadership of the University and the CoE should affirm the fundamental social consequence of this University-wide initiative, asserting that a public commitment to education is a fundamental responsibility of a public university;
- the observation should be shared throughout UNM that better educated high school graduates means better prepared entering freshmen in all departments and inter-disciplinary majors, and a reduction in the need to fund and teach remedial courses—thus it is

³³ To proceed effectively in the mentoring and guidance of fledging teachers and educational leaders, both before and after graduation, the members of EPAC feel it will be necessary to create an academic series for clinical faculty who would be recruited, promoted, and otherwise rewarded according to demanding criteria and evidence appropriate to the position.

- in the University's self-interest to succeed at preparing great teachers;
- the UNM leadership should inspire a culture that recognizes the critical importance of producing great teachers—noting it no less important than preparing great doctors, lawyers, and scientists;
 - the UNM leadership, including the new Dean of the CoE, should inspire the entire UNM faculty to view themselves as teachers, and to value the craft of teaching;
 - the initiative within the CoE should be a matter of discussion with other relevant UNM college, departments, and academic centers and mandated by the academic leadership of the University;
 - improving the training and preparation of teachers will succeed only if the *whole university*, not just the CoE commits to this objective;
 - all stakeholders, both within UNM and across New Mexico, need to be committed to innovation and change in teacher education (i.e., they need to “buy-in” to the idea that it is UNM’s responsibility to help the K-12 system in New Mexico increase the number of students they graduate “ready” for college level work);
 - the CoE should examine the utility of reorganizing its academic units and programs, including the reallocation of faculty and staff, to better align with its mission and purposes, and ensure the allocation of adequate human resources:
 - there should be new and expanded relationships with external partners such as the State’s Public Education Department, and the public school districts throughout the State to whom the University supplies teachers and educators, and with whom they will be collecting and sharing data, and fostering collaborations;
 - the CoE must have the capacity and resources, including gaining access to a variety of educational outcome data, to conduct systematic and continuous research about its students and future teachers—research that will lead to improvements in all CoE programs and departments;

- the University’s commitment to align institutional structures with the mission and vision of the College has to be supported with resources for both research and practice, and ought to include both internal College resource reallocations as well as newly acquired University resources;
- the UNM leadership is encouraged to renew its commitment to identify and remove barriers to institutional resources—perhaps by reallocating resources across the University and within the CoE;
- academic, financial, and research and development activities must be aligned within the College, and as appropriate aligned more closely as well with relevant units within the University;
- renewed attention ought to be given to programmatic policies and practices in the areas of admission, retention and graduation requirements, with the goal of aligning them with the emerging CoE purpose and mission.
- the University and the College must be aggressive in seeking extramural funding for this initiative whether through grants, from State sponsored support programs, private donations and gifts, or as part of a University development campaign that capitalizes on a most opportune and auspicious moment given the laudable initiative upon which the University and College will have embarked; and
- the CoE will need to acquire and adopt the technology and analytic capabilities to conduct sophisticated measurement and evaluation projects and to ensure the transparency and accuracy of CoE data, all the while reiterating the need for empirical evidence to support effective change strategies.

The themes and directions running through these statements are, in our view, in harmony with the zeitgeist apparent from our visits and conversations with colleagues from the UNM Provost’s Office and the College of Education. We also find many of these same themes and sentiments in the documents shared by the Senior Advisor for Strategic Initiatives in the Office of the Provost and the

Interim Dean and others within the College.³⁴ Clearly, transformative action is in the air and that spirit, we hope, will reverberate throughout the system and animate the redesign process.

Moving Forward

The EPAC recognizes there are many components to what is, ultimately, a complex undertaking—bringing about change and innovation in an institution of higher education. Fostering change and innovation, no doubt, will require the University, and more particularly the College of Education, to reimagine their roles in society—both in the larger sense of how the UNM and its CoE contribute to the nation’s growth and prosperity (Hanushek 2011; Hanushek 2009) and the elevation of social equity in a diverse society. In particular, the CoE has to rethink how it can function optimally as a partner in creating a better future for the citizens of New Mexico. We understand these deliberations are ongoing. However, there ought to be a deliberate and effective change management process initiated to help shape the strategic objectives of this report—if these objectives are to be realized.

We close this section by offering one central recommendation: the College of Education establish *a university-wide executive/faculty committee charged with making recommendations to the University’s leadership on (1) issues of effective alignment of institutional structures with the CoE’s mission and purpose; and (2) the allocation of appropriate resources to assure these great purposes are achieved.*

³⁴ See for example UNM’s recent proposal to the William K. Kellogg Foundation, *START: Supporting Transformative Action in Reciprocity Together in the UNM College of Education, 2014-15.*

Conclusion

The central theme throughout the EPAC deliberations was teachers and principals need to be educated in “new ways to be effective and fully prepared for the uncertainties and challenges they will confront in the 21st century classrooms” (NCATE 2010). To meet the challenge of transforming teacher education the UNM College of Education will need to review, change and redesign existing methods, models, and processes. It goes without saying that institutional systems are large and complex, making whole, college-wide analyses and transformation a difficult challenge. Thus, a focused review—perhaps department-by- department—using a common framework and set of policies may provide a more manageable set of tasks. And, again, the support of the President and Provost, as well as the new dean of the College, will be essential, but does not diminish the need to engage a large set of stakeholders, and in doing so foster both bottom-up and top-down strategies for managing the change process.

The EPAC—a group with expertise in public policy, institutional and educational leadership, teaching and learning, teacher education, and teacher evaluation—deliberated thoughtfully and broadly about the issues facing public education systems in the U.S., and how teacher education programs ought to be redesigned to meet these opportunities. What follows are three concise, actionable recommendations that, together, provide a vision for how the College of Education might chart its future course, and point the way for improving student learning through great teaching.

Recommendation 1: *The University of New Mexico’s College of Education study systematically how its programs foster and teach the knowledge, skills, and dispositions essential for students’ academic achievement and success.* This first recommendation offers a framework for reorganizing UNM’s College of Education around a purposeful and deeply research-based mission for teaching students the knowledge, skills and dispositions they will need in the future.

Recommendation 2: *The University of New Mexico's College of Education hold itself publicly accountable for the quality of its graduates.* Achieving the potential of the College of Education will depend on bold and decisive action. Thus we recommend that the College accept and internalize the impact of its graduates on student achievement in New Mexico. Further, we recommend that the College of Education collect and study feedback from the districts and employers of teachers and educators to evaluate its own programs and operations.

Recommendation 3: *The University of New Mexico's College of Education effect an institutional redesign aligned with its mission and purposes.* Specifically, the EPAC recommends that the College of Education establish a university-wide executive/faculty committee charged with making detailed and focused recommendations to the University's leadership on issues of effective alignment of institutional structures with the CoE's mission and purpose, and the allocation of appropriate resources to assure these great purposes are achieved.

The external pressures and changing demands on schools and colleges of education continue to mount. These exigencies, all well documented in the College of Education's recent proposal to the Kellogg Foundation, require UNM to review its existing strategies and practices and, where appropriate, engage the leadership, faculty, and students of the College in productive discussions of how best to redesign and reinvigorate themselves—and all the while exploring ways to foster the transformation of the College of Education. The EPAC was unanimous in encouraging all stakeholders, everyone involved—from the University President and Provost to the deans, departmental chairs, faculty and students in the College—to consider carefully these issues, and work to resolve them in the spirit of continuous improvement and public service. Education policy and practice in New Mexico is being reshaped, and the University of New Mexico needs to contribute to these policy debates. Our hope is that this report helps chart a way forward for the University's College of Education.

Appendix A: Project Member Biographies

External Professional Advisory Committee

Almudena (Almi) Abeyta is chief academic officer at Santa Fe Public Schools. Dr. Abeyta grew-up in Albuquerque, New Mexico. She is a proud product of the Albuquerque Public Schools and an alumna of the University of New Mexico. Dr. Abeyta began her career in education as a kindergarten teacher sixteen years ago. She was the principal of the Donald McKay K-8 School (McKay) in the Boston Public Schools from 2004-2008. As principal, Ms. Abeyta led her school to improvement by focusing on data to improve instruction. Her work is documented in *Data Wise in Action: Schools Using Data to Improve Instruction* and was recognized by the Mauricio Gastón Institute, an institute for Latino Community Development and Public Policy, as an exemplar for educating Latino students. In 2007, *El Planeta*, the largest circulated Spanish newspaper in Massachusetts and New England, named Dr. Abeyta among the 100 Most Influential People in the state's Hispanic Community. Most recently she was the Assistant Academic Superintendent for the Middle and K-8 Schools in the Boston Public Schools. She completed her bachelor's degree in Communication/Journalism at the University of New Mexico, a master of arts in School Leadership from the Harvard Graduate School of Education in 2004, and a masters of arts in Education Policy and Management from the Harvard Graduate School of Education in 2009. Dr. Abeyta earned her doctoral degree from the Harvard Graduate School of Education in 2013.

Marta Civil is Frank A. Daniels distinguished professor of mathematics education at the University of North Carolina Chapel Hill. Professor Civil's research interests focus on teacher education and equity in mathematics education, particularly on a socio-cultural approach to the teaching of mathematics, equity and parental engagement. She has directed several initiatives aimed at engaging children ages 8-13 in mathematics and science in informal and after-school settings, as well as directed programs focused on parental engagement in mathematics. Civil has served as principal investigator for National Science Foundation-funded Center for the Mathematics Education of Latinos/as. CEMELA is an interdisciplinary, multi-university consortium focused on research and practice on the connections between the teaching and learning of mathematics and the cultural, social, and linguistic contexts of Latino/a students. She has also directed an NSF-funded gender equity project, Girls in the SYSTEM (Sustaining Youth in Science, Technology, Engineering and Mathematics). She was one of the principal investigators of the NSF-funded MAPPS (Math and Parent Partnerships in the Southwest, which worked to promote parental involvement in mathematics. Civil has taught primarily mathematics courses for elementary teachers (preservice and practicing teachers) and graduate courses on research in mathematics education.

Howard Everson is a professor of Psychology and Director of the Center for Advanced Study in Education (CASE) in the Graduate School at the City University of New York. Dr. Everson serves as a consulting senior research scientist to a number of groups and organizations, including the American Institutes for Research, the American Councils for International Education, the National Center on Education and the Economy, and the Institute for Urban and Minority Education at Teachers College, Columbia University. Everson's research and scholarly interests focus on the intersection of cognition and assessment. He has contributed to developments in educational psychology, psychometrics, and

quantitative methods, and his measurement expertise is in the areas of item response theory, differential item functioning, and cognitive diagnostic measurement models. Before joining CUNY, Dr. Everson was a faculty member in the doctoral program in Psychometrics at Fordham University. He has served as Executive Director of the NAEP Educational Statistics Services Institute at the American Institutes for Research, Vice President and Chief Research Scientist at the College Board, and as a Psychometric Fellow at the Educational Testing Service. Everson is an elected Fellow of the American Educational Research Association (AERA) and the American Psychological Association, and a charter member of the American Psychological Society. Currently, Dr. Everson co-Chairs the Technical Advisory Committee for the National Center on Education and the Economy, and Chairs the Technical Advisory Committee for testing and assessment for the New York State Education Department.

Christian Faltis is professor and Dolly & David Fiddymont Chair in Teacher Education at the University of California at Davis, where he is director of the teacher education program. Dr. Faltis holds degrees from San Francisco State University, San José State University, and Stanford University, where he earned an M.A. and Ph.D. Prior to coming to UC Davis, Faltis served on the faculties of Arizona State University and the Universities of Alabama and Nevada. Dr. Faltis was a Fulbright Senior Research Scholar at the National Autonomous University of Honduras, and a Visiting Scholar at UC Berkeley. In 2001, he received the American Educational Research Association's Distinguished Scholar Award. Faltis has worked with schools and school districts in California, Connecticut, Illinois, Arizona, Nevada, New Jersey, and Texas to strengthen teaching and learning. His scholarship focuses on language diversity from critical hybridity theory to promote the creation of robust learning environments in which local language practices contribute to learning, interaction, and performance. He has published 20 books and over 70 scholarly articles and book chapters.

Jane Hannaway is director and overall principal investigator of the Center for the Analysis of Longitudinal Data in Educational Research (CALDER) at the American Institutes of Research. She was the founding director of the Education Policy Center at the Urban Institute. An organizational sociologist, Dr. Hannaway's work focuses on the effects of education reforms on student outcomes as well as on school policies and practices. Her recent research is heavily focused on the effects of various accountability policies and issues associated with teacher labor markets. She has previously served on the faculty of Columbia, Princeton, and Stanford universities. Dr. Hannaway is a member of the National Academy Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation and Accountability.

Eric A. Hanushek is the Paul and Jean Hanna senior fellow at the Hoover Institution of Stanford University. He has been a leader in the development of economic analysis of educational issues. His research spans such diverse areas as the impact of teacher quality, high stakes accountability, equity and efficiency in school finance along with the role of cognitive skills in international growth and development. His pioneering analysis measuring teacher quality through the growth in student achievement forms the basis for current research into the value-added of teachers and schools. Dr. Hanushek is chairman of the Executive Committee for the Texas Schools Project at the University of Texas at Dallas, a research associate of the National Bureau of Economic Research, and a member of the Koret Task Force on K-12 Education. He recently served as a commissioner on the Equity and

Excellence Commission of the U.S. Department of Education. Hanushek's most recent book, *Endangering Prosperity: A Global View of the American School*, considers the performance of U.S. schools from an international perspective and identifies the costs of not improving student outcomes. His prior book, *Schoolhouses, Courthouses, and Statehouses: Solving the Funding-Achievement Puzzle in America's Public Schools*, describes how improved school finance policies can be used to meet our achievement goals. Earlier books include *The Economics of Schooling and School Quality*, *Making Schools Work*, and *Educational Performance of the Poor*. He was awarded the Fordham Prize for Distinguished Scholarship in 2004. Hanushek is a Distinguished Graduate of the United States Air Force Academy and completed his Ph.D. in economics at the Massachusetts Institute of Technology.

Richard M. Ingersoll is the Board of Overseers professor of Education and Sociology at the University of Pennsylvania. After teaching in both public and private schools for a number of years, Dr. Ingersoll obtained a Ph.D. in sociology from the University of Pennsylvania in 1992. From 1995 to 2000 he was a faculty member in the Sociology Department at the University of Georgia. Dr. Ingersoll's research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees and teaching as a job. He has published over 100 articles, reports, chapters, and essays on topics such as: the management and organization of schools; accountability and control in schools; teacher supply, demand, shortages and turnover; induction and mentoring for beginning teachers; the problem of underqualified teachers; the status of teaching as a profession; and changes in the demographic character of the teaching force. Dr. Ingersoll has received a number of awards, including: the Richard B. Russell Award for Excellence in Teaching from the University of Georgia; the Harry Braverman Award from the Society for the Study of Social Problems for his work on organizational control and accountability in schools; an American Educational Research Association (AERA) Fellowship; the National Award of Distinction from the Penn Education Alumni Association; the Outstanding Writing Award from the American Association of Colleges for Teacher Education for his book, *Who Controls Teachers' Work? Power and Accountability in America's Schools*, published by Harvard University Press. He was elected as a Fellow of the American Educational Research Association in 2009. He was selected as Outstanding Researcher in 2012 by the Association of Teacher Educators.

Robert L. King is president of the Postsecondary Education System of Kentucky. Since coming to the post, King has led statewide efforts to work collaboratively with his counterparts in K-12 education, has focused campus attention on student success, and is encouraging significant reform in teacher and principal training. He was recently elected to the Executive Committee of the national organization that serves State Higher Education Executive Officers (SHEEO), and serves as its Vice-Chair. Mr. King is the former Chancellor of the State University of New York, one of the largest comprehensive systems of universities, colleges, and community colleges in the world. More recently, he served as president and CEO of the Arizona Community Foundation, a statewide charitable foundation with a strong focus on education, economic development, and scientific research. Mr. King has served for nine years on the White House Commission on Presidential Scholars. He currently serves on the Board of Trustees of A.T. Still University, a private university dedicated to the training of physicians, dentists and other medical professionals, and on the board of Directors of the National Center on Education and the Economy. He was a member of the Education Committee of the U.S.

National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO); an advisor to the Middle State Commission on Higher Education regarding reauthorization of the Higher Education Act in Congress; the board of directors of the National Soccer Hall of Fame; and the board of trustees of Prescott College located in Prescott, Arizona. Mr. King received a bachelor of arts degree in 1968 from Trinity College in Hartford, Connecticut, and a Juris Doctor in 1971 from the Vanderbilt University School of Law.

David H. Monk is professor of educational administration and dean of the College of Education at The Pennsylvania State University. He is a member of the National Research Council's Committee on the Study of Teacher Preparation Programs in the United States. Monk earned his A.B. in 1972 at Dartmouth College, his Ph.D. in 1979 at the University of Chicago, and was a member of the Cornell University faculty for 20 years prior to becoming Dean at Penn State in 1999. He has also been a third grade teacher and has taught in a visiting capacity at the University of Rochester and the University of Burgundy in Dijon, France. Monk is the author of *Educational Finance: An Economic Approach* (1990); *Raising Money for Education: A Guide to the Property Tax* (1997) (with Brian O. Brent); and *Cost Adjustments in Education* (2001) (with William J. Fowler, Jr.), in addition to numerous articles in scholarly journals. He served as the inaugural co-editor (2005-2010) and continues to serve as an Editorial Board member for *Education Finance and Policy - The Journal of the Association for Education Finance and Policy* (MIT Press) and also serves on the editorial boards of *The Journal of Education Finance, Educational Policy*, and the *Journal of Research in Rural Education*. He consults widely on matters related to educational productivity and the organizational structuring of schools and school districts and is a Past President of the Association for Education Finance and Policy (1993).

Jessica Zacher Pandya is associate professor in the Departments of Teacher Education and Liberal Studies at the California State University Long Beach. She received her Ph.D. and Master's degrees from the University of California, Berkeley and her bachelor's degree from the University of Chicago. Dr. Zacher Pandya has a teaching credential in cross-cultural language and academic development from the New College of California. Her research interests include literacy teaching and learning, urban education, second language learning, and multimodality. Pandya is the author of *Overtested: How High-Stakes Accountability Fails English Language Learners* (Teachers College Press, 2011). She is co-editor of *Critical Digital Literacies as Social Praxis: Intersections and Challenges* (Peter Lang, 2012) and *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts* (Routledge, 2014). She currently co-edits the Research & Policy column of the NCTE journal *Language Arts* (2013-16) and is the Program Chair for the AERA Writing & Literacies Special Interest group (2013-15). She is a Foundation for Child Development Young Scholars Program awardee (2012-15) for her research on multimodal digital composition with English language learners.

Jennifer King Rice is professor of education policy and associate dean of graduate studies and faculty affairs in the College of Education at the University of Maryland. She earned her M.S. and Ph.D. degrees from Cornell University. Prior to joining the faculty at Maryland, she was a researcher at Mathematica Policy Research in Washington, D.C. Dr. Rice's research draws on the discipline of economics to explore education policy questions concerning the efficiency, equity, and adequacy of U.S. education systems. Her current work focuses on teachers as a critical resource in the education process. Her authored and edited books include *Fiscal Policy in Urban Education*; *High Stakes Accountability: Implications for Resources and Capacity*; and *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*, winner of the 2005 American Association of Colleges for Teacher Education book award. As a national expert in education finance and policy, Dr. Rice regularly consults with numerous policy research organizations and state and federal agencies. She was a National Academy of Education / Spencer Foundation post-doctoral fellow in 2002-03, and spent a recent sabbatical leave as a Visiting Fellow at the Urban Institute. She is a past president of the Association for Education Finance and Policy.

Eunice Romero-Little is associate professor of Indigenous Language Education and Applied Linguistics in the School of Social Transformation/American Indian Studies at Arizona State University. A New Mexican and graduate of the University of New Mexico and the University of California at Berkeley, Dr. Romero-Little's scholarship seeks possibilities for transforming education in ways that are congruent with Indigenous epistemologies, languages and everyday practices. Her research and scholarship grows out of a solid grounding as an education practitioner and as an Indigenous language activist who has assisted Indigenous communities, including her own home community of Cochiti Pueblo, New Mexico, in language revitalization and advancement, an arena of Indigenous language education and one Dr. Romero-Little specializes in. Her longtime interest in how children learn and the role of language(s) in child socialization led to her work with Jemez Pueblo, a Towa speaking community in New Mexico. The "Becoming Jemez: The Early Childhood of Jemez Children Photovoice Project" was highlighted at the 2011 American Educational Research Association (AERA) conference for its contribution to the understanding of Indigenous children and their early Indigenous language acquisition and cognitive development that occurs prior to pre-school. Her scholarship informs policy and practice in early childhood education and Indigenous language education. In 2010, Dr. Romero-Little was awarded the AERA Bobby Wright Award for Early Career Contributions to Research in Indigenous Education for her transformative work leading to significant advancement in the study of Indigenous education and Indigenous peoples.

Rebecca Sánchez is associate professor in the Department of Teacher Education at the University of New Mexico. Dr. Sánchez teaches courses in Social Studies Education, Social Justice Education, and Curriculum Development. She is the author of articles and book chapters related to social studies and history education including: "Listening to the locals, listening to the land"; and "The 6 Remaining Facts: Social Studies Content Knowledge and Citizenship." She has been awarded numerous National Endowment for the Humanities grants to expand humanities initiatives related to New Mexico history and culture. She has twice served as Project Director on the NEH funded Landmarks of American History and Culture grant with a workshop titled, "Contested Homelands: Knowledge, History, and Culture of Historic Santa Fe." She seeks to expose students and teachers to both the place-based social

studies of New Mexico and the history that is overlooked in the national narrative of American history. Dr. Sánchez is initiating a series of new professional and research projects including a teacher research project focusing on teacher activism in a high-stakes environment. A new area of inquiry focuses on the development of interactive, technology-based social studies learning environments using new technologies. Dr. Sánchez received her Ph.D. and M.A. in Education-Curriculum and Instruction from New Mexico State University. She served as an elementary and secondary teacher in the Las Cruces Public Schools.

Richard Sisson, chair, is professor and provost emeritus of The Ohio State University and former senior vice chancellor for academic affairs at UCLA. He received his Ph.D. in Political Science with a minor in Anthropology from the University of California at Berkeley. Dr. Sisson has research and teaching interests in comparative politics with special emphasis on representative institutions, systems of political authority, and culture and democratization, particularly in India and other states of Asia. His current research includes a project on Art and Authority in the Ancient American Midwest. Dr. Sisson has been active in professional and community organizations, having served as Co-Chair of the Program Committee of the American Political Science Association; Chair of the Council of Provosts and Chief Academic Officers of the National Association of State Universities and Land Grant Colleges; as a member of the Kellogg Commission on the Future of American Higher Education, and Chair of the Provost's In-Put Committee to the Commission; and as President and Chair of the Board of Trustees of the Ohio Historical Society. He was extended the Distinguished Alumni Award by the Department of Political Science and by the Program in International Studies at the Ohio State University. An amateur musician, he was a founding member of the Board of Trustees of the Los Angeles Opera, a member of the Board of Opera Columbus, and has (currently) served (s) as a member of the Boards of Santa Fe Pro Musica and the Santa Fe Chamber Music Festival. Dr. Sisson served as Interim President of The Ohio State University, and until his retirement held the Board of Trustees Chair in Comparative Politics. He now resides in Santa Fe, New Mexico.

Vanessa Svihla is assistant professor in the College of Education, Teacher Education, Educational Leadership and Policy Department, at the University of New Mexico. Dr. Svihla received an M.S. in Geology and a Ph.D. in Science Education from The University of Texas at Austin. She directs the Interaction and Disciplinary Design in Educational Activity (IDDEA) Lab. Dr. Svihla is a learning scientist who studies learning in authentic, real world conditions; this includes a two-strand research program focused on (1) authentic assessment, often aided by interactive technology, and (2) design learning, in which she studies engineers designing devices, teachers designing learning experiences, and scientists designing investigations. She is passionate about interdisciplinary research as a means to find innovative solutions, and applies integrated methods (qualitative/interaction analysis, regression modeling, temporal analysis, design-based research and network analysis). Dr. Svihla was a post-doctoral scholar in the Graduate School of Education at UC Berkeley where she designed and researched assessment integrated within science learning. She interned at the Learning in Informal and Formal Environments (LIFE) Center, University of Washington and chaired the AERA special interest group, Learning Sciences. She teaches inquiry science teaching methods for pre-service teachers and research-based instructional strategies for in-service teachers, such as project-based instruction and productive failure instruction.

Kristen Umland is associate professor in the Department of Mathematics and Statistics at the University of New Mexico. Dr. Umland's background is in algebraic topology, but for the past ten years she has been working to improve the mathematical preparation of pre-service elementary and secondary teachers and has worked extensively in teacher professional development. She has worked at the local, state, and national level on a broad range of related projects. She has worked on a number of research projects related to assessing the quality of mathematics instruction in both K-12 classrooms and elementary and secondary teacher professional development workshops. Dr. Umland is currently working with the American Institute of Mathematics to look at the impact of Math Teacher Circles on middle school teachers' mathematical knowledge and practice and is co-chair of Illustrative Mathematics, a community of teachers, mathematicians, and mathematics educators working to illustrate the Common Core State Standards in Mathematics.

Arlie Woodrum is associate professor in the College of Education at the University of New Mexico. Dr. Woodrum completed both his Master's degree and doctoral work at the Harvard University Graduate School of Education. Before moving into higher education he was Head of The American International School in Mallorca, Spain. He has taught at Harvard University and Brown University. Dr. Woodrum has served as chair of the Educational Leadership Department at the University of New Mexico; at present he is associate chair of the Department of Teacher Education, Educational Leadership and Policy. Dr. Woodrum is an organizational sociologist whose research explores the experience of racial and cultural minorities in social service organizations.

Project Leaders

Viola E. Florez is Interim Dean of the College of Education at the University of New Mexico. Governor Bill Richardson named Dr. Florez, Cabinet Secretary of Higher Education in September 2009. Dr. Florez worked closely with colleges and universities and public schools to increase educational attainment and to prepare New Mexicans for higher education and the workforce. Dr. Florez is a Professor and PNM Endowed Chair in the College of Education at the University of New Mexico. She served as Acting Provost and Executive Vice President for Academic Affairs at UNM, where she provided leadership in achieving the University's education, research, and public service mission. Also at UNM, she was Dean of the College of Education for more than 10 years. She was active with state leaders to influence change in our educational systems through the development of policies that address the academic needs of students. Dr. Florez managed UNM's six branch campuses. Dr. Florez served as acting Vice President and Chief Academic Officer at Texas A&M University at Galveston. At Texas A&M University, she was Acting Dean of the College of Education and Executive Assistant to the President, and was Assistant Department Head, Graduate Program Director and Professor in the College of Education. Dr. Florez was a middle school teacher in Arizona and Colorado, and an elementary school teacher on the Navajo reservation in Arizona. Dr. Florez received an Education doctorate in Curriculum and Instruction from Texas A&M University at Kingsville, a Master's Degree in Education from the University of Colorado and a Bachelor's of Arts in Humanities and Liberal Arts from Fort Lewis College. She is a recipient of the Governor's Distinguished Public Service Award and 2013 Women of Influence by Albuquerque Business First

Richard L. Wood serves as Senior Advisor for Strategic Initiatives in the Office of the Provost at the University of New Mexico. Professor Wood holds tenure in the UNM Department of Sociology and is the founding director of the Southwest Institute on Religion, Culture, and Society. His research focuses on the cultural and institutional underpinnings of democracy, especially those rooted in faith communities. In 2003, his book on community organizing in poor urban settings, *Faith in Action: Religion, Race, and Democratic Organizing in America* (University of Chicago Press 2002), was named outstanding book in the sociology of religion by the American Sociological Association. He has published a variety of articles in peer-reviewed journals of sociology, book chapters, and public intellectual work. His new book is currently under review for publication, tentatively titled *A Shared Future: Ethical Democracy and Multiculturalism*, uses a contemporary national social movement to analyze the constructive tension between multiculturalist and universalist democratic traditions; and *Faith and the Fire of Public Life*, analyzing the impact of civic engagement on faith communities. Wood serves as co-editor of a book series, *Cambridge Studies of Social Theory, Religion, and Politics* at Cambridge University Press, and has led major nationally funded research projects on religion and democracy in the United States, Central America, and the Middle East. He has served as President of the Faculty Senate at the University of New Mexico; co-chair of the UNM Committee on Governance; Director of the UNM Religious Studies Program; and has held a variety of leadership roles in national professional organizations.

Project Consultant

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Appendix B: Annotated Bibliography

This “bibliographic essay” outlines key concepts that we will discuss at the University of New Mexico (UNM) External Professional Advisory Committee (EPAC) meeting in Albuquerque on March 6-8, 2014. The paper compiles evidence directly from the research and does not include original writing, research or analysis, nor is it a comprehensive search of the literature. The document is prepared only for internal use by the committee, and is designed to help frame discussions of the Committee. Throughout, underlined passages indicate emphasis added to the original text.

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INTRODUCTION

Sixty years of research in the cognitive and learning sciences has formed our understanding about what all students must know and be able to do, and led to new conclusions about how we prepare teachers. At the same time, technology and globalization have altered the nature of the teaching

profession, and concerns about equity and excellence in the public education of children have forced us to re-examine the effectiveness of teachers and teacher preparation programs.

This paper points to evidence from the research literature about principles that should motivate the education and training of today's teachers. It highlights the views of leading scholars and those found in national reports. These findings provide the starting point for discussions in the University of New Mexico **External Professional Advisory Committee** (EPAC) about new ways in which teacher preparation and educational leadership might be thought about and delivered in the College of Education at UNM. They also describe issues for the University's faculty and internal experts to consider in their own deliberations about the College's future.

The National Research Council (2010) recently identified four research questions that should guide the study of teacher preparation programs, including at the University of New Mexico:

1. What are the characteristics of the candidates who enter teacher preparation programs?
2. What sorts of instruction and experiences do teacher candidates receive in preparation programs of various types?
3. To what extent are the required instruction and experiences consistent with converging scientific evidence?
4. What model for data collection would provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs?³⁵

The University of New Mexico College of Education must produce teachers who can educate the low-income, majority-minority students who are found in New Mexico and who will shortly represent the United States as a whole. The research presented here can inform how the University responds to this singular mission.

Major literature on teacher preparation programs

- While the education of public school teachers has been the subject of concern, it has not been a primary focus of standards-based reform efforts even though there is broad understanding that the machinery and assumptions [about the teaching profession] that may have been sensible in the past are ill-suited given existing opportunities and challenges—and that merely tweaking familiar models is unlikely to deliver satisfying results.³⁶
 - [T]eacher preparation continues to be characterized by variation rather than standardization (Labaree, 2004; Fraser, 2007).
- [There is a] paucity of strong empirical evidence regarding the effects of teacher preparation. Yet we believe that building knowledge about teacher preparation, as in any field of scholarly inquiry, requires ambitious and creative approaches to empirically examining causal relationships. It is very important to connect what occurs in preparation programs to characteristics of their graduates, to pathways those teacher-graduates interact with their students, and to learning outcomes for those students.³⁷

³⁵ *Preparing Teachers: Building Evidence for Sound Policy*, National Research Council (Washington, DC: National Academies Press, 2010).

³⁶ Frederick M. Hess, "The Human Capital Challenge: Towards a 21st Century Teaching Profession," in *Creating a New Teaching Profession*, (Washington, DC: Urban Institute Press, 2009).

³⁷ NRC (2010).

- Comprehensive data on U.S. teacher preparation in general are scant (Corcoran et al., 2004; Corcoran, 2007; Crowe, 2007).³⁸
 - Grossman and colleagues (2008) investigated the specific characteristics of teacher preparation and the impact they may have on student achievement in New York City, and Sass (2008) conducted a similar analysis for Florida.³⁹
- Those engaged in the preparation of teachers do not have the luxury of sitting back and waiting for definitive research findings before making efforts to improve their programs.⁴⁰
- [R]eformers [have been held back] with arguments that their theories were simplistic and untested, and that they glossed over the real obstacles of poverty and racism while scapegoating the one group—educators—who really understood the issues and who really cared.⁴¹
- Among the national reports of the past twenty years that call to revamp ed schools:
 - American Federation of Teachers, *Raising the Bar* (2012)
 - Council for the Accreditation of Teacher Preparation, *CAEP Accreditation Standards* (2013)⁴²
 - Council of Chief State School Officers, *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession* (2012)⁴³
 - Report recommendations have been endorsed by the following states: AR, IL, MD, MA, NC, PA, KY
 - Carnegie Task Force on Teaching as a Profession (1986)
 - Education Schools Project, *Educating School Teachers* (2006)
 - International Reading Association, *Prepared to Make a Difference* (2003)
 - National Academy of Sciences, *How People Learn*, expanded edition (2004)
 - National Academy of Education, *Evaluation of Teacher Preparation Programs*
 - National Association of State Boards of Education, *Gearing Up* (2011)
 - National Council on Teacher Quality, *Teacher Prep Review* (2013)
 - National Research Council, *Preparing Teachers: Building Evidence for Sound Policy* (2010)⁴⁴
- Wilson, Floden, and Ferrini-Mundy (2001) examined questions on the issue posed by the U.S. Department of Education [about what features teacher preparation programs ought to have], as did Allen (2003) on behalf of the Council of Chief State School Officers. The National Academy of Education’s Committee on Teacher Education (Darling-Hammond and Bransford, 2005) and a panel of the AERA (Cochran-Smith and Zeichner, 2005) also sought to articulate the most important features of teacher preparation programs. In these reports, five broad domains are consistently identified as important: 1. program purpose, 2. requirements for subject-matter knowledge, 3. requirements for pedagogical and other professional knowledge, 4. field and clinical experiences, and 5. faculty and staff qualifications.⁴⁵

³⁸ NRC (2010).

³⁹ NRC (2010).

⁴⁰ David H. Monk, “Reflections on Teacher Preparation,” November 28, 2013 draft, used with permission.

⁴¹ Steven Brill, *Class Warfare: Inside the Fight to Fix America’s Schools*, (New York: Simon & Schuster, 2011).

⁴² The Council for the Accreditation of Educator Preparation (CAEP) is the newly formed sole national accrediting body for teachers and other education professionals. (Monk 2013).

⁴³ *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, (Washington, DC: Council of Chief State School Officers, 2012).

⁴⁴ *Preparing Teachers: Building Evidence for Sound Policy*, (Washington, DC: National Academies Press, 2010).

⁴⁵ NRC (2010).

The imperative to reexamine preparation of teachers in the United States

- With the onset of the Information Economy there has been a sea change in the extent to which the skill and knowledge of students matters to their economic prospects. The only way to achieve [a] higher level of skill and ability...is to make sure that all students...learn the high-level, embedded, symbolic *thinking skills* that our society requires...To do this require[s] a profound transformation of our basic assumptions about the enabling conditions for learning.⁴⁶
 - [R]ecognition that higher levels of thinking were increasingly differentiated.⁴⁷
 - As intelligent machines take over a growing array of routine business functions, the work left for humans is increasingly the nonprogrammable tasks: those in which surprise and variability must be accommodated, where only adaptive human intelligence can make the evaluations and decisions needed.⁴⁸
 - [There is an] aspiration to provide ‘ambitious instruction’ for all students. Definitions of ‘ambitious instruction’ vary widely.⁴⁹
- Sophistication of [public education] learning goals has increased dramatically over time.⁵⁰
 - High performing systems focus on teachers and teaching.⁵¹
 - [U]nequal access to qualified teachers and, hence, to quality teaching, is held to be a primary factor in unequal student educational, and ultimately, occupational outcomes (e.g., Rosenbaum 1976; Oakes 1990; Darling- Hammond 1990; Kozol 1991).⁵²
- [I]mprovements in student outcomes are expected to have large effects.⁵³
 - A very low performing teacher (at the 16th percentile of effectiveness) will have a negative impact of \$400,000 [annually on lifetime earnings for a class of 20 students] compared to an average teacher... the key imperative [is to eliminate] the drag of the bottom teachers.⁵⁴
 - It does behoove institutions to have a set of professional standards for teachers (such as the CA state standards/CSTPs) against which they can measure or assess ‘problem’ candidates. And it’s helpful for faculty to know what kinds of dispositions they want in teachers and how to help those students out of programs for which they are dispositionally unsuited.
 - The low achievement of American students, as reflected in the Program for International Student Assessment (PISA) ...will prevent them from accessing good, high-paying jobs. And... lower achievement means slower growth in the economy. From studying the

⁴⁶ Lauren B. Resnick, “From Aptitude to Effort: A New Foundation for our Schools,” *Dædalus* 124 (4) Fall (1995).

⁴⁷ Dominic Wyse, Jessica Zacher Pandya, Brenton Doecke, “English teachers’ work in an era of standardisation,” *English Teaching: Practice and Critique*, Volume 11, Number 3, September (2012).

⁴⁸ Lauren B. Resnick and Megan Williams Hall, “Learning Organizations for Sustainable Education Reform,” *Dædalus*, 128 (4) Fall (1998).

⁴⁹ “Towards a Deeper Understanding of the Educational Elephant,” in *The Role of Research in Educational Improvement*, John D. Bransford, Deborah J. Stipek, Nancy J. Vye, Louis M. Gomez, and Diana Lam eds., (Cambridge, MA: Harvard Education Press, 2009b).

⁵⁰ “Equity, Excellence, Elephants, and Evidence,” in *The Role of Research in Educational Improvement*, John D. Bransford, Deborah J. Stipek, Nancy J. Vye, Louis M. Gomez, and Diana Lam eds., (Cambridge, MA: Harvard Education Press, 2009a).

⁵¹ Bob Schwartz, “The Futures of School Reform,” *Ask With Forum*, Harvard University, January 29, 2013.

⁵¹ *How People Learn*, National Research Council, 2000.

⁵² Richard Ingersoll, “Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers?,” *Renewing Our Schools, Securing Our Future A National Task Force on Public Education*, (Washington, DC: Center for American Progress and the Institute for America’s Future, 2004).

⁵³ Eric A. Hanushek, “Teacher Deselection,” in *Creating a New Teaching Profession*, Dan Goldhaber and Jane Hannaway, eds., (Washington, DC: The Urban Institute Press, 2009).

⁵⁴ Hanushek (2011).

historical relationship, we can estimate that closing just half of the performance gap with Finland, one of the top international performers in terms of student achievement, could add more than \$50 trillion to our gross domestic product between 2010 and 2090. By way of comparison, the drop in economic output over the course of the last recession is believed to be less than \$3 trillion. Thus the achievement gap between the U.S. and the world's top-performing countries can be said to be causing the equivalent of a permanent recession.⁵⁵

- [D]emand for evidence of [teacher education program] quality has naturally grown (e.g., Crowe, 2010; Anderson, 2013; National Council on Teacher Quality, 2013).⁵⁶
- If the critics have over-reacted, education schools have under- responded. Rather than acknowledging that they have real problems to confront, education schools have for the most part continued to do business as usual. Dismissing their critics as ideologues and know-nothings, too many have chosen to ignore not only their own shortcomings, but also the extraordinary changes in the nation and the world that should have led education schools to reevaluate the ways in which they prepare educators.⁵⁷

New Mexico educational conditions

- New Mexico has the highest share of Hispanic students in the country and the largest Native American population of any state except Oklahoma.
- [States (like New Mexico) have] highly distinct and individualized needs of their own students (McDermott, 2007)... (cf. Ravitch, 2004).⁵⁸
- In 2013, National Assessment of Educational Progress (NAEP) scores “rose slightly across the nation but remained flat or declined a bit in New Mexico. In fact, the state’s fourth-grade reading scores tied with the District of Columbia for last in the nation; eighth-grade reading and fourth-grade math were third from the bottom.”⁵⁹
- New Mexico has surpassed Mississippi as the poorest state and on the *Quality Counts* report 2013 ranks 50th out of the 50 states plus the District of Columbia on children’s “chance for success.”⁶⁰

Demographics of the teaching profession nationally

- 3.3 million k-12 teachers in the United States, representing nearly 10 percent of the college-educated workforce.⁶¹
 - By way of comparison, there were approximately 888,000 physicians, 1.0 million lawyers, and 2.9 million registered nurses.⁶²
 - [T]eaching work force remains overwhelmingly female: 75 percent in 2000. Although the percentage of female college graduates choosing to enter teaching dropped from 40 percent in 1970 to 11 percent in 1990, females are likely to continue dominating the field because they make up an even higher proportion (84 percent) of teachers in their

⁵⁵ Eric A. Hanushek, “Valuing Teachers: How much is a good teacher worth?,” *Education Next* Summer (2011).

⁵⁶ Michael J. Feuer, Robert E. Floden, Naomi Chudowsky, and Judie Ahn, *Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options*, (Washington, DC: National Academy of Education, 2013).

⁵⁷ Arthur Levine, *Educating School Leaders*, (The Education Schools Project, 2005).

⁵⁸ Jessica Zacher Pandya, “A scale analysis of the effects of US federal policy,” *Pedagogies: An International Journal*, Volume 7, Number 2, April-June, (2012b).

⁵⁹ *Albuquerque Journal*, November 9, 2013.

⁶⁰ *Education Week*, “Quality Counts,” 2013.

⁶¹ Hess (2009).

⁶² NRC (2010).

20s. Teacher education students are also overwhelmingly female, and aspiring elementary teachers are more likely to be female than aspiring secondary teachers. ... Teachers are also predominantly white (84 percent); 7.8 percent are African American, 5.7 percent are Hispanic, 1.6 percent are Asian American, and 0.8 percent are Native American. (Zumwalt and Craig (2005).⁶³

- In 2006, 174,620 master's degrees were awarded in education, accounting for 29.4 percent of all the master's degrees awarded that year (National Center for Education Statistics, 2007).
- We're also overproducing elementary school teachers and underproducing STEM teachers.⁶⁴
- Fifty-one percent of education faculty members are full time, and of those, 36 percent are tenure-track faculty (only in the health sciences is there a smaller proportion of full-time faculty having tenure).... The average annual base salary for full-time education faculty was \$58,000 in 2003, compared with \$70,500 for all full-time faculty....Less than 5 percent of full-time education faculty report research as their principal activity, compared with 15 percent across all program areas surveyed. More than 67 percent of full-time education faculty report teaching as their principal activity, and another 20 percent focus on administration, the highest among all program areas and nearly double the percentage across academic areas.⁶⁵
 - [A]lmost nine out of ten (88 percent) education school professors have taught in a school at some point in their careers...[but] lessons are often out of date, are more theoretical than practical, and are thin in content.⁶⁶
- Between 70 and 80 percent of the roughly 200,000 new teachers entering the profession each year are prepared in traditional programs housed in postsecondary institutions, with the rest entering through 1 of approximately 130 alternate routes.⁶⁷
 - The nation's 1,206 schools, colleges, and departments of education are...spread among 57 percent of all four-year colleges and universities. They award one out of every 12 bachelor's diplomas; a quarter of all master's degrees; and 16 percent of all doctorates, more than any other branch of the academy.⁶⁸

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN THE SCHOOLS OF THE FUTURE

1. Cognitive and learning principles that should affect the preparation of teachers⁶⁹

- Knowledge of how students learn ought to influence teaching practices, and knowledge of effective teaching practices, as well as teacher learning, should influence teacher education.⁷⁰
 - There is a small but growing body of research on how it is that teachers learn to engage in the kinds of practices that research suggests are most successful for students.⁷¹

⁶³ NRC (2010).

⁶⁴ "Q&A with Arthur Levine," David Firestone, *New York Times*, December 17, 2013.

⁶⁵ NRC (2010).

⁶⁶ Levine (2006).

⁶⁷ National Academy of Education (2013).

⁶⁸ *National Center for Education Statistics*, from Levine (2005).

⁶⁹ Comments from Jessica Zacher Pandya about issues to be addressed: Effects of culture on how people learn? How does what and how future teachers learn affect how they teach and how "well" students learn the content of their teaching? How do we measure what it is that students might be learning, and how well? What is the impact of the CCSS assessment systems?

⁷⁰ Bransford et al., (2009a)

⁷¹ Bransford et al., (2009a).

- Darling-Hammond and Bransford identify four types of research evidence to support their recommendations about *Preparing Teachers for a Changing World*⁷²:
 - Basic research on how people learn;
 - The influence of different conditions—including specific teaching strategies—on what and how people learn;
 - What kinds of teacher learning opportunities are associated with teaching practices that, in turn, influence student learning;
 - [R]esearch on the relationship between teachers learning opportunities...and what they do in the classroom as well as what their students learn.⁷³
- Although they have been profoundly challenged by the past three decades of research in cognitive science and related disciplines, the assumptions of the 1920s are firmly ensconced in the standard operating procedures of today's schools. These procedures, and the theories and assumptions they embody, form the core that needs to change if today's reform goals are to be met.⁷⁴
 - There is very little relationship between the organization of the typical American school and the demands of serious teaching and learning. (Darling-Hammond, 1997; Elmore, 1996; Goodlad, 1984; Sarason, 1993; Sizer, 1984).⁷⁵
 - In a better world, research and development efforts would be much more closely connected to what is being learned about teaching and learning cognitive processes.⁷⁶
 - The theory of learning that still lies at the core of American educational practice [was formed by] Edward L. Thorndike. ... According to the associationsists, knowledge consists of a collection of bonds...Learning is a matter of changing the strength of the bonds: increasing the strength of the “good” or correct bonds and decreasing the strength of incorrect ones. ...In practical application it led to ...a pattern [of test development] still in use today—that of tests made up of many separate items of information...with no organized way of accounting for conceptual relationships or for strategies of problem solving or sense making. ...[A]ssociationist instructional theory [has] been absorbed into the core pedagogy of American schools...[with] textbooks, especially in elementary school, that still offer lots of practice on minimally connected bits of information. ... With associationist pedagogy comes a familiar theory of organization, one that treats teachers as semiskilled managers of practice programs largely designed by experts external to schools; it neither calls for nor allows much intellectual engagement or autonomy of thought.⁷⁷
- [A]t the instructional core of education is a theory, also inherited from the 1920s, about who can learn and what different groups of students need to learn. [It] worked on the assumptions that aptitude is paramount in learning and that it is largely hereditary. [It] aimed ...to provide [different] groups of students with differentiated programs thought suitable to their talents. Today our schools still function as if we believed that the “bell curve” is a natural phenomenon that must necessarily be reproduced in all leaning results, and that effort counts for little.⁷⁸

⁷² Darling-Hammond et al., (2005).

⁷³ Bransford et al., (2009a).

⁷⁴ Resnick and Hall (1998).

⁷⁵ Linda Darling-Hammond, John Bransford, Pamela LePage, eds., *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*, (San Francisco: Jossey-Bass, 2005).

⁷⁶ David H. Monk, “Reactions from an Education School Dean,” in *Creating a New Teaching Profession*, Dan Goldhaber and Jane Hannaway, eds., (Washington DC: Urban Institute Press, 2009).

⁷⁷ Resnick and Hall (1998).

⁷⁸ Resnick and Hall (1998).

- What is the role of the learner in learning?⁷⁹
 - We now know that a student’s aptitude for learning is not independent from how hard the student tries. ... [E]ffort actually *creates* ability... people *become smart* by working at the right kinds of learning tasks.^{80 81}
 - In a review of the research on promising practices for American Indian, Alaska Native, and Native Hawaiian students, McCarty (2009) argues that the best practices are those that facilitate learners’ self- efficacy, critical capacities, and intrinsic motivation; such practices, she adds, also ‘support teachers’ professionalism and invest in the intellectual resources present in local communities’.⁸²
 - To develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. The small body of work that focuses on teaching helps to support logical inferences about teaching in a manner consistent with this model of learning. With continued learning in any field—chess, auto mechanics, mathematics, or English literature, for example—individuals gradually accumulate extensive knowledge that affects what they notice and how they organize, represent, and interpret information and this accumulation, in turn, affects their ability to remember, reason, and solve problems.⁸³
- [P]romising recent results of interventions that immerse students in demanding long-term intellectual environments rather than teaching them specific isolated skills,⁸⁴ suggest a new conceptualization of intelligence.⁸⁵
 - Children develop cognitive strategies and effort-based beliefs about intelligence...when they are continuously pressed to raise questions and accept challenges, to find solutions that are not immediately apparent, to explain concepts, justify their reasoning, and seek information.⁸⁶

⁷⁹ Elizabeth City, “The Futures of School Reform,” *Ask With Forum*, Harvard University, January 29, 2013.

⁸⁰ Lauren B. Resnick, “From Aptitude to Effort: A New Foundation for our Schools,” *Dædalus* 124 (4) Fall (1995).

⁸¹ Carol S. Dweck, “Theories of Intelligence Create High and Low Effort” in *Self-Theories: Their Role in Motivation, Personality, and Development*,

⁸² Romero-Little (2010).

⁸³ *How People Learn*, National Research Council, 2000.

⁸⁴ See, for example, James W. Pellegrino and Robert Glaser, “Analyzing Aptitudes for Learning: Inductive Reasoning,” in *Advances in Instructional Psychology*, vol. 2, ed. Robert Glaser (Hillsdale, NJ: Erlbaum, 1982); Michael Shayer and Philip Adey, *Towards a Science of Science Teaching: Cognitive Development and Curriculum Demand* (London: Heinemann, 1981); Ann L. Brown et al., “Learning, Remembering and Understanding,” in *Cognitive Development*, vol. 3 of *Handbook of Child Psychology*, 4th ed., ed. John Flavell and Ellen M. Markman (New York: Wiley, 1983); Philip Adey and Michael Shayer, *Really Raising Standards: Cognitive Intervention and Academic Achievement* (London: Routledge, 1994); and Ann L. Brown and Annemarie S. Palinscar, “Guided, Cooperative Learning and Individual Knowledge Acquisition,” in *Knowing, Learning, and Instruction: Essays in Honor of Robert Glaser*, ed. Lauren B. Resnick (Hillsdale, NJ: L. Erlbaum Associates, 1989).

⁸⁵ Resnick and Hall (1998).

⁸⁶ Resnick and Hall (1998).

2. Elements of instruction, instructional materials and classroom assessment needed to fulfill rigorous learning standards

- How are the beliefs and understandings and knowledge and skill of the adults who are working with students constraining their learning?⁸⁷
- [T]he central goal for education improvement is to create and support instructional regimes that produce improved outcomes for students, with ‘regimes’ being ‘systematic approaches to instruction in which the desired outcomes are specified and observed,’⁸⁸ and ...involve the coherent arrangement of constituent resources of schooling, such as content material, incentives, and teacher and student actions...Appropriate assessments are needed to monitor and continue to improve those regimes.⁸⁹
 - The traditional sharp line between instruction and assessment where assessment primarily provides summative results is being blurred so that instruction and assessment exist side by side, seamlessly with assessment offering insights into what needs to be done to improve pupil performance.⁹⁰
 - The real accountability system is in the tasks that students are asked to do.^{91 92}
 - [T]he work the students are being asked to do exactly predicts the performance that you’re getting on the external measures.⁹³
 - [Teachers have] expectations about what students can do, and preconceived notions about what kinds of task it is appropriate to ask students to do. What we’re learning is that those tasks—in the sense of cognitive demand, the level of the content, student engagement, student thinking—are actually much lower-level tasks than the teachers and administrators in a school think they are.^{94 95}
 - Prior to Common Core State Standards⁹⁶ “few U.S. schools [were] guided by challenging assessments that require the presentation and defense of ideas and the production of work that demonstrates how they can inquire, assemble and evaluate evidence, reason and problem solve.”⁹⁷
 - Interactive Learning Assessment:^{98 99 100}

⁸⁷ “Leading the Instructional Core: An Interview with Richard Elmore,” Ontario Ministry of Education, *In Conversations*, 11(3), 2010.

⁸⁸ Comment from Jessica Zacher Pandya: the “outcomes” we want are based on our sometimes quite different ideological starting points.

⁸⁹ Bransford et al., (2009)

⁹⁰ Monk (2013).

⁹¹ Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Tietel, *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, (Cambridge, MA: Harvard Education Press, 2009).

⁹² Elmore (2000).

⁹³ Ontario Ministry of Education (2010).

⁹⁴ Ontario Ministry of Education (2010).

⁹⁵ Daniel Willingham’s blog “What is ‘developmentally appropriate?’”, August 5, 2013.

⁹⁶ Forty five states in 2009 banded together in adopting Common Core State Standards for their K-12 curricular, instructional and assessment standards in reading, writing and math.

⁹⁷ Darling-Hammond et al., 2005.

⁹⁸ Phillips, R., Gawel, D. J., Svihla, V., Brown, M., Vye, N. J., & Bransford, J. D. (2009). New technology supports for authentic science inquiry, practice, and assessment in the classroom. Paper presented at the AERA, San Diego.

⁹⁹ 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.

¹⁰⁰ McKay, T., Cantarero, A., Svihla, V., Yakes Jimenez, E., & Castillo, T. (2014, June 23-27). Becoming a Professional through Virtual Practice. Paper presented at the 11th International Conference of the Learning Sciences (ICLS2014), Boulder, CO.

- At the core of the [Common Core State] standards is a reduced emphasis on memorization. Students now have to connect the dots and apply critical thinking. It's what experts call higher-order thinking. Teachers say it's preparing students for life after high school. That has made classrooms much more of a hands-on proposition.¹⁰¹
 - [K]nowledge-based constructivism and effort-based learning will create a new level of demand for instructional expertise... Educators in [the CCSS environment] will need a thorough familiarity with content and pedagogy, as well as an effort-oriented belief system...They will need to know how to create classroom environments that motivate effort, socialize intelligent habits of mind, and foster talk that is accountable to established knowledge and accepted standards of reasoning.^{102 103}
 - [O]ne of the tenets of school mathematics is that it teaches general procedures that people can then apply to specific cases (Resnick, 1987).¹⁰⁴
 - [I]deal mathematics teaching [is when] students pursue big mathematical ideas, simultaneously acquiring knowledge of and about mathematics. 'Mathematical activity...produces mathematics' (Greig 1988). ...[T]he effort to explain advances one's understanding of the phenomenon.... [W]hen students learn about fractions, for example, they should be led to integrate that new knowledge...with their previous knowledge about natural numbers. The goal is for students to remember what they have learned, but the assumption is that they will remember more effectively if they understand what they are being taught rather than simply learning by rote.¹⁰⁵
- [A]doption [of CCSS] has cleared the way for teachers to begin to discuss how, for example, they might go about increasing the complexity of texts in their curricula.¹⁰⁶
 - '[A]dditive' or enrichment philosophy ...values the maintenance of the children's heritage language and culture as essential components of curriculum and pedagogy.¹⁰⁷
 - [An example of exemplary] curriculum tapped into Native knowledge and skills, while integrating mainstream U.S. academic standards. For example, the berry-picking unit 'asks students to study and identify five types of berries, learn where these berries are traditionally harvested, and then use the berries to create traditional Yup'ik foods. The berry picking activity incorporates benchmarks from science, health, and personal/social skills standards. Students then demonstrate what they have learned through writing assignments and use technology to create a PowerPoint presentation about making traditional foods.' Klump & McNeir, 2005).¹⁰⁸
 - [When] Appalachian families, [for example] ...reflect on their children's education and their futures, it is almost always within the context of the local

¹⁰¹ "The Common Core debate," Philip Elliott, *The Associated Press*, December 2, 2013.

¹⁰² Resnick and Hall (1998).

¹⁰³ For the roots of the "knowledge-based constructivism" theory of learning that underlies *Common Core State Standards*, see: Resnick and Hall (1998); Allen Newell and Herbert A. Simon, *Human Problem Solving*, (Englewood Cliffs, NJ: Prentice-Hall, 1972); John T. Bruner, *Schools for Thought: A Science of Learning in the Classroom*, (Cambridge, MA: Harvard University Press, 1993).

¹⁰⁴ Marta Civil, Culture and Mathematics: a community approach," *Journal of Intercultural Studies*, Vol. 23, No. 2, 2002.

¹⁰⁵ Deborah Loewenberg Ball, "Knowledge and Reasoning in Mathematical Pedagogy: Examining what Prospective Teachers Bring to Teacher Education," doctoral dissertation, Michigan State University, (1988).

¹⁰⁶ Pandya et al. (2012).

¹⁰⁷ Mary Eunice Romero-Little, "Best Practices for Native American Language Learners," in *Best Practices in ELL Instruction*, Guofang Li and Patricia A. Edwards, eds., (New York: The Guilford Press, 2010).

¹⁰⁸ Romero-Little (2010).

- community.¹⁰⁹
- It is hard to argue against the value of multi-modal composing—designing texts that engage verbal, visual, written, and other modes.... (see, e.g., Hull, Stornaiuolo, & Sahni, 2010; Jewitt, 2008) of meaning making—in our increasingly networked world.¹¹⁰
 - [We need to] release administrators, teachers and students from the mandated use of tightly paced, highly structured curricula.¹¹¹
 - [NCLB had promoted] the use of pre-packaged, ‘proven’ curriculum to help students succeed (see Slavin, Madden, Chambers, & Haxby, 2009) [even though] (Gamse, Jacob, Horst, Boulay, & Unlu, 2008) showed that students in such classrooms made minimal reading comprehension gains.¹¹²
 - Over-emphasis on transmission of facts to be learned from a formal syllabus is one example of ...inappropriate curriculum ‘material’ ...: a) the material is not organic to the child; b) the connecting links of need and aim are conspicuous by their absence; c) there is a lack of logical value (Dewey, 1902). Logical value to Dewey was curriculum organisation that represented the best knowledge in society organised through authentic hands-on experiences for the child. The teacher’s role, however, was vital: “Guidance is not external imposition.¹¹³
 - Rather than acting as a performative robot enacting policy, the teacher becomes an ‘alchemist’, planning and leading learning experiences creatively, flexibly and responsibly and able to do so through informed autonomy.¹¹⁴
 - According to Mayra Baldi, a kindergarten teacher at P.S. 169 in Sunset Park, Brooklyn, in the Common Core “I’m more of a facilitator, and I’m taking...a step back” to let students figure out more of the solution on their own.¹¹⁵
 - Inviting students into their learning by providing multiple entry points is important. With the right setup and task, each student will draw from what he or she knows to engage with cognitively demanding work...[A]chieving equity in learning opportunities requires us to consider each student’s intellectual life in a school. Embedding...relevant, challenging tasks into lessons are fundamental components of making equity and excellence available for every student. ¹¹⁶
 - [F]or learning to occur we must have both correct knowledge as well as context for interpreting experiences and information.¹¹⁷
 - [L]earning experiences in school mathematics [must be] sensitive to the cultural backgrounds and experiences of the ethnic minority and working-class students with whom we work.¹¹⁸
 - [T]hematic instruction...integrat[es] the different subjects within a theme...and

¹⁰⁹ Arlie Woodrum, “State-mandated testing and cultural resistance in Appalachian schools: Competing values and expectations,” *Journal of Research in Rural Education*, 19(1), 2004.

¹¹⁰ Jessica Zacher Pandya, “Unpacking Pandora’s Box: Issues in the Assessment of English Learners’ Literacy Skill Development in Multimodal Classrooms,” *Journal of Adolescent and Adult Literacy*, (56) 3, November 2012.

¹¹¹ Pandya (2012b).

¹¹² Pandya (2012b).

¹¹³ Pandya et al. (2012).

¹¹⁴ Eraut, 1994.

¹¹⁵ Kenneth Chang, “With Common Core, Fewer Topics But Covered More Rigorously,” *New York Times*, September 2, 2013.

¹¹⁶ Stephanie M. McConachie and Rosita E. Apodaca, “Embedding Disciplinary Literacy: Leadership and Professional Learning,” *Content Matters: A Disciplinary Approach to Improving Student Learning*, Stephanie M. McConachie, Anthony Petrosky and Lauren B. Resnick, eds., (New York: Jossey-Bass, 2014).

¹¹⁷ Resnick and Hall (1998).

¹¹⁸ Civil (2002).

build[s] on the children’s ideas. ...[O]bservations reflect[ed] a class of children engaged in serious discussion of the tasks among themselves and with any of the adults there.¹¹⁹

- [Need to] actively employ the voices, cultural knowledge, and processes that will engage participants in critical thinking and action research.¹²⁰
- [S]terile standards-based approaches ... eviscerate students’ histories, cultures, languages, community-based identities, and thus, their sense of self- worth and how to be a change agent in the world (Valenzuela, 1999, 2004). Many youth subsequently internalize pejorative attitudes ... of the dominant culture toward their own groups (Valenzuela, 1999).¹²¹
 - [C]urriculum as praxis (Hooks, 1994; Solorzano & Delgado Bernal, 2001).¹²²
- There is strong evidence that the choice of instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness. For example, in a large-scale randomized comparative trial of the effectiveness of four leading elementary school mathematics curricula (consisting of a textbook, ancillary materials, and teacher professional development), second-grade students taught using Saxon Math scored on average 0.17 standard deviations higher in mathematics than students taught using Scott Foresman-Addison Wesley Mathematics...By way of comparison, a review of 10 studies of teacher effectiveness found that a student taught by an above-average teacher—one at the 75th percentile—will learn more than the student of an average teacher by 0.08-0.11 standard deviations.¹²³
 - Of 73 elementary school mathematics curricula examined by [the Institute of Education Sciences What Works Clearinghouse], 66 either have no studies of their effectiveness or have no studies that meet reasonable standards of evidence.¹²⁴
 - Need for “essential investment in studies of educational materials” (Schoenfeld)
- [P]edagogy at the classroom scale is often only a reflection of policy decisions made at other scales. Samway and Pease-Alvarez (2005) found...that teaching practices at the classroom scale are highly dependent on school-scale curricular mandates.¹²⁵
 - [T]he misreading and/or misuse of the National Reading Panel (2000) results led educational policymakers to mandate the teaching of systematic phonics in federally funded Reading First sites (Allington, 2002; Cummins, 2007; Garan, 2002).¹²⁶
 - [H]ow do hegemonic educational policies and practices limit the learning experiences of Indigenous youth.¹²⁷

¹¹⁹ Civil (2002).

¹²⁰ Eunice Romero-Little, Christine Sims, and A-dae Romero, “Revisiting the Keres Study to Envision the Future: Engaging Indigenous Pueblo Youth, Elders, and Teachers in Intergenerational Collaborative Research and Praxis,” in Django Paris & Maisha Winn (Eds.), *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities* (Thousand Oaks, CA: Sage Publications, 2013).

¹²¹ Angela Valenzuela and Patricia D. López, “Creating a Cadre of Critically Conscious Teachers and “Taking this Country to a Totally Different Place,”” in *U.S. Latinos and Education Policy: Research-Based Directions for Change*, Pedro R. Portes, Spencer Salas, Patricia Baquedano-López, and Paula J. Mellom, eds., (New York: Taylor and Francis, 2014).

¹²² Valenzuela and Lopez (2014).

¹²³ Chingos and Whitehurst (2012).

¹²⁴ Chingos and Whitehurst (2012).

¹²⁵ Pandya (2012b).

¹²⁶ Pandya (2012b).

¹²⁷ Romero-Little et al., (2013).

3. Educating English language learners to high standards

- In 2000, 20 percent of all children under 18 (11 million of the 58 million school-age children) in the United States had parents who were recent immigrants (Capps et al., 2005).¹²⁸
 - The New Mexico Constitution endorses bilingual education.¹²⁹
 - Both California and Arizona now require all new teachers to be prepared for teaching English learners. *Standard 13* in California requires teacher-education programs to provide opportunities for preservice teachers to learn about second-language acquisition theory; instructional strategies for English-language development, including access to academic content, assessment, and the legal and policy rationales for teaching English learners. Similarly, in Arizona all teachers must complete a minimum of 60 seat hours of coursework in teaching and assessing English learners.¹³⁰
 - [T]he average Native American (NA) student does not fit the definition of a typical English language learner (ELL). ...[T]he majority of NA children enter school as primary speakers of English...[but] are often ...characterized ...[as] 'limited English proficient.' Grim statistics bear testimony to the negative educational consequences that ensue from these labeling practices: NA students are more than twice as likely as their White peers to score at the lowest level on the National Assessment of Educational Progress reading assessments, are heavily overrepresented in special education programs, and up to 40% will not graduate from high school (Castagno & Brayboy, 2008; Romero-Little, McCarty, Warhol, & Zepeda, 2007).¹³¹
- A focus on 'language as an obstacle that has to be overcome' may lead to placement decisions that have implications for ELLs' academic advancement. Placing students in lower-level courses with the idea that first they need to learn the language is a practice that has serious equity implications. Valdés (2001) argues for students to have access to the mainstream curriculum while they are learning English. ...Similarly Callahan, Wilkinson, and Muller (2008) write, '[English as a Second Language] coursework is neither meant to replace nor preclude access to, rigorous academic coursework'.¹³²
 - It is ...deep pedagogical content knowledge (Shulman, 1986), that provide[s] the networks of understandings secondary teachers draw from to plan and organize high-quality learning experiences for English learners, to engage English learners in extensive uses of oral and written English while they learn academic content, to inquire about and enact the curriculum in ways that make it accessible and relevant to English learners, to work collaboratively with other teachers...and to reflect on practices and how to improve them.¹³³
- Hidden assumptions about aptitude are continually reinforced by the results of practices based on those assumptions. Students who are held to low expectations do not try to break through that barrier. ...Not surprisingly their performance remains low. Children who have not been taught a demanding, challenging, *thinking curriculum* do poorly on tests of reasoning or problem solving, confirming many people's original suspicions that they lack the talent for

¹²⁸ NRC (2010).

¹²⁹ Marta Civil, "Mathematics Education, Language Policy, and English Language Learners," in *Disrupting tradition: research and practice pathways in mathematics education*, University of Oklahoma, 2011.

¹³⁰ Christian Faltis, M. Beatriz Arias & Frank Ramírez-Marín, "Identifying Relevant Competencies for Secondary Teachers of English Learners," *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 33:3, 2010.

¹³¹ Romero-Little (2010).

¹³² Civil (2011).

¹³³ Faltis et al., (2010).

high-level thinking.¹³⁴

- We interviewed over 700 parents, primarily Spanish-speaking, and we learned that...a significant portion of them believed that their child's cognitive abilities were predetermined. [O]nce we taught [parents] that they had the power to determine how their kids did in school, they were hungry to know more. They wanted to learn how to ...get their children ready for school in ways that don't require much education on their part or much money.¹³⁵
- In the 1960s, it was not uncommon to read in print that 'systematic differences in cognitive ability' between children of different classes and ethnic groups existed, differences that ... are so great as to be perhaps ineradicable' (Friedenberg, 1969). Vernon (1969) claimed that the kind of English Black children spoke hindered them from acquiring cognitively deep language proficiency, 'advanced education, communication, and thinking.'¹³⁶
- What is salient for teachers, and what creates a lens for interpreting evidence, is a teacher's...beliefs about who can learn.^{137 138}
 - [Children of poverty] often are quite resourceful.¹³⁹
- The research of Stanford University's Carol Dweck and others¹⁴⁰ confirms that "[s]ocial environmental conditions have an influence through the psychology of the child. Children's beliefs [about themselves as learners] become the mental 'baggage' that they bring to the achievement situation."¹⁴¹
 - 'I know each of you is very capable of doing this work [the teacher said]. All of you are very smart. Why are you not interested in learning.' Jim walked up to the blackboard and wrote in large letters, SPED. ...We're speds. We can't read, write, or learn Jim replied, his peers nodding in affirmation. ... [T]he limitations of the current identification and evaluation process ... impact...Native American learners' beliefs about their abilities and potential in the school context. ¹⁴²
 - [We must] increase awareness and understanding of the rich intellectual, sociocultural, and linguistic traditions and systems of thought of Pueblo learners ... [and] foster an understanding of the critical role teachers play in encouraging, supporting, and incorporating Native language and culture in their classrooms. By doing so [we] ensure that Pueblo learners... maintain an irresistible hunger for challenges to the mind and develop confidence and strong cultural and academic identities to help them prepare to engage in shaping their own futures in and outside their communities.¹⁴³

¹³⁴ Resnic and Hall (1998).

¹³⁵ Sandra Gutierrez, national director, *Abriendo Puertas*, in "Teach parents to teach their kids," Esther J. Cepeda, *The Washington Post*, October 10, 2013.

¹³⁶ Christian Faltis, "Demystifying and questioning the power of academic language," M. B. Arias & C. Faltis eds., *Academic language and second language acquisition*, (Charlotte, NC: Information Age Publishing, 2013).

¹³⁷ Bransford et al. (2009).

¹³⁸ Resnick (1995).

¹³⁹ Civil (2002).

¹⁴⁰ See Dodge, Pettit, Bates, & Valente, 1995; Dweck & London, 2004; Gibb et al., 2001; Thompson, 2000. See Rosenthal, Dweck & London, 2004.

¹⁴¹ Lisa S. Blackwell, Kali H. Trzesniewski and Carol Sorich Dweck, "Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention," *Child Development*, January/February 2007, Volume 78, Number 1.

¹⁴² Romero-Little et al., (2013).

¹⁴³ Romero-Little et al., (2013).

- Every time teachers give feedback to students they convey messages that affect students' opinion of themselves, their motivation and their achievement.¹⁴⁴
 - The idea that being good on tests was the same thing as being good at reading was so naturalized for students that, when asked to judge their own reading abilities, they automatically gave their reading benchmark levels. Teachers often did the same, describing students' abilities primarily by test score.¹⁴⁵
 - Indian children ... generally have a positive concept of self when they arrive at school. But the models they read about rarely if ever identify with their...past experiences at home and in [the] village. ...[C]hildren develop a negative perception of themselves, their parents, and their culture. (Sando, 1992)¹⁴⁶
- [L]anguage use is considered a sign of intelligence and an indicator of the ability to learn. Accordingly, when children enter school already having acquired [academic language], they are considered to be intelligent and teachable. Children who begin school with[out academic language] in either their non-English home language or English as a second language, are considered to be less intelligent and at risk of not learning.¹⁴⁷
 - [T]he conventional notion of intelligence as a single entity measured solely by an IQ test, [has been] an indispensable mainstream tool for measuring human intellectual ability (and potential), including giftedness.¹⁴⁸
 - [L]anguage has value in terms of its shared inheritance and as a means of communication for establishing identity and relations. The standard form of language comes to have the highest market value, ...[and] speakers of nonstandard language varieties...will not be able to compete in the market.¹⁴⁹
- One could argue that providing the poor and less educated with access to academic language is a good start at upsetting this social order, and is thus, morally justified. Furthermore, it could be argued that helping students from non-academic backgrounds attend to the language of schooling is necessary for their eventual academic success.¹⁵⁰
 - The 1995 landmark study by Betty Hart and Todd Risley found that professional parents *talk* more to their children than less-affluent parents, creating an [enormous] 'word gap' by the time children reach age 3.¹⁵¹
 - [There is a common belief that] bilingual learners from poor socioeconomic backgrounds rely on a language proficiency that is not considered useful for learning in school contexts, where ideas and concepts needed for academic success are more abstract and more cognitively demanding ... From this view, to be successful in school, bilingual learners need to acquire *Cognitive Academic Language Proficiency* (CALP; Cummins, 1981; 1983; 1984; 2003), which of late has been shorted to *academic language* (see Bailey, 2007; Schleppegrell, 2006; Solomon & Rhodes, 1995; Valdés, 2004a).¹⁵²
 - [B]y virtue of their home environments and cultures, [NA children] bring with them to school rich socio- linguistic and intellectual resources that reflect multidimensional

¹⁴⁴ Blackwell et al. (2007).

¹⁴⁵ Pandya (2012b).

¹⁴⁶ Mary Eunice Romero-Little, "How Should Young Indigenous Children Be Prepared for Learning? A Vision of Early Childhood Education for Indigenous Children," *Journal of American Indian Education*, 2010b.

¹⁴⁷ Faltis (2013).

¹⁴⁸ Romero-Little et al., (2013).

¹⁴⁹ Faltis (2013).

¹⁵⁰ Faltis (2013).

¹⁵¹ *Albuquerque Journal*, December 10, 2013.

¹⁵² Faltis (2013).

proficiencies and ways of knowing and learning. However, these resources are typically not well understood, appreciated, or recognized in the school setting... and are likely to [result in NA children being] tracked into remedial programs.¹⁵³

- [According to] seven research-informed publications focusing on what all teachers of English learners need to know and be able to do:¹⁵⁴
 - All teachers need to understand that it takes more time and effort to develop academic language proficiency, and that English learners with communicative abilities still have difficulty accessing and participating in experiences that demand the use of academic language to show conceptual understanding.
 - [A]ll teachers need to understand how children and adolescents acquire proficiency in a second language.
 - [T]eachers need to know about how and why small-group work is important for English learners.
 - An ever more indispensable knowledge area that all teachers need to know about and be able to use as support for language learning is how language works...This functional linguistic knowledge enables teachers to diagnose and scaffold discipline-specific language-learning needs (see Schleppegrell, 2004; Wong Fillmore & Snow, 2002).
 - [Another] category of knowledge and practice mentioned in the literature on what all teachers need to teach English learners effectively is English proficiency assessment, particularly how and why to use assessments to improve teaching ...[and provide] meaningful feedback on what students have learned and need work on (see Abedi, 2004; Abedi & Gándara, 2006; De Oliveira & Athanases, 2007).¹⁵⁵
- [A] child's literacy development is... highly context specific.¹⁵⁶
 - Dewey was clear that the best knowledge available to society was the appropriate material for children's learning, but only through teaching that made a connection with children's experiences and thoughts.¹⁵⁷
 - Cora Folsom, a teacher of English during this early era [of Native American education], found that if NA students were already literate in their own language, it facilitated their learning of English (Spack, 2002). ...Virginia Collier and Wayne Thomas's (1997) national study of school effectiveness for language-minority students found that the amount of primary language schooling a student receives is the strongest predictor of second-language student achievement.¹⁵⁸
- [Understanding of] academic language and how to teach it in classroom where there are English learners has burgeoned (e.g., Bailey, 2007; Bunch, 2010; Bunch, Abram, Lotan, & Valdés, 2001; Cummins, 2008; Enright, 2011; Freeman & Freeman, 2009; Hyland, 2009; Scarcella, 2003; Schleppegrell, 2004; Schleppegrell, 2006; Schleppegrell & O'Hallaron, 2011; Swales, 2004; Valdés, 2004a & b; and Zwiers, 2009).¹⁵⁹
 - [E]fforts are already in motion to develop new standards for academic language [Common Core State Standards], and measures to reflect how well students demonstrate it (See Abedi, 2007; Bailey & Butler, 2003; Sato & Worth, 2010).¹⁶⁰

¹⁵³ Romero-Little (2010).

¹⁵⁴ Ballantyne et al., (2008); Lucas and Grinberg (2008); Lucas et al., (2008); Merino (2007); Niles et al., (2006); Téllez and Waxman (2006); Whelen (2006) from Faltis et al., (2010).

¹⁵⁵ Faltis et al., (2010).

¹⁵⁶ Pandya (2012).

¹⁵⁷ Pandya et al. (2012).

¹⁵⁸ Romero-Little (2010).

¹⁵⁹ Faltis (2013).

¹⁶⁰ Faltis.

- Schleppegrell (2004) argued that ...successful learners are expected to display knowledge of some kind, to do so with authority, and to show evidence of mastery of the organization and presentation various text-types represented in each of the disciplines. So, for example, the following sentence (from Gee, 2005) displays some knowledge about an unusual topic: *Hornworms sure vary a lot in how well they grow.* ... Recast in the academic language of schooling, the sentence (Gee, 2005) might be constructed as follows: *Hornworm growth exhibits a significant amount of variation.* ...The goal of schooling ought to be that both ways of expressing understanding are legitimate.¹⁶¹
- Schleppegrell and O'Hallaron (2011) presented a set of recommendation for teachers about language in academic contexts [including using] modeling, visual/multiple/multimodal representations so that students' engagement in language events is protracted, offers opportunities for interpretation and elaboration, and invites students to use language to show how they are applying new knowledge.¹⁶²
 - [P]reservice teachers [can be asked to] engage in multimodal composition.¹⁶³
- Those who don't like writing—and there are many, especially among ELs—find the task more bearable if the written text is only the beginning of a larger, more expansively multimodal project. ... Pre- and post-project surveys and interviews can gauge perspectives on writing before and after students have started composing multimodally. Analyzing responses can yield data about how to foster the elusive goals of motivation and engagement.¹⁶⁴

4. Teachers and principals as instructional leaders

- As Mosher and Smith suggest, education reformers have slowly, perhaps even grudgingly, come to agree that instruction has to improve for student achievement to improve. An implication is that while funding, mandates and structural interventions like accountability, vouchers, small schools and charters may have value, they are productive only inasmuch as they lead to improvements in instruction.¹⁶⁵
 - Recent international research from the Third International Mathematics and Science Study (TIMSS) corroborates the idea that a focus on concrete instructional practice results in increased student learning. Countries in TIMSS that scored well in mathematics and science tended to have less complex curricula, greater coherence of curriculum across age levels, and greater emphasis on narrowing the range of quality in the curriculum actually delivered in the classroom. Hence, when school organization and policy reinforce a focus on curriculum and embody clear expectations about the range of acceptable quality in the delivered curriculum, a broader range of students learn at higher levels. (Schmidt, et al. 1997; Stigler and Heibert 1999)¹⁶⁶
- Impact of using particular types of teaching and learning activities depends on the subject matter to be learned in relation to the skills, knowledge and attitudes that learners bring to the

¹⁶¹ Faltis (2013).

¹⁶² Faltis (2013).

¹⁶³ Pandya (2012).

¹⁶⁴ Pandya (2012).

¹⁶⁵ Bransford et al., (2009b).

¹⁶⁶ Richard F. Elmore, *Building a New Structure for School Leadership*, The Albert Shanker Institute, Winter 2000.

situation, and the goals of the learning situation and the assessment tasks used to measure that learning.¹⁶⁷

- Researchers...are only beginning to develop robust theories about how to customize practice to the needs of particular students.¹⁶⁸
- From this fundamental idea of improving student learning by improving everyone's instructional base of knowledge comes the inherent responsibility...to [try] out new routines and practices and [replace] those that are less effective.¹⁶⁹
 - The history of education reform in the United States is largely one of tinkering with institutional arrangements... that have little impact on established patterns of teaching and learning. Reform has rarely penetrated the 'educational core' of how knowledge is defined; how teachers' and students' roles are defined in the process of teaching and learning; how students are grouped for the purposes of instruction; how teachers work is defined vis-à-vis other teachers and instructional staff; how much time is allocated to various subject matters; and how student progress is assessed and evaluated.¹⁷⁰
 - How do we regard our time with students and the role of schooling, how do we make sure that we are taking full responsibility for using that time well and how do we also open that up and design it in a way that uses [technology].¹⁷¹
- Only with the recent movement for standards-based education has America begun to explore the potential of designing policy structures explicitly to link testing, curriculum, textbooks, teacher training, and accountability with clearly articulated ideas about what should be taught and what students should be expected to learn. (See also Resnick and Nolan (1995) and Smith and O'Day (1990).¹⁷²
 - [A]chievement tests ... that are assessments of IQ and not tied to the curriculum studied... compare students to each other rather than against an individual standard of excellence. [As such] they actively discourage learning.¹⁷³
- [Principals must have] 'an explicit practice that is designed to bring discussions of instruction directly into the practice of school improvement. By practice, we mean something quite specific. We mean a set of protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve student learning at scale' (City, Elmore, Fiarman, & Teitel, 2009). Cudiero & Nelson (2009) define targeted learning walks as: 'purposeful and data-driven.' They are specific about what to look for and help a school or district teams identify next steps once the process is over. Targeted learning walks are focused on the teaching and learning agenda as a means for ongoing improvement, not solely on [teacher] evaluation, and serve as tools for gathering evidence of how well instructional improvement efforts are being implemented in classrooms...[They] collect evidence about how well ...the implementation of [school improvement] is impacting student achievement results.¹⁷⁴
- Data is having an impact [because] it fosters conversations among teachers about data on student performance informing instruction.¹⁷⁵

¹⁶⁷ Bransford et al., (2009).

¹⁶⁸ Bransford et al., (2009).

¹⁶⁹ McConachie and Apodaca (2014).

¹⁷⁰ Resnick and Hall (1998).

¹⁷¹ Rick Hess, Harvard, January 29, 2013

¹⁷² Resnick and Hall (1998).

¹⁷³ Resnick (1995).

¹⁷⁴ Almudena (Almi) Abeyta, "The Perfect Match: Identifying, Growing, and Sustaining Leadership in Urban Education," doctoral dissertation, Harvard University Graduate School of Education (2013).

¹⁷⁵ Paul Reville, "The Futures of School Reform," *Ask With Forum*, Harvard University, January 29, 2013.

- Hargreaves and Stone-Johnson...explain that teachers have access to far more data than they can use... [and] it falls to teachers themselves to sort through the streams of available data and figure out what is useful. When new data are simply layered onto existing systems...teachers become overloaded, with few good results...[A]n integrated system of data management in the school makes it possible for teachers to use data routinely as part of their regular instructional work.¹⁷⁶
- Good teachers and educational leaders...[monitor] progress after new interventions—keeping in mind that there may be ‘implementation dips’ during early attempts to learn and use new innovations.¹⁷⁷
- [T]he entire district [needs] to acquire a more systematic grasp of the available data.¹⁷⁸

5. The instrumental role of technology

- Today’s default educational model requires schools with many classrooms, each featuring a teacher working with a particular group of students. This ‘people everywhere’ strategy is expensive [and] limits the available talent pool. ...Perhaps the most significant impact of education technology is its ability to eliminate barriers posed by geography—thus relaxing the constraints of the people-everywhere model....[But schools] have floundered under a ‘supplement, not supplant’ mindset in which there has been fierce resistance to fully using new technologies... as a tool for rethinking teachers’ work, what needs to be done in policy, school organization, or the shape of teaching.¹⁷⁹
 - [C]ontent knowledge can come from many sources, and we need not rely as heavily as we currently do on the proximate classroom teacher as the font of content knowledge. ...[E]ducation schools are actively exploring what is possible with technology.¹⁸⁰
 - Kids are already using a lot of technology...what would it take to have the adults take the lid off and let students explore using the technology.^{181 182}
 - Better, cheaper, faster, more agile ways to do what the book has done.¹⁸³
 - Explore competency-based learning and mastery-based learning.¹⁸⁴
- The broad, yet undefined, emphasis on technology in the Common Core State Standards in English Language Arts poses particular challenges for educators charged with their implementation.¹⁸⁵
 - There are a few different approaches to the notion of technology in relation to what kids should know & be able to do. One is more tactile and hardware-related: typing, scrolling, swiping—where and when should kids learn those skills? Another is to do with the role of technology in the classroom, how teachers integrate and use it, and how kids use it: media literacy, e-books, ipads, etc. Authors of chapters in my book,

¹⁷⁶ Bransford et al., (2009).

¹⁷⁷ Bransford et al., (2009b).

¹⁷⁸ Bransford et al., (2009b).

¹⁷⁹ Hess (2009).

¹⁸⁰ Monk (2009).

¹⁸¹ Elizabeth City, “The Futures of School Reform,” *Ask With Forum*, Harvard University, January 29, 2013.

¹⁸² Svihla, V., Kvam, N., Dahlgren, M., Bowles, J., & Kniss, J. (2013). We Can’t Just Go Shooting Asteroids Like Space Cowboys: The Role of Narrative in Immersive, Interactive Simulations for Learning. Games, Learning, Society.

¹⁸³ Frederick Hess, “The Futures of School Reform,” *Ask With Forum*, Harvard University, January 29, 2013.

¹⁸⁴ Elizabeth City, “The Futures of School Reform,” *Ask With Forum*, Harvard University, January 29, 2013.

¹⁸⁵ Jessica Zacher Pandya and Maren Aukerman, “Research & Policy: A Four Resources Analysis of Technology in the Common Core: Some Examples and Ideas for Research,” in *Language Arts*, 91 (6), 2014.

Critical Digital Literacies, have ideas about how children and youth use media critically to examine their worlds—yet another aspect of technology and student learning.¹⁸⁶

THE EFFECTIVE TEACHER IN THE TEACHING PROFESSION OF THE FUTURE

1. Qualities and ingredients of the effective teacher

- Today educators are expected to prepare every child to go on to postsecondary education—an idea that would [previously] have seemed preposterous.¹⁸⁷
- Changing the role of teaching fundamentally from those who dispense knowledge to those who facilitate knowledge.¹⁸⁸
 - [T]eachers' knowledge affects outcomes for students.¹⁸⁹
 - [M]ost important determinant of what students learn is what their teachers know.¹⁹⁰
 - [S]tudying ninety two elementary and middle school teachers [who] all had three-year average student scores in the top twenty five percent of all teachers in the county...researchers found that the teachers offered a 'remarkably similar picture of effective teaching.'...For example: Expectations for the students were clearly stated...teachers did not stand still and lecture...the traditional arrangement of desks in rows was practically non-existent...there were high levels of 'instructional discourse'...no class time was wasted from lack of preparation.¹⁹¹
- To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural differences, and individual temperaments, interests and approaches to learning....[They must] work with other teachers to provide a well-grounded curriculum; evaluate and guide student progress using information-rich assessments; and use texts and materials that support thoughtful learning.¹⁹²
 - [C]ultivat[ing] sociocultural and sociopolitical awareness [were] identified as necessary requirements for all teacher preparation programs that develop graduates with career trajectories that include the teaching of underserved, ethnic, and linguistic minority youth.¹⁹³
 - [Teacher] preparation programs should ensure that clinical experience and coursework focus on candidates' cultural awareness and on students' social-emotional development.¹⁹⁴
 - A shockingly low percentage of principals said that their teachers were very or moderately well prepared to meet the needs of students from diverse cultural

¹⁸⁶ Jessica Zacher Pandya referring to findings from her research as cited in Pandya et al., (2014) and Avila & Pandya (2013).

¹⁸⁷ National Research Council (2010).

¹⁸⁸ Elizabeth City, Harvard, January 29, 2013.

¹⁸⁹ NRC (2010).

¹⁹⁰ Darling-Hammond, *Edutopia*, (2001).

¹⁹¹ Darling-Hammond and Bransford, eds., *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*, sourced from Pamela Carter, Teacher Quality Initiative, Chattanooga-Hamilton County Public Education Foundation, www.pefchattanooga.org.

¹⁹² Darling-Hammond and Bransford (2005).

¹⁹³ Valenzuela and Lopez (2014).

¹⁹⁴ NASBE (2011).

- backgrounds (28 percent); to work with parents (21 percent); and to help students with limited English proficiency (16 percent).¹⁹⁵
- [C]ulturally responsive teachers are ‘inherently and consistently engaged in cultural production and reproduction. The transmission of dominant cultural knowledge and norms occurs on a daily basis in U.S. schools, but the consistent message in much of the research on culturally responsive education is that successful teachers of Indigenous youth also work to transmit values, beliefs, knowledge, and norms that are consistent with their students’ home communities.’ (Brayboy & Castagno, 2008, p. 37)¹⁹⁶
 - [S]chools ... are now places that can encourage, support, and teach Indigenous languages and cultural knowledge. A growing body of studies examining successful language renewal initiatives show that the inclusion of the Native language in schools has contributed to this success. These studies also reveal the power of teachers (Native and non-Native) to influence the learning dynamics in the classroom as well as the learning and academic identities of their students (Bevan-Brown, 2010; McCarty, Yamamoto, Watahomigie, & Zepeda, 2001). ...[But] many teachers of Native students have little if any credible knowledge and understanding of Native peoples or their cultures, languages, and contemporary realities. ...Because of these reasons, gifted Indigenous learners are often invisible in classrooms.¹⁹⁷
- [E]stimates of teacher effect revealed that highly effective teachers tended to be effective with all groups of students regardless of initial achievement level, while highly ineffective teachers produced unsatisfactory gains among all groups of students.¹⁹⁸
 - In this high- stakes, high-accountability context, teachers must leave their credentialing programmes with a body of skills and knowledge on which they can draw in deprofessionalizing settings like the one[s they will encounter]. This requires imparting sound pedagogical knowledge and providing a background in the research that undergirds content-area teaching.¹⁹⁹
 - [T]eachers are constituted as increasingly less able and effective if left to their own devices.²⁰⁰
 - [Teacher] preparation programs should ensure teacher candidates learn how to collect, interpret, and use data to improve instruction.²⁰¹
 - [D]evelopments in computing and telecommunication technology... have the potential to improve significant parts of teacher preparation programs, including the use of simulation, remote observations, the provision of feedback on practice, and the analysis of classroom phenomena.²⁰²

¹⁹⁵ Arthur Levine, *Educating School Teachers*, (The Education Schools Project, 2006).

¹⁹⁶ Romero-Little (2010).

¹⁹⁷ Romero-Little et al., (2013).

¹⁹⁸ (Sanders & Rivers, 1996) cited in Cynthia D. Prince, Vanderbilt University; Julia Koppich, Ph.D., J. Koppich and Associates; Tamara Morse Azar, Westat; Monica Bhatt, Learning Point Associates; and Peter J. Witham, Vanderbilt University, *Research Synthesis*, (Washington, DC: U.S. Department of Education Center for Educator Compensation Reform).

¹⁹⁹ Pandya (2012b)

²⁰⁰ Pandya (2012b)

²⁰¹ *Gearing Up: Creating a Systemic Approach to Teacher Effectiveness*, (Arlington, VA: National Association of State Boards of Education, 2011).

²⁰² Monk (2013).

- Preservice and in-service education for teachers provide opportunities for communicating the value of research and evidence to teachers.²⁰³
- [I]n the context of increased public scrutiny, education leaders feel that they can no longer afford to make decisions based on intuition or opinion. Yet they do not believe they have access to the evidence they need to make well-informed decisions.²⁰⁴
 - For evidence to be used effectively by practitioners, daily routines and the organization of work need to be fundamentally changed to include the analysis of evidence. It works best when it evolves into a routine way in which the school and teachers operate—so that whenever a problem is experienced, the school’s first response is not ‘what do we do about this,’ but ‘what do we know about this?’²⁰⁵
 - Unless we are willing to presume that teachers are sitting around with lots of wasted time on their hands, the time needed to make sense of the data will need to come from some current use and should not be viewed as a free resource.²⁰⁶
 - Emerging data systems promise astounding amounts of information and one has to wonder how teachers will find the time they need to pour through the findings to make good decisions about tailoring the response to meet student needs. There are parallel developments in the field of information management that promise sophisticated display capabilities so that so-called “big” data can be mined and yield sought after nuggets of insight.²⁰⁷

2. Developing effective teachers

- [T]here is no substantial evidence that certification, in-service training, master’s degrees, or mentoring programs systematically make a difference in whether teachers are effective at driving student achievement.²⁰⁸
 - The failure of quantifiable characteristics to explain much of the variation in teacher effectiveness suggests that efforts to raise the quality of instruction through more stringent requirements for entering the teaching profession may be seriously misguided, particularly...by raising the cost of becoming a teacher.²⁰⁹
- [T]he evidence base supports conclusions about the characteristics it is valuable for teachers to have, but not conclusions about how teacher preparation programs can most effectively develop those characteristics.²¹⁰
 - It is proving to be difficult to find practices that succeed dependably in difficult contexts like poverty impacted urban schools while they may be fine in other settings.²¹¹
- Great teachers are not born. They’re *taught*.²¹²

²⁰³ Bransford et al., (2009a)

²⁰⁴ Bransford et al., (2009b).

²⁰⁵ Bransford et al., (2009b).

²⁰⁶ Monk (2013).

²⁰⁷ Monk (2013).

²⁰⁸ Hanushek (2011)

²⁰⁹ Eric A. Hanushek and Steven G. Rivkin, “The Distribution of Teacher Quality and Implications for Policy,” *Annual Review of Economics*, 2012.

²¹⁰ NRC (2010).

²¹¹ Monk (2013).

²¹² Deborah Loewenberg Ball, “Great Teachers are not Born. They’re Taught,” Illinois State Board of Education, October 20, 2012.

- Teaching quality is much more than teacher quality.²¹³
- Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill and student engagement.²¹⁴
 - In fact, one of the problems is that students' can often function at levels of cognitive complexity that really challenge the teacher's understandings of what they're doing. And that's where the difficulty arises. Because it's about control. And so we have to work out a way to lead the adults through a process so that it's psychologically safe for them to experience students as powerful agents in their own learning.²¹⁵
 - Instead of trying to convince our students that they are smart or simply enforcing rigorous standards in the hopes that doing so will create high motivation and achievement, teachers should take the following steps: first, get students to focus on their potential to learn; second, teach them to value challenge and learning over looking smart; and third, teach them to concentrate on effort and learning processes in the face of obstacles.²¹⁶
 - Should we assume then that if teachers give "students many opportunities to experience success and then prais[e] them for their successes [it] will indicate to them that they are intelligent. ...They will love learning and be confident and successful learners...Much research now shows that this idea is wrong. Giving students easy tasks and praising their success tells students that [we] think they're dumb."^{217 218}
 - Unfortunately...professional development programs that focus on a cognitive deficit among children of poverty and capitalize on the need to provide highly structured learning environments for these children, are still prevalent.²¹⁹
- There are certain pre-conditions [for an organization] to respond in a predictable way to [the demands of accountability] measurement...You need strong leadership. You need good organization—that is people have to have opportunities to talk to each other about the work. You need knowledge and expertise about what good instruction looks like, along with curriculum support. And you need both internal and external professional development.²²⁰
 - [T]eachers are influenced to change instructional practice by working with fully developed lessons and tools situated within curricula and courses, not generic strategies and methods that are presented in decontextualized ways. (Coburn & Russell, 2008; Correnti, 2008; Penuel, Fishman, Yamaguchi & Gallaher, 2007; Talbert & David, 2007; Talbert et al., 2008; David & Green, 2007).²²¹
 - Educational leaders tend to have relatively weak theories of their own practice. They have learned particular practices, but they may not understand the general principles explaining why they work or the circumstances required for them to work.²²²

²¹³ Dylan Wiliam, "The formative evaluation of teaching performance," INEE Seminar, Mexico City, December 2013.

²¹⁴ Elmore (2009).

²¹⁵ Ontario Ministry of Education (2010).

²¹⁶ Carol S. Dweck, "Caution—Praise Can Be Dangerous," *American Educator*, American Federation of Teachers, 1999.

²¹⁷ Carol S. Dweck, "Caution—Praise Can be Dangerous, *American Educator*, American Federation of Teachers (1999).

²¹⁸ Carol S. Dweck, "Theories of Intelligence Create High and Low Effort" in *Self-Theories: Their Role in Motivation, Personality, and Development*,

²¹⁹ Civil (2002).

²²⁰ Ontario Ministry of Education (2010).

²²¹ McConachie and Apodaca (2014).

²²² Bransford et al., (2009b)

- [M]ore contemporary conceptualizations of what counts as professional development include shifts in the use of time (e.g., to provide common planning time for teachers of the same subject) and creation of collaborative structures for teachers to learn from one another (e.g., through teacher networks or mentor programs).²²³
- [U]nderstanding that teachers are important to student outcomes and understanding how and why teachers influence outcomes are very different.²²⁴
 - The working conditions of teachers exert a powerful influence on the development of expertise.²²⁵
 - [O]n average, brand new teachers are less effective than those with some experience under their belts (Clotfelter, Ladd, and Vigdor 2007a, 2007b; Harris and Sass 2007; Kane, Rockoff, and Staiger 2006; Ladd 2008; Sass 2007). Early-career experience has a clear payoff in teacher effectiveness, and the impact is stronger than the effect of most other observable teacher-related variables including advanced degrees, teacher licensure tests scores, National Board certification at the elementary level, and class size (Clotfelter et al. 2007a; Ladd 2008; Sass 2007). ... Research has shown that other policy-relevant factors—such as a teacher’s academic training and preparation program—may equal or even outweigh the impact of early-career experience. Boyd and colleagues (2008) identify attributes of teacher preparation programs (e.g., capstone project, teaching practice) that rival the effect of the first year of teaching experience. Xu, Hannaway, and Taylor (2009) find that the effect associated with being a Teach for America teacher more than offsets lack of teaching experience, either because of teachers’ better academic preparation in particular subject areas or because of other unmeasured factors such as motivation.²²⁶
 - [P]rogress that has been made in exploring causal relationships in education in new work supported by the Department of Education and in work synthesized by the *What Works Clearinghouse* (see <http://ies.ed.gov/ncee/wwc/> [September 2009]).²²⁷
 - The theory of action behind the [What Works Clearinghouse] is that getting ‘what works’ into the hands of teachers will improve their classroom practice...Even if they enthusiastically embrace [research] findings, teachers often lack the skills or tools to implement ‘what works,’ or they find that what worked in a study located in one context does not necessarily work in their context.²²⁸
- [T]oo much organizational control can deny teachers the very control and flexibility necessary to do their job effectively and can undermine the motivation of those doing the job.²²⁹
 - [T]he degree of teacher control does indeed make a difference in how well schools function...the good school [characterized by well-behaved students, a collegial, committed staff, and a general sense of cooperation, communication, and community] is characterized by high levels of teacher control.²³⁰

²²³ King Rice (2009)

²²⁴ NRC (2010)

²²⁵ David C. Berliner, “Learning about and learning from expert teachers,” *International Journal of Educational Research*, Volume 35, Issue 5, 2001.

²²⁶ Jennifer King Rice, “The Impact of Teacher Experience: Examining the Evidence and Policy Implications,” National Center for Analysis of Longitudinal Data in Educational Research (CALDER), Brief 11, August 2010.

²²⁷ NRC (2010).

²²⁸ Bransford et al., (2009a)

²²⁹ Richard M. Ingersoll, *Who controls teachers’ work?: Power and accountability in America’s schools*, (Cambridge, MA: Harvard University Press, 2003).

²³⁰ Ingersoll (2003).

- [There is] a positive correlation between teacher control and principal control; schools with more of one are likely to have more of the other.²³¹
- [T]eachers' attempts to regain decision-making power taken away by actors at other scales (Higgins, Miller, & Wegmann, 2006).... Kersten and Pardo's (2007)... Paugh and colleagues (2007).²³²
 - The pacing guide further controlled ... what had to be done and when, reducing teacher control of pedagogical time to the mere scheduling of pre-packaged curricular activities in the allotted time (Arya, Laster, & Lin, 2005; Lee, Ajayi, & Richards, 2007).²³³

Reading

- For teachers of reading, it is important to (1) understand that students must master the foundational skills of reading (which include a firm grasp of phonics and comprehension strategies), and (2) possess a range of approaches for helping all students develop this mastery.²³⁴

Mathematics

- In mathematics, it is important for teachers to be able to foster students' understanding of the core elements of mathematical proficiency (which include conceptual understanding, procedural fluency, and capacity for reasoning and problem solving). This capacity requires not only mathematical knowledge, but also understanding of how mathematics learning develops and of the variation in cognitive approaches to mathematical thinking.²³⁵
 - While the goals of mathematical pedagogy provoke little disagreement, this ideal is rarely realized in American elementary and secondary classrooms.[T]he goal of a mathematical pedagogy is to help students develop mathematical power and to ...experience 'doing' mathematics, developing and pursuing mathematical hunches themselves, inventing mathematics, and learning to make mathematical arguments for their ideas (see Romberg, 1983). Good mathematics teaching, according to this view, should eventually result in meaningful understandings of concepts and procedures, as well as in understandings *about* mathematics [S]tudents are helped to acquire the skills and understanding needed to judge the validity of their own ideas and results — to be 'independent learners' or to be 'empowered' in ways that are specific to mathematics (Note: the practices Ball notes are now required by the CCSS).²³⁶

3. Measuring effective teaching

- [R]ace, socioeconomic level, class size, and classroom heterogeneity are poor predictors of student academic growth. Rather, the effectiveness of the teacher is the major determinant of student academic progress.²³⁷

²³¹ Ingersoll (2003).

²³² Pandya (2012b).

²³³ Pandya (2012b).

²³⁴ NRC (2010).

²³⁵ NRC (2010).

²³⁶ Ball (1988).

²³⁷ William L. Sanders and Sandra P. Horn, "Research Findings from the Tennessee Value-Added Assessment System (TVAAS) Database: Implications for Educational Evaluation and Research," University of Tennessee

- Teachers who work in a given school, and therefore teach students with similar demographic characteristics, can be responsible for increases in math and reading levels that range from a low of one-half year to a high of one and a half years of learning each academic year.²³⁸
 - [I]n both elementary (Hamre and Pianta, 2005) and secondary schools (Slater, Davies, & Burgess, 2008), it has been found that the best teachers benefit low achievers more, so increased teacher quality closes the achievement gap.²³⁹
- [There are] substantial and persistent variation in achievement growth among students assigned to different teachers (e.g., Rockoff (2004), Rivkin et al. (2005), Kane et al. (2006), and Aaronson et al. (2007)).²⁴⁰
- In terms of the OECD's PISA tests, around 18% of the variation in scores achieved by the students...can be attributed to the school attended by the student (McGaw 2008). The remainder is made up of within-school variation (61%), between-school variation explained by the social background of the school (16%) and between-school variation explained by the social background of the students attending the school (5%).²⁴¹
- [W]ith states, districts, the federal government, teacher education associations, and various independent accrediting and ratings organizations all experimenting with new evaluation tools and techniques (such as value-added modeling), attention increasingly turns to their intended and unintended consequences. The fear is palpable that flaws in these new methods and their applications might perversely undermine rather than enhance teacher quality and effectiveness (e.g., Darling-Hammond, Amrein-Beardsley, Haertel, and Rothstein, 2012).²⁴²
 - There are many reasons to debate the validity of extant teacher-assessment strategies. My complaint here, however, is not that the criteria are invalid (although these criticisms have merit), but that our attempts to influence behavior ignore vast and consistent research findings on how to motivate change in people's behavior.²⁴³
 - Goldhaber, Goldschmidt, and Tseng (2013) found that 9% of the teachers who were rated in the top 20% for value-added in one model (a random-student-effects model) were rated in the bottom 20% with a traditional value-added model. ...[Additionally] the ratings of a teacher's value-added vary considerably from year to year (McCaffrey et al., 2008).²⁴⁴
- Observation protocols such as the *Framework for Teaching* developed by Charlotte Danielson (1996) do 'work' in that students taught by teachers who are rated more highly on the framework do learn more, but these frameworks are unable to identify all aspects of effective teaching. For example, Sartain et al., (2011) found [that] students taught by teachers who were rated as 'distinguished' (the highest level on the *Framework*) made approximately 30% more progress than students taught by teachers rated as 'unsatisfactory.'²⁴⁵
 - [Classroom] observational protocols that measure various domains of teaching that have been linked to student outcomes (e.g., Mashburn et al., 2007; Matsumara et al., 2008; Grossman et al., 2009).

Value-Added Research and Assessment Center, *Journal of Personnel Evaluation in Education*, Boston, MA: Kluwer Academic Publishers, 1998).

²³⁸ Hanushek (2011).

²³⁹ Wiliam (2013).

²⁴⁰ Jonah E. Rockoff, Brian A. Jacob, Thomas J. Kane, Douglas A. Staiger, "Can you Recognize and Effective Teacher when you Recruit One?," National Bureau of Economic Research Working Paper 14485, November 2008.

²⁴¹ Wiliam (2013).

²⁴² National Academy of Education (2013).

²⁴³ Stipek, Education Week, October 15, 2013.

²⁴⁴ Wiliam (2013).

²⁴⁵ Wiliam (2013).

- The best teachers are 300% more productive than the least effective. ...This suggests that [classroom observation] captures only around 10% of teacher quality.²⁴⁶
- The recent availability of district and statewide databases that link teachers to their students' achievement scores (Crowe, 2007) has made this [value-added modeling] feasible. However, there is substantial debate in the research community about this approach (Kane and Staiger, 2002; McCaffery et al., 2003; Rivkin, 2007; National Research Council, 2010).²⁴⁷
 - [L]ack of agreement among educational researchers and evaluators about the value of the measures of performance that are available...and the need to rethink and develop a deeper understanding of the measures we use.²⁴⁸
 - [T]hey may not statistically control for the full range of potential confounding factors (Rothstein, 2009).²⁴⁹
 - [G]ood teachers continue to benefit students for at least two years after they stop teaching them (Rothstein, 2010). In other words, good teachers make the teachers who teach their students in future years look better than they really are.²⁵⁰
 - National Center for Education Statistics recently initiated a longitudinal study of beginning teachers (see <http://nces.ed.gov/surveys/btels/> [November 2009]).²⁵¹
- Standards-based testing and accountability are not going away and are generally positive.²⁵²
 - [E]merging data systems promise powerful insights into the sources of pupil performance gains.²⁵³
- [C]ommonly used measures of student achievement may assess only a portion of the knowledge and skills that are viewed as important for students to learn.²⁵⁴
 - Standardized tests... typically fail to capture the degree to which people have been prepared for continuous lifelong learning, as well as abilities to solve novel problems or be inventive.²⁵⁵
 - [E]ducation means a lot more than just showing skills in a few areas; education means, or should mean, citizenship, taking responsibility, and individual growth. None of that is measured on the tests.²⁵⁶
 - [T]ypical standardized tests are weak measures of the effectiveness of a school.²⁵⁷
 - CCSS (PARCC²⁵⁸) designed to change how standardized tests measure student achievement: "The assessment consortium ... has recently posted sample test 'items' and 'tasks' meant to be given on computer adaptive systems, with children (grade 3/age 8 and up) taking tests on computers and receiving questions calibrated to their replies. One question offers a 700-word passage, and then a paragraph from that passage with a word underlined. The question itself asks the student to 'Click on two phrases from the paragraph that help you understand the

²⁴⁶ Wiliam (2013).

²⁴⁷ NRC (2010).

²⁴⁸ Bransford et al., (2009a)

²⁴⁹ NRC (2010).

²⁵⁰ Wiliam (2013).

²⁵¹ NRC (2010).

²⁵² Stecher and Naftel, (2006) Massell, (2008).

²⁵³ Monk (2013).

²⁵⁴ NRC (2010).

²⁵⁵ Bransford et al., (2009a)

²⁵⁶ Woodrum (2004).

²⁵⁷ Bransford et al., (2009a)

²⁵⁸ In full implementation of *Common Core State Standards* in 2015, standards-based assessments will be developed and delivered by the multi-state consortium PARCC (Partnership for the Readiness of College and Careers) to survey student learning in grades 3-11.

meaning of ___ [the underlined word]'. For US children and teachers used to multiple-choice comprehension questions, this kind of assessment also represents a startling change".²⁵⁹

- [T]he more we—teachers, teacher educators, and researchers— engage in such [high stakes accountability] projects, the more acute is our need to engage with questions of assessment.²⁶⁰
 - David Hargreaves, one of Britain’s staunchest advocates for evidence-based educational change along medical lines...acknowledges that...There is a strong case that effective medical judgement and practice is not merely informed by technical or even intellectual evidence but also by practical, emotional, situational...criteria that make up other forms of evidence.²⁶¹
 - Need to incorporate “interviews”, observation protocols, journals, videos, to ‘assess and track growth in...language skills’ for example.²⁶²
- Create a system to teach and assess...high-leverage instructional practices.²⁶³
 - Examples of high-leverage instructional practices:
 - Managing whole group discussion
 - Allocating turns to speak
 - Supporting practices of listening and speaking
 - Using public writing surfaces
 - Designing and posing questions for specific instructional purposes
 - Establishing norms and routines for classroom discourse and work that are central to content
 - Making content (e.g., specific problems, ideas, processes) explicit through explanation, modeling, representations, and examples
 - Recognizing particular common patterns of student thinking and development in a specific domain
 - Implementing organizational routines, procedures, and strategies to support a respectful learning environment.²⁶⁴
- [D]iagnosis [of teaching practice should elicit and interpret] children’s thinking.
 - Designed for licensure and advanced certification
 - Improvement-oriented: Useful also for diagnosis and continuous improvement of teaching
 - Linked to teaching specific academic content (the Common Core State Standards)
 - Based on actual performance of teaching
 - Conducted in a variety of settings for practice, depending on what is being assessed
 - Rooted in deliberate evidence base for the substance and validity of the assessment²⁶⁵

²⁵⁹ Pandya et al. (2012).

²⁶⁰ Pandya (2012).

²⁶¹ Bransford et. al., (2009)

²⁶² Pandya (2012).

²⁶³ Ball (2012).

²⁶⁴ Ball (2012).

²⁶⁵ Ball (2012).

4. Attracting, recruiting, managing, advancing, compensating and retaining teacher professionals

Attracting

- [W]e need to improve the quality of the teaching job.²⁶⁶
 - If we were able to improve working conditions for teachers, and the leadership they find in their schools, and their freedom to teach and the professional development they receive, the job would be more appealing.²⁶⁷
- [T]he larger system of employment, advancement, and compensation are largely unresponsive to the quality of preparation that an educator has received. Salary schedules and the lack of opportunities for professional advancement mean that there are few rewards for training at a highly regarded rather than a marginal institution.²⁶⁸
 - [E]ducation has operated in accord with a manufacturing mindset that treats teaching as a standardized task and bases compensation on seniority and formal credentials...The status quo undermines the quality of the teaching profession in two ways...teaching is a less attractive profession for those who want to be recognized and rewarded on the basis of their accomplishments and hard work...and teaching [is] more appealing to those seeking security and the assurance that they need only work as hard as they choose to....[T]reating employees uniformly puts k-12 schools at a decided disadvantage in competing for upper-echelon talent (Mercer 2007).²⁶⁹
- [I]n Finland they don't pay more. It's simply a higher status profession. We can make it a more selective profession, by taking only the top of those who apply. ... Increasing selectivity raises stature and increases retention.²⁷⁰
 - By professionalizing the teacher corps and raising its value in society, the Finns have made teaching the country's most popular occupation for the young. These programs recruit from the top quarter of the graduating high school class, demonstrating that such training has a prestige lacking in the United States. In 2010, for example, 6,600 applicants competed for 660 available primary school preparation slots in the eight Finnish universities that educate teachers.²⁷¹
- Several analyses of changes in academic qualifications have shown that, on average, entering teachers today have substantially lower academic qualifications (in terms of test scores and the selectivity of their undergraduate institutions) than they did a generation ago (Corcoran, Evans, and Schwab, 2004; Bacolod, 2007).
 - [T]eachers in secondary schools have much stronger profiles than other teachers (Gitomer, 2007).

²⁶⁶ Ingersoll 2001, 2003, 2003b.

²⁶⁷ Q&A Levine

²⁶⁸ Hess (2009)

²⁶⁹ Hess (2009)

²⁷⁰ Q&A with Arthur Levine.

²⁷¹ "Why Other Countries Teach Better," The Editorial Board, *New York Times*, December 17, 2013.

Recruiting

- One approach might be better recruitment so that ineffective or poor teachers do not make it into our schools. Or, relatedly, we could improve the training in schools of education so that the average teaching recruit is better than the typical recruit of today.²⁷²
 - [What are the] ingredients essential to preparing ‘well-started beginners’.²⁷³
 - The [CAEP] standards include expectations that candidates have a grade point average (GPA) of at least 3.0 and an average score in the top third of the distribution on nationally normed tests like the ACT, SAT, or GRE by 2020. ... A standard like this is steeped in opportunity cost implications. Teaching is not the only field competing for top academic talents. If we are drawing more students out of the top 1/3 into teaching, it follows that fewer are going into other pursuits.²⁷⁴
 - [H]ighly selective admission to teacher education does not guarantee a good education system. ...Berliner (1994) has shown that ‘getting the best and brightest’ into teaching is not only not sufficient to build an outstanding teacher workforce; it is not even necessary.²⁷⁵
- While the world’s best performing school systems often recruit their teachers and principals from among their top high school and college students, only about 30 percent of the nation’s teachers come from the top third of their college graduating class. In countries with the strongest education systems, teacher candidates come from the top 10 percent of their high school or college graduating class.²⁷⁶
 - According to recent SAT data, test scores of prospective teachers ranked 16th out of 20 professions, and about one-third of teachers scored in the bottom one-fourth of SAT test-takers. It should come as little surprise, then, that less than 10 percent of teachers in this country graduate from our highly selective colleges and universities.²⁷⁷
 - [A] majority of teacher education graduates are prepared in university-based programs that suffer from low admission and graduation standards.²⁷⁸
 - [T]he New NY Education Reform Commission recommendation [is] for the SUNY and CUNY teacher and principal preparation programs to increase admissions requirements. This will be done by using an entry assessment, such as the Graduate Record Examinations (GRE) to verify that candidates are truly top tier and academically competitive with all graduate students, regardless of their intended profession. In addition, SUNY will raise the admissions requirement for teacher and principal preparation programs to a minimum GPA of 3.0.²⁷⁹
 - CAEP’s new standards are intended to make the accreditation process more rigorous and outcome-focused by setting minimum criteria for program admissions and requiring programs to demonstrate their graduates’ impact on student achievement.²⁸⁰

²⁷² Hanushek (2011).

²⁷³ NRE (2010).

²⁷⁴ Monk (2013).

²⁷⁵ Wiliam (2013).

²⁷⁶ Governor Andrew Cuomo press release, September 23, 2013.

²⁷⁷ Nicole Hewes, “Top Colleges Discourage Students from Careers in Teaching,” *The Conversation: Online Opinion on Ideas and Higher Education*, July 12, 2013.

²⁷⁸ Levine (2006).

²⁷⁹ Governor Andrew Cuomo press release, September 23, 2013.

²⁸⁰ National Academy of Education (2013)

- The new [CAEP] standards are widely acknowledged to be more demanding (Sawchuk, 2013).²⁸¹
 - Both state and accreditation standards for maintaining quality are ineffective.²⁸²
- [To what extent does] selectivity matter in terms of teacher effectiveness. Some scholars have argued that high standards for academic preparation (e.g., college-entrance test scores, quality of undergraduate institutions, enrollment or achievement in undergraduate courses) are essential characteristics of good teacher preparation programs (e.g., Hickock, 1998; Wayne and Youngs, 2003). And some research has shown that there may be value in matching students and teachers by race, suggesting that explicitly recruiting teachers of color may be associated with teacher effectiveness (Hanushek et al., 2005). Furthermore, in a recent study of the relationship between teacher credentials and K-12 student achievement in North Carolina, researchers found that the quality of teachers' undergraduate institution—an indicator of general ability—is predictive of their students' achievement at the high school level, as well as at the elementary level (though for the elementary grades the size of the effect is smaller) (Clotfelter, Ladd, and Vigdor, 2007). Using similar analyses and measures, a study of new teachers in New York City (Boyd et al., 2008) also found support for the idea that measures of academic selectivity are associated with teacher effectiveness in the classroom. Although this research is not conclusive, the evidence points to the potential importance of program selectivity as one of several important factors in the preparation of high-quality teachers.²⁸³
- American Federation of Teachers *Raising the Bar* report calls for: "Teaching, like the medical, legal and other professions, [to] have a universal, rigorous entry assessment that is multidimensional."²⁸⁴ Tougher standards for incoming teachers [was part] of a new policy agenda outlined by the National Education Association (NEA).²⁸⁵
 - The alternative policy approach is to ...loosen up on requirements and focus much more on potential and actual effectiveness in the classroom.²⁸⁶

Retaining

- Research on the relationship between teachers' characteristics and teacher effectiveness has been underway for over a century, yet little progress has been made in linking teacher quality with factors observable at the time of hire (see reviews by Hanushek (1986, 1997) and Greenwald et al. (1996)).²⁸⁷
 - [D]istricts [should] pay more attention to performance in the early part of teachers' careers as opposed to spending more resources on recruitment and hiring (Gordon et al. (2006)).²⁸⁸
 - [T]he least-effective principals..frequently move to different schools....Making good decisions on the retention and assignment of principals may be among the

²⁸¹ Monk (2013).

²⁸² Levine.

²⁸³ NRC (2010)

²⁸⁴ "Raising the Bar—Aligning and Elevating Teacher Preparation and the Teaching Profession," (Washington, DC: American Federation of Teachers, 2012).

²⁸⁵ Dylan Scott, "NEA embraces reforms for teacher preparation and development," *Governing.com*, December 13, 2011.

²⁸⁶ Eric A. Hanushek and Steven G. Rivkin, "How to Improve the Supply of High-Quality Teachers," *Brookings Papers on Educational Policy*, (Washington, DC: Brookings Institution: 2004).

²⁸⁷ Rockoff et al., (2008).

²⁸⁸ Rockoff (2008).

distinguishing characteristics of successful superintendents, a possibility that warrants additional study.²⁸⁹

- An interesting and little-known fact is that the better prepared teachers are, the longer they're likely to stay in teaching and the more likely they are actually to enter teaching.²⁹⁰
 - CAEP accreditation standards based on National Academy of Sciences (2010) regarding factors “likely to have the strongest effects on outcomes for students: content knowledge; field experience; and the quality of teacher candidates.”²⁹¹
 - Although 10 to 15 percent of teachers enter the profession through alternative routes today, three-quarters of the alternative programs are still run by traditional teacher preparation institutions (Walsh and Jacobs 2007). Most such programs still accept the premise that teachers should be expected to ‘complete’ their training within the first two years of entering a classroom. They do not ask whether it is possible to devise more targeted training to help teachers master the specific skills they need.²⁹²
 - *Educating School Teachers* ceded that teacher recruitment ought to be entirely geared toward new college graduates and that aspiring teachers should complete five years of additional training before being cleared to teach (Levine 2006).²⁹³
- There is an extensive research literature on employee turnover conducted by those who study organizations and occupations in general (e.g., Price 1977, 1989; Mueller & Price, 1990; Bluedorn, 1982; Halaby & Weakliem, 1989; Hom & Griffeth, 1995; Mobley, 1982). On the one hand, researchers in this tradition have long held that a low level of employee turnover is normal and efficacious in a well-managed organization. Too little turnover of employees is tied to stagnancy in organizations; effective organizations usually both promote and benefit from a limited degree of turnover by eliminating low-caliber performers and bringing in “new blood” to facilitate innovation.²⁹⁴
 - [L]ess-effective teachers are more likely to leave schools run by highly effective principals.²⁹⁵
 - [L]ess effective teachers are more likely to transfer and leave teaching (Boyd et al. 2009; Goldhaber, Gross, and Player 2007; Harris and Sass 2007). Hannaway²⁹⁶
 - Our results confirm that the least-effective principals are least likely to remain in their current position and most likely to leave the public schools entirely.²⁹⁷
- [S]chool staffing problems are primarily due to a “revolving door” – where large numbers of qualified teachers depart from their jobs long before retirement. The data show that high-poverty public schools, especially those in urban communities, lose, on average, over one fifth of their faculty each year. ... [M]uch of the turnover is accounted for by teacher job dissatisfaction and teachers pursuing other jobs.^{298 299}
 - Wilson (1996)... has directly tied problems of inner-city joblessness and underemployment to a dearth of qualified teachers in urban, high-poverty public

²⁸⁹ Branch et al. (2013).

²⁹⁰ Linda Darling-Hammond, *Edutopia* (2001).

²⁹¹ *CAEP Accreditation Standards*, Council for the Accreditation of Educator Preparation, August 29, 2013.

²⁹² Hess (2009).

²⁹³ Hess (2009).

²⁹⁴ Ingersoll (2004).

²⁹⁵ Gregory F. Branch, Eric A. Hanushek and Steven G. Rivkin, “School Leaders Matter: Measuring the Impact of Effective Principals,” *Education Next* Winter (2013).

²⁹⁶ King Rice (2010).

²⁹⁷ Branch et al. (2013)

²⁹⁸ Ingersoll (2004).

²⁹⁹ Richard M. Ingersoll and Thomas M. Smith, “The Wrong Solution to the Teacher Shortage,” *Educational Leadership*, Volume 60, Number 8, 2003b.

has clung to its industrial rhythms while recruitment, professional norms and careers in other knowledge-based fields have significantly evolved.³⁰⁷

- [T]he aim should be to create a profession with various roles and specializationsEducators and educational policymakers frequently allude to the eye-popping compensation earned by lawyers and doctors yet rarely note that this is directly related to the role played by specialization and support staff....[It] would be no great feat to pay \$150,000 a year to the top half-dozen teachers at the typical elementary or high school if roles and compensation were redesigned appropriately. The stumbling block is that merit pay or compensation reform attempt to erect new structures atop a foundation that accepts as a starting point current job descriptions, compensation levels, and numbers of employees.³⁰⁸
 - [S]crutinizing teacher roles and responsibilities might suggest tutoring in remedial math in grades 7-12 draws on a limited knowledge base and set of skills that may be readily mastered by a wealth of candidates. In such cases, adopting the private school model featuring a core of professional, veteran staff augmented by colleagues who teach for just a few years might permit expert and highly compensated educators to make full use of their skills while permitting support and ancillary work to be handled by less costly employees.³⁰⁹
- [T]eachers not only handle a mix of instructional tasks, but schools and school systems operate the implicit assumption that most teachers will be similarly facile at all these responsibilities...Thus, while about 60 percent of today's k-12 teachers have diplomas or certificates that bear a master's or even a 'specialist's' degree, these labels have a limited impact on work routines or responsibilities and ultimately amount to little more than honorifics....In schooling, there appear to be areas—including reading, special education, English language learning, and instruction in advanced subject matters—where it is not difficult to imagine identifying specialists in a meaningful fashion. Unfortunately, however, most efforts to import specialization into k-12 have [sought to] wedge the notion of specialization into the contemporary architecture...[without] fundamentally rethinking the organization and delivery of schooling.³¹⁰
 - If we contemplate asking 5 to 10 percent of teachers to find a job at which they are more effective so they can be replaced by teachers of average productivity, states and school districts would have to change their employment practices. They would need recruitment, pay, and retention policies that allow for the identification and compensation of teachers on the basis of their effectiveness with students. At a minimum, the current dysfunctional teacher-evaluation systems would need to be overhauled so that effectiveness in the classroom is clearly identified. This is not an impossible task. The teachers who are excellent would have to be paid much more, both to compensate for the new riskiness of the profession and to increase the chances of retaining these individuals in teaching.³¹¹
- Policymakers... [could] alter the credit-counting element of compensation systems.³¹² E.g., "In Tennessee...a new pay scale puts less emphasis on a teacher's degrees and years of experience."³¹³

³⁰⁷ Hess (2009).

³⁰⁸ Hess (2009).

³⁰⁹ Hess (2009).

³¹⁰ Hess (2009).

³¹¹ Hanushek (2011).

³¹² Hess (2009)

³¹³ *Albuquerque Journal*, November 9, 2013.

5. The culture of school improvement

- "School systems are raising the bar for students through the widespread adoption of the internationally benchmarked Common Core State Standards; we must do the same for teachers," said AFT President Randi Weingarten.
- [T]his first generation of education reform ...bring[s] the schooling sector into the world that pretty much everybody else is operating in. That is, we measure performance and we make judgments...We invented all kinds of fancy stories about why it can't be done, but it's been done...So the issue is...how the sector is going to function under those new ground rules...[T]he big finding...is that internal accountability precedes external accountability. That is, you can get an organization's attention through testing and feeding back test scores against standards. You can even reinforce that with various kinds of sanctions and support. You can categorize schools, you can penalize schools and you can provide extra resources and so on. But none of that is going to work unless the school has developed its internal capacity to hold the adults and the kids accountable to each other. ...So there is a critical relationship between external accountability and internal capacity. You can't get the organization's attention without the external measurement, but the external measurement itself is not going to produce the outcome.³¹⁴
- Cultivate a culture of success rooted in passion, accountability, leadership and teamwork.³¹⁵
 - School improvement happens...in organizations that encourage effort, risk, talk, and collegial problem solving, including critique.³¹⁶
 - Internal school accountability as a critical component of improving schools.³¹⁷
 - The problem of how to create and deploy knowledge in the leadership of improvement is a classic problem of social capital. The knowledge itself doesn't reside in the individuals; it resides in the relationships among individuals engaged in the practice. What a teacher or principal 'knows' has no value, except insofar as it can be used to create or enhance knowledge or skill in others.' (Elmore 2008)³¹⁸
- [A] positive sense of community, belongingness, communication and cohesion among members has long been held by education theory and research to be one of the most important indicators and aspects of effective schools (e.g., Grant, 1988; Coleman & Hoffer, 1987; Kirst, 1989; Rosenholtz, 1989). ... [F]rom this perspective, turnover of teachers from schools is of concern not simply because it may be an indicator of ...underlying problems in how well schools function, but also because they can be disruptive...for the quality of the school community and performance.³¹⁹
 - Bad placement decisions are as common and damaging as bad hiring decisions, but they are rarely recognized. After placing [a principal] in a position without thought to matching skills and style to school needs, systems commonly choose to muddle through years of ineffectiveness or to move the principal from one position to the next in hope that something will improve (Platt et al. 2008).³²⁰
 - [L]ow salaries are not the only reason for the high level of turnover in disadvantaged

³¹⁴ Ontario Ministry of Education (2010).

³¹⁵ Geoffrey Canada, Harlem Children's Zone, in Arthur Levine and Laura Scheiber, *Unequal Fortunes: Snapshots from the South Bronx*, (New York: Teachers College Press, 2010).

³¹⁶ McConachie and Apodaca (2014).

³¹⁷ Richard Elmore "When Accountability Knocks, Will Anyone Answer?," with Charles Abelmann, *Consortium for Policy Research in Education*, (1999); "Accountable Leadership," *Educational Forum* Winter (2005); "Agency, Reciprocity, and Accountability in Democratic Education," *Consortium for Policy Research in Education*, (2005).

³¹⁸ McConachie and Apodaca (2014).

³¹⁹ Ingersoll (2004).

³²⁰ Abeyta (2013).

schools. Significant numbers of those who depart from their jobs in these schools report that they are hampered by inadequate support from the school administration, too many intrusions on classroom teaching time, student discipline problems and limited faculty input into school decision-making.³²¹

ELEMENTS OF INSTITUTIONAL DESIGN FOR LEADING COLLEGES OF EDUCATION

1. Organization for relevance and relationships in a culture of research, education and training

- We're now at a place where we realize we can't just say, 'I taught it and the students didn't learn it,' as though that constitutes teaching. It's like saying, 'The operation was a success, but the patient died.'³²²
- For the field of teacher preparation to flourish, we need knowledge about not only what constitutes effective teaching, but also what constitutes best practice for preparing people to become effective teachers....Where do these high quality teacher educators come from? ...Well, they should be graduates of high quality teacher educator education programs. [T]hese high quality teacher educator education programs...should be populated by people trained to prepare teacher educators who will in turn prepare teachers who will in turn teach K-12 students and enhance their performance.³²³
- The nation's teacher education programs are inadequately preparing their graduates to meet the realities of today's standards-based, accountability-driven classrooms, in which the primary measure of success is student achievement.³²⁴
 - Ideally, teacher education programs would be evaluated on the basis of the demonstrated ability of their graduates to improve the educational outcomes of the students they teach. Unfortunately, the data needed for such evaluation do not exist. ...[E]stablishing clear causal links between aspects of teacher preparation and outcomes for students is extremely difficult. The effects of teacher preparation are hard to disentangle from other factors, such as school, curriculum, community, and family influences. Efforts to establish causal links are also hobbled by the relative lack of data on the characteristics of teachers and their preparation; the dearth of robust measures of teachers' knowledge and practice; and difficulties in linking student achievement to instruction or to what teachers know.³²⁵
 - Keeping better track of graduates of teacher preparation programs is also a relatively straightforward matter. Educator Preparation Providers are under pressure to do this. It can be done using conventional methods (surveys of graduates and trying to keep track of their pursuits) and emerging technologies like LinkedIn.³²⁶
 - Policy makers have ...the social interest in holding educators and educational programs accountable for results.³²⁷

³²¹ Ingersoll (2004).

³²² "Linda Darling-Hammond: Thoughts on Teacher Preparation," *Edutopia*, September 2001.

³²³ Monk (2013).

³²⁴ Arthur Levine, *Educating School Teachers*, (Washington, DC: The Education Schools Project, 2006).

³²⁵ National Research Council (2010).

³²⁶ Monk (2013).

³²⁷ Monk (2013).

- Base [teacher preparation] self-studies on evidence and use a “clinical” model of teacher preparation that connects research and practice and involves collaboration with arts and sciences faculty and with K-12 schools.³²⁸
 - CAEP is taking the courageous step of endorsing value-added measures as an important means by which teacher preparation programs can be assessed.³²⁹
 - [Evaluation] mechanisms are a patchwork of mandatory and voluntary processes, including state program approval, program accreditation, and teacher licensure and certification. These mechanisms are not effectively linked in a coherent, outcomes-driven accountability system, and they are not grounded in solid empirical research about which program elements or accountability mechanisms are most effective, partly because such research is not available.³³⁰
- [T]eacher education has never been standardized as it has been for some other occupations.³³¹
 - Details of what children should learn and how they should be taught have been viewed as matters for local decisionmaking, and they have received little official guidance. De facto policies on curriculum and instruction have arisen from the training that teachers receive at colleges and universities, and from a general tendency for educators to teach children in the same way they themselves were taught. Parents and the public likewise expect schools to look and feel like the ones they attended as children.³³²
 - Many rural educators argue that the proper role of schools ... is to educate students for membership in their communities and, thus, the school itself becomes one of its fundamental institutions (Becker, 1968). ...In rural areas, control [is] maintained through traditions and mores.³³³
- All professions at some point in their development have worked to achieve consensus about the key elements of a professional education curriculum: the building blocks of preparation for all entrants to the occupation. In medicine, this happened at the turn of the twentieth century following the release of the famous *Flexner Report* that critiqued the uneven quality of medical education. Over the last two decades, the teaching profession has begun to codify the knowledge base for professional practice.³³⁴
 - [Historically there has been a] schism between those who believe teaching is a profession like law or medicine, requiring a substantial amount of education before one becomes a practitioner, and those who think teaching is a craft like journalism, which is learned principally on the job.³³⁵
 - All future teachers should be required to meet a universal and rigorous bar that gauges mastery of subject-matter knowledge, much like the bar exam lawyers must take before they can enter the legal profession, and demonstrates competency in how to teach.³³⁶
 - Clear specifications of skills, capabilities and qualities of performance necessary for independent practice;

³²⁸ National Academy of Education (2013).

³²⁹ Monk (2013).

³³⁰ NRC (2010).

³³¹ NRC (2010).

³³² Resnick and Hall (1998).

³³³ Woodrum (2004).

³³⁴ Darling-Hammond and Bransford (2005).

³³⁵ Levine (2006).

³³⁶ AFT (2012).

- Detailed developmental clinical training, progressing from observing to simulations to supervised apprenticeship to supervised independent practice;
 - Performance assessment of individual competence necessary for independent practice.³³⁷
 - What does it mean to have a profession?...There's a core of knowledge that guides how people in that profession work. That people have to be trained in that knowledge at the beginning of their career and certified at a minimum level of decent competence. And that there are ongoing mechanisms that assure that that knowledge and practice continues as time moves forward. We spent a lot of time in schools, and the difference in the level of practical knowledge between what some teachers know how to do and what other teachers know how to do is basically sort of criminal from the point of view of the students who are experiencing it.³³⁸
- There are few organizational structures, practices and tools to bind education's various institutional sectors together into a system focused on improvement. The weak link between research and practice in education is noteworthy, because in other arenas, such as medicine and agriculture, researchers' questions are more directly connected to the needs of 'users.' In contrast, educational researchers work in institutions largely disconnected from educational practice. Often research institutions have a culture of incentives resulting in findings and products that are not particularly useful or useable by educators.³³⁹
 - The desire to promote evidence-based practice...motivated the creation of the What Works Clearinghouse...'to provide...scientific evidence of what works in education'....[T]he Department of Education's emphasis on randomized trials [has been criticized] about a number of dangers with this focus, among them the lack of attention to context, including efforts to understand where interventions worked, for whom, and why, and the many educational questions that are not amenable to this kind of research. ^{340 341}
 - Panels of researchers convened by the US government advocate for scientifically based research. The same researchers are proponents of large-scale, experimental design studies that theoretically provide more rigorous (or 'scientific') evidence than qualitative, ethnographic or observational studies.³⁴²
- Education needs to be seen as a system of interconnected parts that have to be aligned, and it needs theories of effective organizations and practices to guide its development as well as a clear set of meaningful criteria and metrics to judge its performance. In short, education would benefit if a science of performance was deep in our cultural fiber. ³⁴³
 - Education lacks the strong theories of integrated conceptual models that exist in many other domains, such as medicine.³⁴⁴
- Teacher learning standards...paired with what we're asking on the student side.³⁴⁵ Identify a common core for teaching, comprising a set of teaching practices and specialized knowledge of subject matter that is essential for responsible teaching.³⁴⁶

³³⁷ Ball (2012).

³³⁸ Jal Meheda, "The Futures of School Reform," *Ask With Forum*, Harvard University, January 29, 2013.

³³⁹ Bransford et al., (2009b).

³⁴⁰ Bransford et al., (2009a).

³⁴¹ Similar conclusion reached by NRC 2010.

³⁴² Pandya (2012b).

³⁴³ Bransford et al., (2009a).

³⁴⁴ Bransford et al., (2009a).

³⁴⁵ Jal Meheda (2013).

- [Teachers] enter the field with what they themselves describe as largely un-useful training from teacher preparation institutions.³⁴⁷
 - April 2012 Peter D. Hart Research Associates survey of 500 novice K-12 public school teachers, 1 in 3 reported feeling unprepared on their first day. Teachers said the top problem in their training program was a failure to prepare them for the challenges of teaching in the ‘real world.’³⁴⁸
- In lieu of sufficient exit standards required by [New Mexico], elementary teacher preparation programs that have a serious commitment to ensuring the quality of their graduates should have their own exit examinations.³⁴⁹
 - [M]any teacher candidates passing New Mexico’s basic skills test do not demonstrate middle school level proficiency, much less the level of proficiency that future elementary teachers should be able to demonstrate.³⁵⁰
 - The quality of teacher tests has been a subject of public concern, with critics charging that they are simplistic and calling attention to embarrassingly low cut scores (e.g., Fowler, 2001). ... One report on test content (Mitchell and Barth, 1999) found that most teacher tests in English/language arts, mathematics, and science used a multiple-choice format and covered knowledge at the high school level: ‘they found no evidence of content at the baccalaureate level.’³⁵¹

2. Impart requisite substantive knowledge

- [H]aving expertise, or deep content knowledge, is not a sufficient foundation by itself for effective teaching. To foster learning, teachers draw on understanding of how knowledge develops in a particular domain.³⁵²
 - David Berliner model of expertise identifies teachers who are both good and successful.³⁵³
- [Teacher preparation p]rogram administrators looked for guidance in designing their curricula from a variety of sources: professional organizations, local and state boards of education, state legislatures, other teacher preparation programs, faculty in the disciplines, state superintendents of schooling, and education research....There is no centralized source of information about ... the content of teacher preparation programs currently offered in the United States.^{354 355}
 - Despite a great deal of enthusiasm about content knowledge, recent reviews of the literature suggest that there is very little research on teachers’ content knowledge and

³⁴⁶ Deborah Loewenberg Ball, “Great Teachers are not Born. They’re Taught,” Illinois State Board of Education, October 20, 2012. Ball has started the organization, *Teaching Works*, at the University of Michigan to pursue this mission. See teachingworks.org.

³⁴⁷ Jal Mehta, “The Futures of School Reform,” *Ask With Forum*, Harvard University, January 29, 2013.

³⁴⁸ “AFT Report on Teacher Preparation Recommends Bar-Like Exam

And Demonstration of Teaching Competency,” AFT Press Release, December 2, 2012.

³⁴⁹ NCTQ (2009).

³⁵⁰ *Preparing Tomorrow’s Teachers: Are New Mexico’s education school graduates ready to teach reading and mathematics in elementary classrooms?*, (Washington, DC: National Council on Teacher Quality, 2009).

³⁵¹ NRC (2010)

³⁵² NRC (2010).

³⁵³ Berliner (2001).

³⁵⁴ NRC (2010)

³⁵⁵ Levine (2006).

that what does exist focuses primarily on mathematics and science (Wilson, Floden, and Ferrini Mundy, 2001; Allen, 2003; Floden and Meniketti, 2005).³⁵⁶

- [Research] did not distinguish precisely what makes some kinds of coursework more effective than others. ...[S]imply requiring that prospective teachers major in a subject or take a certain number of courses is not likely to result in material improvements in teacher quality, partly because they found little evidence of correlation between pedagogical content knowledge and, for example, the number of mathematics courses taken.³⁵⁷
 - Constantine and her colleagues (2009) examined the content and quantity of coursework for several areas (e.g., mathematics or reading pedagogy and fieldwork) and found no significant relationship between their measures and achievement outcomes for students.³⁵⁸
- Darling-Hammond and Bransford, (2005) draws on professional and scholarly consensus in asserting that there is a body of research that ought to influence the preparation of every new teacher. It identifies the core knowledge and skills that beginning teachers need in eight domains, including learning, development, social contexts and purposes of education, and classroom management. Despite the existence of this sort of guidance, programs appear to vary in terms of how they conceptualize teachers' professional knowledge, as distinct from subject-matter knowledge, as well as in the emphasis they place on different kinds of professional knowledge. For example, some programs offer a generic methods class, for teachers preparing for all grade levels and subject matters. Other programs treat pedagogical knowledge as content specific and offer subject-specific courses in both content and pedagogy, taking their cue from the concept of "pedagogical content knowledge" as a specific kind of knowledge of how to make subject-matter knowledge accessible to students (see Shulman, 1986). ...Professional preparation typically involves a range of other kinds of study as well, such as history of education, educational psychology, measurement and assessment, educational foundations, multiculturalism and diversity, theories of learning, classroom management, special education, and reading. Some programs offer extensive coursework in these domains; others offer condensed approaches.³⁵⁹
 - All novice teachers need to be provided with specific strategies for teaching children with disabilities.³⁶⁰
- The knowledge base on competencies deemed essential for teaching and meeting the particular learning needs of English learners is relatively recent, and has, for the most part, been focused on what all teachers need to know and be able to do (e.g., Genessee, Lindholm-Leary, Sanders, & Christian, 2006; Goldenberg, 2008; Téllez, & Waxman, 2006). ...There is also a complementary literature that recommends pedagogical practices that facilitate learning in elementary and secondary classrooms where English learners are mixed with English speakers (e.g., Adger, Snow, & Christian, 2002; Columbo & Furbush, 2009; Díaz-Rico, 2007; Echevarría, Vogt, & Short, 2007; Edelsky, Smith, & Faltis, 2008; McIntyre, Kyle, Chen, Kraemer, & Parr, 2009; Olsen, 2006; Yatvin, 2007). Both sets of literature make a case for general knowledge about dimensions of language and the social nature of learning, including language acquisition,

³⁵⁶ NRC (2010).

³⁵⁷ NRC (2010).

³⁵⁸ NRC (2010).

³⁵⁹ NRC (2010).

³⁶⁰ Pamela LePage and colleagues, "Curriculum Recommendations for Inclusive Teacher Education," *International Journal of Whole Schooling*, Volume 6, Number 2, 2010.

the role of engagement and continuous assessment, and the need for well-informed, reflective teachers at all grade levels.³⁶¹

- Clarkson (2009a, b) and Jorgensen (2010) in Australia, Gorgorió and Planas (2001) in Catalonia, and Turner and Celedón-Pattichis (2011) in the United States, among others, have also addressed the idea of ...the learning of mathematics through the flexible use of the students' dominant languages along with the language of instruction. Major arguments in favour of multi/bi-lingual education have been grounded on the learning benefits that all students may get from having the opportunity to use the language that they know best in the development and communication of their mathematical thinking.³⁶²
- [T]he more general challenge of preparing all teachers to be effective with diverse student populations is increasingly recognized as an important goal of teacher preparation, which cuts across academic disciplines.³⁶³
 - Increasingly, secondary teachers have English learners in their classrooms, where access to learning and ultimately school achievement, depends to a large extent on how well students understand, use, and affiliate with language in academic settings.
 - English learners placed in academic subject-area classes taught in English need extra support to participate in and benefit from classroom learning experiences in ways that promote membership into academic communities (Márquez-López, 2005).³⁶⁴
 - Banks and colleagues (2005) developed recommendations for preparing teachers to be effective with diverse populations, based on their synthesis of relevant information from research in several areas: development, learning, and learning differences; content pedagogy, assessment, and classroom management; and culture and its influences on learning. Banks et al., (2005); Hollins and Guzman, (2005); Pugach, (2005); Rothstein-Fisch and Trumbull, (2008).³⁶⁵
 - The school reform literature has tended to explain poor student performance on standardized tests as a function of failing schools...[C]ultural and economic dissonance between poor ...families and public schools may also play a role in student performance.³⁶⁶
- [There is a] basic relationship between teacher effectiveness and the quantity of training teachers have received in subject matter and content-specific teaching methods.³⁶⁷
 - [T]here is considerable distance in time and place between teachers' preparation and the effects their teaching may later have on student achievement. ...Because rigorous math preparation is correlated with such difficult-to-measure attributes of teachers, students, and schools, isolating the causal effect of rigorous mathematics preparation is very difficult.³⁶⁸

³⁶¹ Faltis et al., (2010).

³⁶² Núria Planas and Marta Civil, "Language-as-resource and language-as-political: tensions in the bilingual mathematics classroom," *Mathematics Education Research Journal*, April 2013.

³⁶³ NRC (2010).

³⁶⁴ Faltis et al., (2010).

³⁶⁵ Faltis et al., (2010).

³⁶⁶ Woodrum (2004).

³⁶⁷ Darling-Hammond et al., (2005).

³⁶⁸ NRC (2010).

- It is plausible that to provide students with the instructional opportunities they need to develop successfully in mathematics, teachers need preparation that covers knowledge of mathematics, of how students learn mathematics, and of mathematical pedagogy and that is aligned with the recommendations of professional societies.³⁶⁹
- Many, perhaps most, mathematics teachers lack the level of preparation in mathematics and teaching that the professional community deems adequate to teach mathematics.³⁷⁰
- Successful beginning readers possess a set of foundational skills that enable them not only to continue growing as readers but also to progress in all academic subjects. A variety of instructional approaches that address these foundational skills can be effective when used by teachers who have a grounding in the foundational elements and the theory on which they are based.³⁷¹
- It is plausible that preparation in the nature of the foundational reading skills and research-based instructional approaches would improve teachers' practice to a degree that would be evident in learning outcomes for their students.³⁷²

3. Role of Arts and Sciences in the education of teachers

- [T]eachers take a broad array of courses (this is especially true in programs for elementary teachers) that roughly map onto the school subjects. Subject-matter courses for teachers also vary in level and rigor of instruction. In some universities, faculty from teacher education and disciplinary departments work together to align the experiences that prospective teachers have, and in some programs faculty coteach courses across content and pedagogy (Heaton and Lewis, 2002). In other cases, there is less alignment. Data collected by Boyd and colleagues (2008) show that 25 states require that secondary teachers have majored in the subject they plan to teach and that they pass an exam in that subject; 6 require only the major; and 18 require only the exam.³⁷³
 - High school teachers are the most likely to have a degree in an academic field, rather than an education degree: 66 percent of high school teachers, 44 percent of middle school teachers, and 22 percent of elementary school teachers.³⁷⁴
 - Elementary teachers should have as strong liberal arts preparation as secondary teachers.³⁷⁵
 - [P]rospective mathematics teachers should take at least enough undergraduate mathematics to develop a sound (more than mechanical) grounding in the field.³⁷⁶
 - Some research on elementary teachers has documented gaps in elementary teachers' understanding of mathematics.³⁷⁷
- Of the 20 best universities, defined by the *U.S. News & World Report* 2013 rankings, only one offers a major in elementary education, four offer a minor in elementary education, and just six

³⁶⁹ NRC (2010).

³⁷⁰ NRC (2010).

³⁷¹ NRC (2010).

³⁷² NRC (2010).

³⁷³ NRC (2010).

³⁷⁴ NRC (2010).

³⁷⁵ Pamela Grossman, Alan Schoenfeld, and Carol Lee, "Teaching subject matter," in Linda Darling-Hammond and John Bransford, (eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do*, (San Francisco, CA: Jossey Bass, 2005)

³⁷⁶ NRC (2010).

³⁷⁷ NRC (2010).

- offer elementary certification.³⁷⁸
- [T]eachers who are coming through these new five-year teacher-education models that give a bachelor's degree in a content area, plus a master's in teaching and a full year of student teaching are very rigorous and very tightly coupled, often with the training in a professional development school. A very high rate of these folks go into teaching and stay.³⁷⁹
 - Finland requires five years of teacher preparation in the university.³⁸⁰
 - Carnegie (1986): “[D]evelop a new professional curriculum in graduate schools of education leading to a Master’s in Teaching (after BA in field) degree, based on systematic knowledge of teaching and including internships and residencies in schools.³⁸¹
 - [Teachers need] pedagogical content knowledge in a given subject-matter field, that is, an understanding of how students’ learning develops in that field, the kinds of misconceptions students may develop, and strategies for addressing students’ evolving needs.³⁸²
 - Wilson and her colleagues (2001) found that although there is support for the assertion that preparation in pedagogy (e.g., courses in instructional methods, learning theories, foundations of education, and classroom management) improves both teachers’ practice and outcomes for students, the research has not yet made clear what specific elements yield results.³⁸³
 - Grossman, Schoenfeld, and Lee (2005) examined the pedagogical content knowledge of teachers of mathematics and English/language arts, drawing on research and professional consensus. ...The authors argue that a foundational understanding of the ways student learn the subject matter is a key tool.³⁸⁴
 - These two papers report work done here [at UNM] on our math and science pre-service teachers:³⁸⁵
 - Boyle, J. D., Svihla, V., Tyson, K., Bowers, H., Buntjer, J., Garcia-Olp, M., . . . Sample, S. (2013). Preparing teachers for new standards: from content in core disciplines to disciplinary practices. . STEM Teacher Preparation and Practice: Prepare and Inspire Students. Special Issue of Teacher Education & Practice, 26(2).
 - Svihla, V., Tyson, K., Boyle, J. D., Collins, J., Kooser, A., Livingston, A., . . . Bryant, J. (in press). “I don’t know anything about DNA. Well I do, but from you guys.” A vision for interdisciplinary STEM teaching. In P. M. Jenlink (Ed.), STEM Teaching and Common Core Standards: An Interdisciplinary Approach: Rowman & Littlefield.

4. “Teaching hospital” schools and the clinical preparation of teachers³⁸⁶

- [E]ach university [should] have at least one school that serves the same function that a teaching hospital serves for a medical school. ...These institutions are far more than places in which

³⁷⁸ Nicole Hewes, “Top Colleges Discourage Students from Careers in Teaching,” *The Conversation: Online Opinion on Ideas and Higher Education*, July 12, 2013.

³⁷⁹ Darling-Hammond in *Edutopia* (2001).

³⁸⁰ Bob Schwartz, Harvard Forum.

³⁸¹ NRC (2010)

³⁸² NRC (2010)

³⁸³ NRC (2010).

³⁸⁴ NRC (2010).

³⁸⁵ Vanessa Svihla on her research.

³⁸⁶ The term “teaching hospital” schools is taken from Bob King, president of the Kentucky Council on Postsecondary Education, in a 2013 confidential memo.

students do their practice teaching. They are places in which the university faculty and the school faculty work very closely together along a wide range of research and training interests.³⁸⁷

- [I]t seems to be extraordinarily difficult to identify who will be good teachers until they are in front of a class (see Gladwell, 2008 for a summary of the argument and the evidence).³⁸⁸
- [Should we] hire teachers who have no observed performance.³⁸⁹
- As [Alan] Schoenfeld suggests, a promising strategy for connecting research and practice more effectively...involves ongoing partnerships: researchers working collaboratively with teachers, school districts, and others, together identifying and defining problems to be solved and creating useful and useable research and practice....[S]ubstantial changes in the academy and schools will be needed to support this kind of research.³⁹⁰
 - [T]he academy devalues engagement outside of the university with parents and community as a part of normal university practice.³⁹¹
 - [T]eacher preparation programs mostly pay lip service to the notion that we need to incorporate community and parents into our curriculum development and praxis.³⁹²
- Create a knowledge base that's much more strongly rooted in practice.³⁹³
 - [T]here are several things about the clinical training of teachers that are important. One is that you need to be in the classroom of an expert teacher. ...[T]he whole environment is organized around teacher learning as much as it's organized around student learning.³⁹⁴
- [Teacher] preparation programs should provide a residency-type experience where the student experience is designed, supported, and monitored by preparation programs in collaboration with districts.^{395 396}
 - [There is the perception] that a high quality teacher preparation program will be able to dictate to school districts the kind of field experiences that will be provided for the aspiring teachers, thus overlooking the basic reality that school districts are autonomous units and student teachers are present within school districts as guests.³⁹⁷
 - Iowa: all starting teachers begin in a residency.³⁹⁸
 - Levine characterizes as "curricular balance."³⁹⁹
- [There is a] need to make all teacher education more clinical in nature.⁴⁰⁰
 - CAEP, to its credit, is recognizing that its efforts to encourage the provision of what it calls "rich clinical experience" has implications for both the overall magnitude of costs and how the costs are apportioned among parties. CAEP has commissioned some early work to try and assess the implications (Picus, Monk, and Knight, 2012).⁴⁰¹

³⁸⁷ King, confidential memo, 2013.

³⁸⁸ Wiliam (2013).

³⁸⁹ Hanushek and Rivkin (2012)

³⁹⁰ Bransford et al. (2009a)

³⁹¹ Valenzuela and Lopez (2014).

³⁹² Valenzuela and Lopez (2014).

³⁹³ Jal Mehta, "The Futures of School Reform," *Ask With Forum*, Harvard University, January 29, 2013.

³⁹⁴ *Edutopia* (2001).

³⁹⁵ NASBE (2011).

³⁹⁶ *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, (Washington, DC: The National Council for Accreditation of Teacher Education, 2010).

³⁹⁷ Monk (2013).

³⁹⁸ Bob Schwartz, *Ask With Forum*, Harvard University, January 29, 2013.

³⁹⁹ Levine (2006).

⁴⁰⁰ King, confidential memo, 2013.

⁴⁰¹ Monk (2013).

- [P]reparation directly linked to practice appears to benefit teachers in their first year.⁴⁰²
 - The study we commissioned in New York City found that both program oversight of student teaching and a required capstone project—two types of practice-based preparation that the researchers isolated in their analysis—were associated with gains for the students of new elementary teachers in both English/language arts and mathematics. These two program features had the strongest and most consistent effect in the models estimated for this analysis, showing statistically and substantively significant effects for both first- and second-year teachers and for both subject areas (Grossman et al., 2008).⁴⁰³
- Some university-based programs place students in classrooms as early as their freshman year. These early opportunities often involve observing or tutoring students, watching teacher or parent conferences, reading to children, and observing instruction (Clift and Brady, 2005). In a recent survey of alumni of university-based teacher education programs, 60 percent of teachers reported that their student teaching experience lasted for a semester, roughly 20 percent reported having had a longer one, and another 20 percent reported having spent less than a semester (Levine, 2006). However, data from the 31 programs included in the New York City analysis provide a detailed look at the field experiences required of prospective elementary school teachers in the college-recommending programs in the study sample (Grossman et al., 2008). Program-level data show that the duration of fieldwork and student teaching typically far exceeded the state-mandated 100 hours and 40 days, respectively. ...[W]hat stood out...[were] the differences across and within programs in the specific attributes of the fieldwork.⁴⁰⁴
- Gage (1978) refers to as “knowledge *that*”: knowing that certain theoretical, foundational, and pedagogical principles about teaching and learning are essential for planning, implementing, assessing, and reflecting upon instruction. [T]his knowledge *that* base, coupled with deep pedagogical content knowledge (Shulman, 1986), [is] sometimes likened to “knowledge in practice” (Cochran-Smith & Lytle, 1999).⁴⁰⁵
- Good doctors use both individual clinical expertise and the best available external evidence, and neither alone is enough. Without clinical expertise, practice risks becoming tyrannized by evidence.⁴⁰⁶
- What are the characteristics of clinical experiences that affect outcomes for the students. ⁴⁰⁷
 - [F]uture teachers have adequate experience in the classroom as student teachers and observers before they enter a classroom on their own.⁴⁰⁸
 - [T]eachers benefit from preparation programs that provide significant oversight of field experiences (Boyd et al., 2008)
 - The curriculum is often fractured, with a lack of continuity from one course to the next and insufficient integration between course work and field work.⁴⁰⁹
 - [T]here is some evidence that fieldwork (classroom teaching) that is designed to link to and reinforce the theoretical material aspiring teachers have learned in the classroom is more effective than fieldwork that is not.⁴¹⁰

⁴⁰² Donald Boyd, Pamela Grossman, Hamilton Lankford, Susanna Loeb, James Wyckoff, “Teacher Preparation and Student Achievement,” National Bureau of Economic Research Working Paper 14314, September 2008.

⁴⁰³ NRC (2010).

⁴⁰⁴ NRC (2010).

⁴⁰⁵ Faltis et al, (2010).

⁴⁰⁶ Bransford et al, (2009a).

⁴⁰⁷ NRC (2010).

⁴⁰⁸ Pandya (2012b).

⁴⁰⁹ Levine (2006).

⁴¹⁰ NRC (2010).

- [T]he value of methods courses seems to be linked to opportunities to apply what is learned in the classroom, and they suggested that ongoing professional development, as well as field experience that reinforces the concepts learned in the classroom, foster the learning of methods.⁴¹¹

5. Educating for leadership, management and school accountability

- Our basic value-added model...examines whether some schools have higher achievement than other schools that serve similar students and attributes that achievement difference to the principal.
 - [P]resent evidence led us to the conclusion that leadership is second in strength only to classroom instruction” (Leithwood et al., 2004).⁴¹²
- Strong leadership is viewed as especially important for revitalization of failing schools. To date, however, this discussion has been largely uninformed by systematic analysis of principals’ impact on student outcomes....[A] principal in the top 16 percent of the quality distribution will produce annual student gains that are 0.05 standard deviations higher than an average principal for all students in their school.⁴¹³
 - [A]ccountability and power must go hand in hand; increases in one must be accompanied by increases in the other...[and] it does not make sense to hold somebody accountable for something they don’t control, nor does it make sense to give someone control over something for which they are not held accountable.⁴¹⁴
- Hopkins (2001) found that schools are at one of three developmental stages. Each stage requires different actions from entering principals. Schools at the highest stage need someone who can build on the school’s strengths to sustain the good work. Schools that are beginning to improve need principals who can work with the staff to develop and clarify the school’s vision and who can develop teachers while pushing them at the same time. And, in schools that have not experienced success and are struggling, entering principals will need to be more directive and will need to create a sense of urgency.⁴¹⁵
 - Few teachers or principals have been prepared to be held accountable for the high levels of student achievement that are expected in an [effort-oriented system.]...For educators, expert instruction should take the form of ongoing professional development.⁴¹⁶
 - Constrained by salary inertia and the historical absence of good performance measures, the principal labor market does not appear to weed out those principals who are least successful in raising student achievement. This is especially true in schools serving disadvantaged students.
 - A primary channel through which principals can be expected to improve the quality of education is by raising the quality of teachers, either by improving the instruction provided by existing teachers or through teacher transitions that improve the caliber of the school’s workforce...Less highly rated principals may be less successful in raising the quality of their teaching staffs, either because they are less skilled in evaluating teacher quality, place less emphasis on teacher effectiveness in personnel decisions, or are less successful in

⁴¹¹ Clift and Brady (2005)

⁴¹² Abeyta (2013).

⁴¹³ Branch et al. (2013).

⁴¹⁴ Ingersoll (2003).

⁴¹⁵ Abeyta (2013).

⁴¹⁶ Resnick and Hall (1998).

creating an environment that attracts and retains better teachers....With detailed information on teacher effectiveness and transitions, we could investigate whether better principals are more likely to dismiss the least-effective teachers and reduce the likelihood that the more-effective teachers depart voluntarily.⁴¹⁷

- [There are] standards for principal preparation programs that are useful in assessing a candidate’s readiness for the principalship. ...The competencies are: interpersonal skills, leadership, effective instruction, alignment of resources to instructional improvement priorities, data collection, organization, analysis, and use to inform practice, and understanding of organizations, culture, change processes, and strategy (ISSLC, 2010). Without clear competencies for principals it is impossible to reinforce a culture of high expectations. Platt et al. (2008) states, ‘Without standards, it is difficult to diagnose strengths and weaknesses and plan improvement strategies...And without defined competencies, it is hard to design activities that will provide ongoing support and training to principals with a wide range of knowledge and experience.’^{418 419}
 - [E]ffective teaching today generally entails not only the application of precise research-based instructional methods but also leadership mentoring, guidance, life experience, organization, commitment, and knowledge.⁴²⁰
- [T]he goals of standards-based reform are unlikely to be realized without enhancing the capacity of existing school personnel through high-quality in-service training (Birman et al. 2000; Corcoran 1995)⁴²¹
 - Professional learning among educators takes place in “nested learning communities, [in which] instruction, management and professional development are joined in a single set of aspirations, and the principal plays a pivotal role in the instructional improvement process.”⁴²² See also Wenger (1998); McLaughlin & Talbert (2006).
 - Professional development...should be designed to develop the capacity of teachers to work collectively on problems of practice within their own schools and with practitioners in other settings, as much as to support the knowledge and skill development of individuals (Elmore 2004).⁴²³
 - [M]ost estimates of [districts’] per-teacher spending on professional development range from \$2,000 to \$3,500 (Fermanich 2002; Killeen, Monk, and Plecki 2002; Little et al. 1987; Miller, Lord, and Dorney 1994; Stern, Gerritz, and Little 1989), some are as high as \$15,000 per teacher (Fermanich 2002)...[[S]pending on professional development is not trivial. Unfortunately, school system investment decisions are often based on thin, if any, evidence on the return on investments in improved teaching practices and student learning. This is borne out by empirical research that shows uneven and, in many cases, disappointing findings associated with teachers receiving professional development (Rice 2000) (emphasis added).⁴²⁴
 - [L]argest share of state spending on professional development goes to university subsidies for graduate programs in education (36 percent).⁴²⁵

⁴¹⁷ Branch et al. (2013).

⁴¹⁸ Abeyta (2013).

⁴¹⁹ *Educational Leadership Policy Standards*, Council of Chief State School Officers, 2008.

⁴²⁰ Hess (2009).

⁴²¹ Jennifer King Rice, “Investing in Human Capital through Teacher Professional Development,” in *Creating a New Teaching Profession*, Dan Goldhaber and Jane Hannaway, eds., (Washington DC: Urban Institute Press, 2009).

⁴²² Resnick and Hall (1998).

⁴²³ Abeyta (2013).

⁴²⁴ King Rice (2009).

⁴²⁵ King Rice (2009).

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THE UNIVERSITY *of*
NEW MEXICO

Proposed Vision for the Future of the UNM College of Education

by the

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I. Introduction:

In the Fall of 2013, the Office of the Provost appointed faculty from UNM Main Campus and the Health Science Center to serve on the Provost Management Team (PMT) and charged the PMT to lay the groundwork for a cutting-edge College of Education with a central focus on preparing a new generation of teachers, principals, and other educational professionals for New Mexico. As the College of Education also prepares professionals for careers outside of education, the members of the PMT have been cognizant that all degree candidates must be prepared in their respective fields to enter their profession and perform satisfactorily.

This paper proposes a direction for the future of the College of Education, as shaped by ideas generated by faculty, the statewide Community Partners Advisory Committee (CPAC), and – less directly – the national External Professional Advisory Committee (EPAC). The latter are incorporated less fully, because the full EPAC recommendations only became available as we were finishing this paper. A full plan for the future of the College of Education will be developed under new Dean Hector Ochoa and more fully integrate the contents of this paper with the recommendations of the EPAC.

The contents of the present paper include:

- Introduction
- Overall Direction of the College of Education Redesign:
 - The Child at the Center: The thinking that undergirds our vision of the future of the College, including its focus on preparing a new generation of educational professionals and pursuing a vigorous research agenda linked to that mission.
- Addressing the Teacher Professional Continuum for New Mexico:
 - Better educational outcomes require excellent teachers: A specific focus on a reinvigorated program for the preparation of outstanding teachers ready to act as leaders who engage the contemporary challenges of public education.
- Addressing the School Leadership Continuum for New Mexico
 - The challenges facing public education require dynamic principals and school leaders: Specifics for preparing the next generation of educational leaders in New Mexico's diverse communities.
- Overall Structure and Mission of the College of Education:
 - Meeting contemporary challenges will require new procedures, resources, and organizational/governance structures within the College of Education – and a renewed spirit of collaboration and mutual service to undergird a healthy organizational culture.
- Building Capacity and Innovation for the Long Term:
 - To build capacity for the long term, some immediate innovation during academic year 2014-2015: Curricular innovation, tighter integration of coursework and

school-based field experiences, intensively monitored clinical supervision in rural and majority-minority field placements, and proactive relationships with schools that effectively serve diverse learners.

- **Whole Child, Healthy Child**
To nurture New Mexico's children to achieve their full potential, educators must address the whole child, including health and wellness as a foundation for thriving kids and communities.

- **Conclusion: The Way Ahead**

The members of the PMT are committed to serving the children and adults living in New Mexico communities and beyond the state's borders. We accept the ethical and moral responsibilities entrusted to us to prepare the next generation of professionals who will represent this College and University in their life-long endeavors. Because we are an institution of higher learning, we understand that the long-term viability of the College is dependent on the children of New Mexico and the quality of education they receive along their pathway to adulthood. We, therefore, offer the following framework for re-visioning the work in the College of Education.

Moral purpose of the re-visioning

All children have the right to be educated. An educated child has the tools to thrive, including the tools to solve challenging problems, gain knowledge and skills for future responsibilities, maintain mental and physical health, establish cooperative relationships, and create a satisfying and contributing adult life.

The University of New Mexico and the UNM College of Education want to partner with others to align resources and roles in a cohesive, ambitious, future-oriented plan to improve opportunities for education for all NM children. UNM and the College have several critical responsibilities in this moral purpose:

- a) To prepare teachers, educational leaders, and education professionals who are highly skilled, culturally competent, diverse, and committed to the learning and futures of all NM children and youth;
- b) To generate and disseminate knowledge through research and teaching, and contribute solutions to the challenges and participate in discussions about public education; and
- c) To serve NM communities by advocating for equitable, socially just, and improved outcomes for students, their families, and their communities.

To achieve this moral vision, UNM and the College have engaged in and will continue a collaborative planning process to assess needs, align resources, and develop structures. Improved opportunities in life for the children, families and communities of New Mexico will be a pivotal outcome to this moral vision.

Background and context:

The College of Education at the University of New Mexico prepares educational professionals recognized for the quality of their teaching, research, scholarship, service, outreach, and leadership. The faculty, staff, and students of the College share a commitment to the centrality of diversity, social justice, and democratic citizenship. The College is organized with five distinct academic departments that support the mission and vision of the College as it pertains to innovation, academic excellence and diversity of people and ideas.

The academic units offer students undergraduate and graduate degrees, plus preparation for teaching and school administration licenses. A major challenge for the College is the preparation of future educators to meet the diverse academic needs of preK-12 students. According to recent national data, approximately 41% of our nation's children and youth are eligible for Title I funding and the majority of these students are second language learners and students of color (AACTE, 2013). Educators of color are underrepresented in the teaching force in New Mexico; hence the recruitment of students of color for the teaching profession is critical.

Table 1

New Mexico Kids Count Data 2013

	% Overall population	% population ages 0-19
Hispanic	46	48
Non-Hispanic	41	23
Native American	9	10
African-American, Asian, and Mixed/other race	6	19

New Mexico data (NM Kids Count, 2013) paint a picture of the demographic makeup of our schools and clearly show that the state continues to maintain its majority-minority status. America is changing, and the way we educate and the reason why we educate must become more explicit – to those being educated and to those who will benefit from having a more educated populace. This is a challenge for higher education across the country, especially institutions that support the mission of preparing teachers and other school personnel for preK-12 institutions.

Statement of the problem:

Reports published nationally provide data showing many students – disproportionately underrepresented students of color, but including students of all social and economic backgrounds – are struggling to succeed academically in K-12 and then struggle in higher education and in the job market because of their poor K-12 experiences. There are many factors that influence this dynamic, but we do know that classroom teachers can make a positive difference if they are prepared to teach effectively and understand the context of development, subject matter, learning differences, language and cultural influences, and the variety of

individual temperaments, interests, and approaches to learning. Preparing teachers, educational leaders, and other educational professionals who are highly skilled, culturally competent, diverse, and committed to the learning and futures of all NM children and youth is difficult; it requires substantial resources, plus the hiring and retaining of post-secondary faculty who will develop, design, and implement academic programs to meet the pedagogical needs and demographic complexities facing schools today.

School partners in New Mexico have voiced concerns about the need to prepare an increased number of educational professionals to work in ‘hard-to-fill’ content areas, such as special education, bilingual education, Teachers of English to Speakers of Other Languages (TESOL), rural education, and STEM (Science, Technology, Engineering, and Math) content areas. Early recruitment and retention of candidates into these key content areas in the College will be critical if we are to meet the needs of school partners; this effort may also require a reallocation of resources to meet these needs. In recognition of these issues that ultimately influence the prosperity of families and communities in New Mexico, we aspire to the following goals.

Goal statement:

The University of New Mexico College of Education is committed to excellence in preparing professionals to effectively engage and respond to the unique educational needs of our state’s diverse and culturally rich populations.

Our Goal:¹ To establish and maintain a pipeline of teachers, school leaders, and other professionals reflective of New Mexico’s population dedicated to lifelong learning and improving the educational outcomes and overall well-being of New Mexico’s youth, families, and communities. We will do so through sound research, teaching, clinical field placements, and assessment rooted in contextually relevant, community-based education. From admissions to licensure, placement, professional development and growth, the College will follow the progress and maintain high expectations of our former, current, and future students to ensure that our graduates, in turn, hold high expectations for the children and communities we are preparing them to serve, with measurable and meaningful achievement outcomes.

Undertaking this work, we recognize the need for developing and fostering collaborative relationships with partner institutions, particularly institutions of higher education throughout the state. In response to demonstrated and well-established needs, we also recognize that immediate emphasis must be placed on preparing educational professionals to responsibly serve New Mexico’s most vulnerable populations, including, but not limited to schools serving rural, tribal, high-poverty, English language learners, students of color, and students with disabilities. Coupling the strengths of our faculty and leadership with the cultural wealth of our communities, we are committed to establishing the University of New Mexico’s College of Education as an exemplar in translating research and teaching into meaningful, culturally responsive practice.

¹ The breadth of the College of Education’s mission precludes a briefer goal statement focused solely on teacher preparation and educational leadership.

In keeping with this goal, the College of Education at the University of New Mexico will re-invigorate and redesign its programs to prepare the next generation for outstanding service in New Mexico's schools and communities – rural, small town, urban, and suburban – drawing on the strengths found in these diverse communities and helping them address their challenges.

Expanding on the moral vision and overarching goals expressed above, Appendix A more fully expresses the goals of the redesign and focuses on three areas:

- a) To prepare teachers, educational leaders, and other education professionals who are highly skilled, culturally competent, diverse, and committed to the learning and futures of all NM children and youth;
- b) To generate and disseminate knowledge through research and teaching, contribute to policy discussions regarding public education, and design solutions to its challenges;
- c) To prepare professionals who are highly skilled in advocating for improved outcomes for NM students within their sociocultural context and with consideration for greater equity, prosperity, and social justice.

II. Overall Direction of the College of Education Redesign: Child-Centered Vision for Academic Achievement:

The College of Education seeks to help all children achieve their maximum potential through the preparation of caring, highly effective teachers, school leaders, and education professionals. The school environment plays a significant role in helping children achieve their potentials. Figure 1 represents how public discourse often presents children's educational attainment: As *simply* the product of teachers and schools.

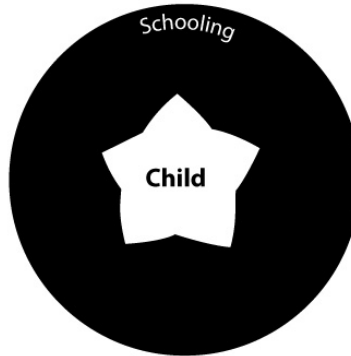


Figure 1: How we commonly conceptualize the child in school – but this oversimplifies the challenges present in educating children.

However, the reality is more complex, and neither teachers, schools, nor the College of Education can alone provide all that children need to become effective, contributing members of society. The family is the first influence on the child. The language that children learn from their families, as well as the culture of nourishment received within their families, provide important influences on how children learn and grow. Families are an integral part of communities that include many other influences that nurture or impede the potential of children to grow and learn effectively. The child's peers may be members of a community soccer team or they may be members of a drug-related gang. The child's community access to food may be a grocery store with plentiful fruits and vegetables or it may be a food desert with little more than processed commodity foods from the government. In every community, there exists a continuum of influences on the child that range from beneficial to harmful. The College seeks to partner with the family and community groups to foster the hopes and dreams that each community has for nurturing the best interests of children.

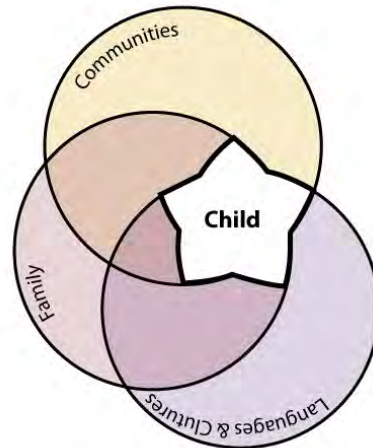


Figure 2. By placing the child in the center, surrounded by the natural complexes of family, community, and languages and cultures, we begin to better understand the influences, challenges, and resources in a child's life.

A full understanding of the development and self-actualization process for children must also recognize two additional spheres of influence on children's development: i) the impact of health, including equitable access to medical services, regular exercise, and proper nutrition; and ii) equitable access to educational and social resources more generally. Children will not be equipped to learn if these community benefits are found to be lacking due to political climate, legal status, exceptionality, or socioeconomic status.

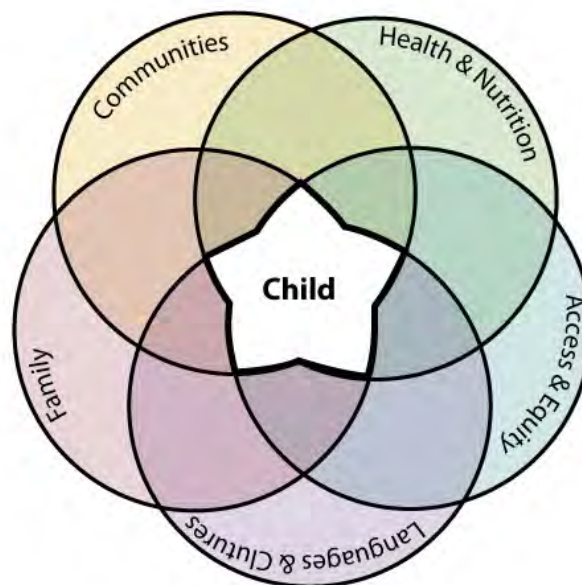


Figure 3: The immediate factors shaping children's experience

Yet wider circles of influence also dramatically shape the educational context and the possibilities of advancement for children. These wider circles of influence include the economic context of their community, and how a child's education and economic status are influenced by policies at the state, national, and international levels. Finally, we note that all this comes embedded within society's relationship to the natural world, and the current climactic and environmental crises. As noted in the College of Education's core values (available at <http://coe.unm.edu/uploads/docs/coe-main/about-coe/coe-core-values.pdf>), the College will engage in authentic, active participation with all community members to uncover new intellectual worlds that excite children to grow and learn. The College embraces the multiple cultures that enrich the State of New Mexico and realizes that the prevailing national and international attitudes on policy and thought influence the structures that are primary to nurturing children's growth and learning. We depict these nested relationships in Figure 4 and note that all of them affect the opportunities and challenges faced by individual children in educational institutions.

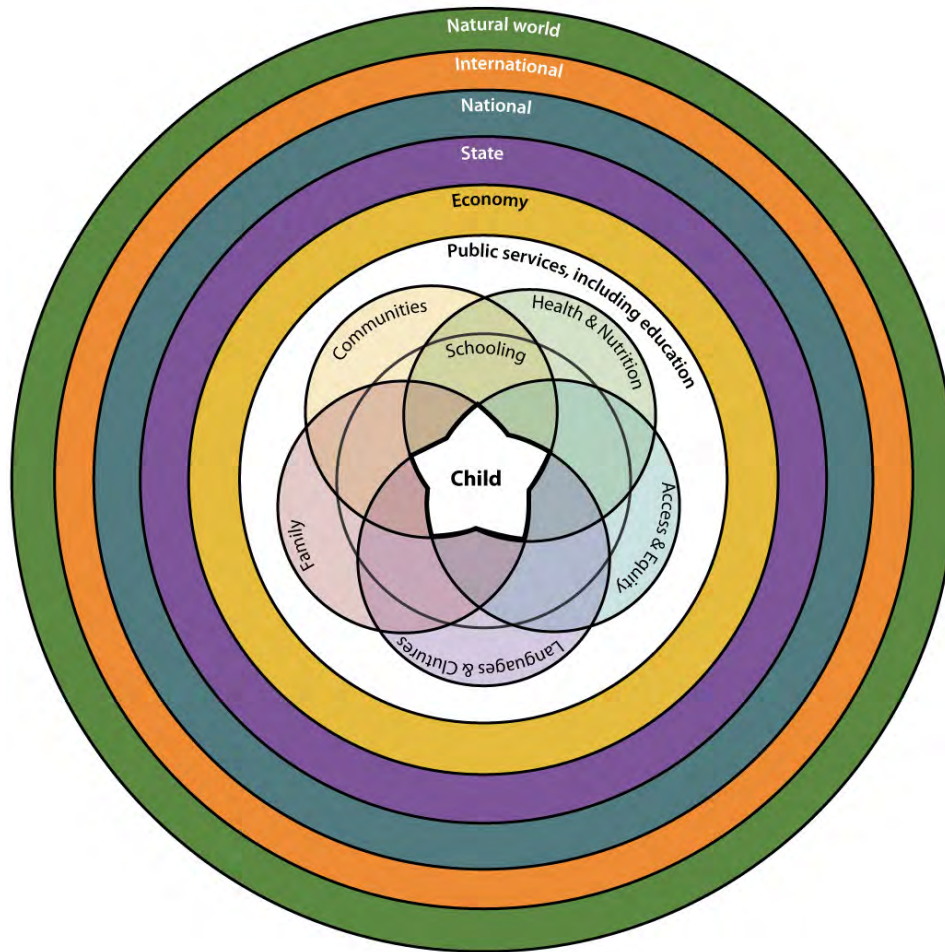


Figure 4: The complex influences on children's educational experience and opportunities

The College of Education eagerly seeks to join with other social service institutions and communities in an effort to design and build an effective social ecology of development that will place children at the center of all our work.

Yet, while schools are deeply embedded in their communities and powerfully influenced by Family, Language and Culture, Access and Equity, and Health and Nutrition, *the primary responsibility of schools and the individuals who work in schools is to the academic achievement of students.* As the social fabric of society has often frayed (and at times broken) over the last decades, schools have been called upon to step into the resulting breach: to feed and clothe, provide safety and shelter, to bring about social justice. Simultaneously, teachers are held responsible for increasing students' academic achievement, particularly in language skills, math, and science. Schools and teachers who attempt to meet all of these responsibilities too often, and inevitably, lose focus on this primary responsibility. The College of Education takes responsibility for the quality of its graduates and their work to increase academic achievement in the classrooms where they work. We affirm our responsibility for preparing teachers, school leaders, and other educational professionals who can help students achieve real success in school – and for preparing citizens of a democratic America that can address the wider challenges facing education today. We depict this core responsibility in Figure 5, while also insisting that all educational policymakers recognize the full complexity depicted above.

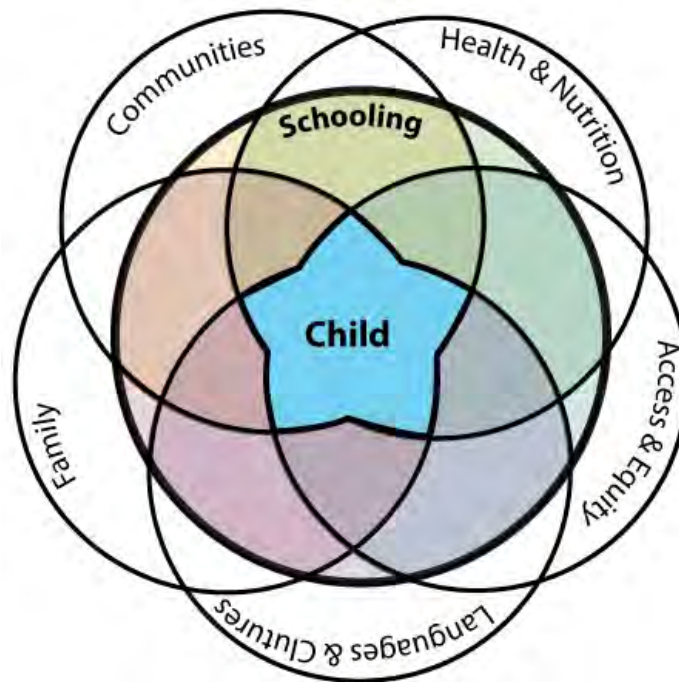


Figure 5: The core responsibility of Colleges of Education and all educational professionals

In *Teacher in America*, Jacques Barzun (1945) lamented the varied, and often contradictory, expectations that fall to teachers and schools. This has not changed. Society has always held teachers responsible for everything from children learning the multiplication tables, to exhibiting good posture, practicing abstinence, and not smoking. When one or more of these expectations are not met then it has been common practice to disparage the quality of education in the country and place the blame at the feet of our teachers. This is not to say that the characteristics that Barzun outlines (and many others over the intervening sixty years) are not serious and need be addressed. The question is more rightly one of institutional responsibility: Who should take responsibility for the education of our children?

Richard Elmore (2004) reminds us that there is a meaningful distinction to be made between education and schooling. Schooling (what happens between the hours of 8:00 and 3:00 in the lives of most children) is but a subset of the larger construct of education. Education takes place in a variety of venues both formal and informal: in the home, in the community, through the media, in peer interactions, and in religious and spiritual institutions, etc. All of these—and many more—are quite rightly forums in which children are educated. Schooling, while an extremely important part of a child’s education, is not, and should not be, conflated with a child’s total education. Schools have neither the authority nor should they have the responsibility for playing all of these roles in children’s lives. The above discussion highlights these conflicting pressures while asserting our primary focus on improving the experience and achievement of children within the school environment.

This vision of child-centered education and academic achievement leads us to a fuller statement of the mission of the College of Education. The overall vision for the future of the College should be understood in the context of that Mission Statement, which can be found later in this document as Appendix B.

III. Preparing Educational Professionals for New Mexico

One of the fundamental democratic principles is that all students should have access to high-quality educational experiences that allow them to reach their highest potential. Many factors influence how and what teachers teach: school culture; school district, state, and national policies; and economic and community support. Preparing education professionals to adequately meet the needs of the diverse students of New Mexico is challenging, and teaching effectively is a complex task. Effective teaching requires significant knowledge and skill, applied thoughtfully to meet the needs of individual students. Furthermore, ensuring that all students have adequate opportunities to learn requires the coordinated effort of all education professionals who work in and out of schools to support the health and wellbeing of New Mexico children.

Our vision is as follows:

From the first day, education professionals who walk into any classroom or school in New Mexico will have cultural competency², knowledge and skill in teaching, and appropriate content knowledge to meet the challenge of teaching the diverse students of the state. The new educational professionals who graduate from a UNM initial licensure program will understand issues of language and culture, disability, and poverty in New Mexico. They will be committed to fostering high educational attainment among their students, as well as their own continued professional development beyond their initial placement experiences. Education professionals will approach the educational process as a continuum of learning, *cradle to career*, with rich understanding for how to integrate a continuous process of learning that begins during the critical early childhood years and progresses into adulthood.

Experiences that shape future education professionals' knowledge, skill, and professional self-identity begin the minute they step foot on the UNM campus and continue through their entire course of study, including their clinical experiences in schools and other places of learning. In order to be successful in transforming the preparation of teachers and other education professionals at UNM, we must cultivate a culture of shared responsibility for the professional learning of education professionals across departments, colleges, and institutions. Future education professionals are best served when their learning opportunities reflect local needs and strengths, are developed in a collaborative and coordinated way with local districts, state education departments, and postsecondary educators, and are built on current and proposed investments and initiatives. This necessitates finding partner institutions willing to participate in "simultaneous renewal" as outlined by the National Network for Educational Renewal (NNER)³, in which all participants are engaged in systematic, evidence-based learning, from children to parents, from course instructors to cooperating teachers.

² Note that if students are to develop cultural competencies, then the faculty who work with them must also be culturally competent.

³ The NNER vision: "Foster in the nation's young the skills, disposition, and knowledge necessary for effective participation in a political democracy. Ensure that the young have access to those understandings and skills required for satisfying and responsible lives. Ensure educators' competence in and commitment to serving as stewards of schools. Develop educators who nurture the learning and well-being of every student."

Overarching goal: Prepare education professionals who enter schools and classrooms ready to support the learning and development of the diverse students of New Mexico.

Below are the big ideas that support the overarching goal as well as action items that support the big ideas identified above. As a general principle, it is important to build on past success, and the College of Education should expand and enhance existing successful programs as well as identify new and promising models for this work.⁴

Big idea 1. Develop a common vision of what conditions and educational experiences ensure that New Mexico children flourish. This vision will, in turn, inform the UNM vision for the preparation of education professionals. Vision building is foundational to change. To build a common vision, faculty in the College should:

- a) Consult with parents, children, and community members, and incorporate current research to develop a common vision of what conditions and educational experiences ensure that New Mexico children will flourish.
- b) Circulate the resulting document widely and obtain feedback from all local constituencies and with our counterparts nationally and internationally.
- c) Develop a mission statement for the preparation of educational professions that is grounded in our vision of the flourishing child.
- d) Use this vision and mission to guide our revision of UNM teacher licensure programs and programs that prepare other education professionals, as well as revision of other undergraduate and graduate programs.

Big idea 2. Create institutional supports through faculty governance and faculty reward systems and structures that promote collaboration between the College of Education, the College of Arts & Sciences, the structures of preK-12 education, community Colleges and branch campuses, and the community around initial licensure to support students' development from cradle to career.

In order to establish productive and effective collaborations, we recommend the following:

- a) Implement university policies that reward collaboration. Make changes to promotion and tenure criteria. Create explicit expectations for faculty to work together to plan, design, and deliver coursework.
- b) Analyze existing institutional structures and create a proposal to align and/or change them to create more collaborative, cross disciplinary, culturally competent, community- and student-oriented organizations with which stakeholders can affiliate.

⁴ Examples of successful programs include the Co-teaching Collaborative Schools, the Dual License program, the Master's with a focus on Reflective Practice (MARF), and the Bilingual/TESOL endorsements although there are certainly others that need to be identified.

- c) Explore the idea of collaborative work on specific content areas and educational priorities (e.g. Literacy, STEM, Family Engagement).
- d) Provide support for co-teaching courses by making it possible to be flexible to assign FTEs in different ways. For example, a special education faculty could have .25 to work with other faculty members within and across departments and Colleges. This should also include counting supervision as a part of faculty teaching load.
- e) Support key activities around which faculty, school personnel, and community members can collaborate. In particular, create a more coherent curriculum for teacher candidates and other teaching professionals, starting with Arts and Sciences coursework, continuing with coursework in the College of Education, all the way into field experiences.
- f) Identify key competencies that beginning teachers and other education professionals need to have around critical knowledge and high-leverage teaching practices, including how to address the needs of indigenous students, bilingual and second language learners, and students with disabilities. Integrate opportunities for students to acquire them throughout their educational experience through collaborative efforts. Find or develop performance assessments for these competencies.

Big idea 3. Create supports and structures so teacher candidates and other education professionals have early, meaningful, ongoing, and high-quality mediated clinical experiences. The biggest challenge for beginning teachers is to develop a professional identity (Britzman, 2003). Education professionals need to envision themselves as educational providers rather than basing their practice solely on their experiences as a student or receiver of services. Hence, we need early clinical experiences that allow students to develop their professional identities under the supervision of an expert professional. Teacher candidates also need early formative experiences to help them develop the dispositions needed for teaching all students. Thus, we recommend that the College:

- a) Identify interested students and recruit teacher candidates into licensure programs as early as possible in order to begin developing the complex competencies and appropriate dispositions they will need in order to be successful in New Mexico preK-12 classrooms when they leave. Consider admitting students into the College of Education much earlier in order to better support their professional learning.
- b) Create opportunities for early, meaningful field experiences. Create incentives and supports for students to participate in these early field experiences.
- c) Improve the clinical preparation of teacher candidates.
- d) Strengthen alternative licensure pathways. The limited credit hour requirements mandated by the State of New Mexico mean creative thinking is needed about how to improve learning opportunities for teacher candidates pursuing these options.

Big idea 4. Transform the education professional workforce to better reflect both urban and rural New Mexico communities. New Mexico needs education professionals who serve as role models for the diverse youth of New Mexico and who can function in rural, urban, and suburban settings. Toward that end we propose that the College:

- a) Expand partnerships with districts beyond the Albuquerque metro area.
- b) Recruit more diverse teacher candidates and ensure they are counseled early on and supported through their general education requirements (for undergraduates) and preparation programs (all levels).
- c) Develop a program to work with rural preK-12 schools to engender the desire to become an educator and to offer opportunities for preparation and clinical experiences at sites across the state. Consult with the UNM BA/MD program and the UNM School of Medicine's HEROs program on developing recruitment and organizational infrastructure for this work.
- d) Recruit and retain a more diverse faculty who can mentor students in both urban and rural contexts.

Big idea 5. Work collectively with districts, state-level agencies and foundations, conducting and sharing meaningful research on the effectiveness of preparation and career-long support for education professionals to enhance continuing program growth.

- a) Work collectively with districts, state-level agencies and foundations, to design and conduct research on teaching and learning in New Mexico.
- b) Develop funding for faculty and doctoral students to conduct research across the state.
- c) Develop a research agenda for the College that focuses on the experiences of our graduates as they progress through our professional programs and their needs as emerging, continuing, and expert professionals. This requires strong doctoral programs with students matched with excellent faculty who are engaged in research addressing problems of practice.

Our ability to research what we are doing in order to draw conclusions about how we prepare education professionals depends on the work described above.

First things first: Immediate actions needed to make progress on the big ideas

Vision: Convene a diverse committee of faculty from across programs in the College and other stakeholders to develop a working draft of a common vision of what conditions and educational experiences ensure that New Mexico children flourish (Big Idea 1). The draft should be available for broad input by the December 2014 and a final version should be ratified early in the spring semester 2015.

Policy: Convene a committee of faculty from across programs in the College of Education and the College of Arts & Sciences to work with the Deans and the Provost to develop concrete

policies that support and reward faculty for working together to improve the preparation of education professionals at UNM. A working draft should be available for circulation and input by December 2014, and a final document (or documents) should be put before departments and/or university committees for final approval before the end of Spring 2015. Support the work of this committee by adequately funding their work either through course releases or stipends.

Outcomes: Convene small work groups in each program to identify key competencies that beginning teachers and other education professionals need to have around critical knowledge and high-leverage teaching practices and integrate opportunities for students to acquire them *throughout their educational experience*. Develop a comprehensive plan for assessing whether UNM students graduating from their appropriate programs have acquired the necessary competencies. Develop a realistic budget for the cost of implementing adequate assessments of these key competencies. Initial proposals should be ready for broad circulation and feedback by February 2015.

Students: Convene a committee of diverse faculty from across programs in the College to develop a proposal to target recruitment of diverse students for teacher preparation programs and design a system of supports for these students using both existing resources and describing additional supports needed for this effort. This effort could target both incoming students under the early admission initiative as well as recruiting from institutions such as CNM. Include a budget for the costs of an initial plan for recruitment and support. This proposal should be ready to present to programs by the beginning of the Spring 2015 semester.

Clinical Experiences: Convene a committee of faculty from across programs in the College to develop a proposal for appropriate and meaningful clinical experiences for students in a variety of education professional tracks. Initial proposals should be ready for broad circulation and feedback by February 2015. Identify infrastructure needed for such experiences and the attendant costs.

Accountability: Convene all Chairpersons in the College to define procedures of accountability for each licensure and degree program, corresponding to our statement above: “The College of Education takes responsibility for the quality of its graduates and their work to increase academic achievement in the classrooms where they work. We affirm our responsibility for preparing teachers, school leaders, and other educational professionals who can help students achieve real success in school – and for preparing citizens of a democratic America that can address the wider challenges facing education today.”

In addition to these steps, the College may consider other ideas developed by faculty from the Department of Teacher Education, Educational Leadership, and Policy for specific programs related to teacher preparation. Appendix E provides more detail on these proposals. Faculty from other departments in the College will no doubt offer other proposals.

- A College Reading and Literacy Collaborative
- Teacher Cadet to Master’s Degree Teacher Preparation
- Community-Engaged Teacher Preparation: TeacherCorps
- Teacher Candidate Field Experience in Rural New Mexico

- Innovations in Teacher Education: Supporting Pre-Service teachers to develop and document core practices
- UNM's PhD in Teaching, Learning and Teacher Education: Proposal to build a nationally recognized PhD program
- Co-Teaching Collaborative Schools
- Center of Pedagogy

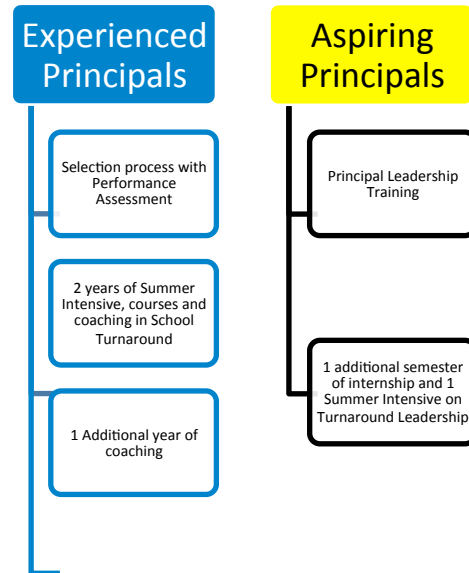
IV. Addressing the School Leadership Continuum for New Mexico:

We propose three initiatives to meet the need for dynamic principals and school leaders in schools throughout New Mexico:

Initiative One – Training Experienced Principals/Assistant Principals to Turn Around Schools

Goals, Objectives and Measures:

A failing school does not have the luxury of years to implement incremental reforms. Instead, leaders at the school should make a clear commitment to dramatic changes from the status quo and signal the magnitude and urgency of those changes⁵. The emerging School Turnaround Initiative creates a pathway to build much needed advanced leadership capacity in New Mexico’s schools. The College of Education-New Mexico School Leadership Institute-Anderson School of Management partnership will deliver a comprehensive, rigorous program with two different tracks customized by levels of experience—one track for aspiring principals and one track for experienced principals and assistant principals. The



turnaround leadership training will be built on four clusters of turnaround competencies: driving for results, influencing for results, problem solving, and showing the confidence to lead.⁶

Each cohort of selected experienced principals/assistant principals leading a school turnaround will participate in two years of training and mentoring that will satisfy graduate coursework requirements for UNM’s Certificate of Advanced Studies in Turnaround Leadership. Intensive summer training, as well as fall and spring mentoring will be co-taught by a College or Anderson School of Management faculty member and mentored by the New Mexico School Leadership Institute (NMSLI). The NMSLI will provide ongoing support for turnaround coaches and turnaround principals. In addition, NMSLI will disseminate program strategies and best practices to other districts in the State. Simultaneously, a third year of coaching will be available to turnaround leaders for a total of three years of implementation support.

The track for aspiring principals will begin with basic leadership preparation in organizational change, systems reform, and personnel development. In addition, a course in Critical Leadership Praxis for Equity and Social Justice will constitute a fourth strand of the curriculum, with a focus on serving New Mexico’s diverse families and communities.

⁵U.S. Department of Education (2008). IES Practice Guide. *Turning around Chronically Low-Performing Schools*.

⁶Public Impact. (2008). *School turnaround leaders: Competencies for success*. Information about competency-based selection is available at <http://publicimpact.com/teachers-leaders/competencies-of-high-performers>

Given its unique educational history, and the disproportionate representation of students of color and low-income students in New Mexico's chronically underperforming schools, preparation for turnaround requires purposeful attention to the distinct cultural contexts of the State's diverse communities. The diverse learning needs of the wide array of communities in New Mexico demand contextually and culturally relevant leaders who understand and are responsive to their needs. This core course and supplemental modules will critically examine inter- and intra-group relations in relation but not limited to, race and ethnicity, gender, unique learning needs (including special education), language (including English Language Learners and Bilingual students), socioeconomic status, tribal/pueblo affiliation, immigration and citizenship status, religious diversity, and geographic location within the state.

Initiative Two – Training Aspiring Principals to Turn Around Schools

Teacher leaders interested in school turnaround will be invited to apply for the school turnaround program as well. After a thorough selection process, candidates will participate in a basic principal preparation program. In addition, these candidates will receive an additional semester of internship and coursework specifically focused on school turnaround leadership. All components of this project will focus on what principals must know and be able to do in order to dramatically improve the learning of students.

Through the work of this proposal we will create a cadre of highly qualified turnaround principals, and the most effective practices for turnaround leadership development will be disseminated across the State. Additionally, the most significant outcome will be improved student learning and a narrowing of achievement gaps as principals serve as the catalyst for dramatic change.

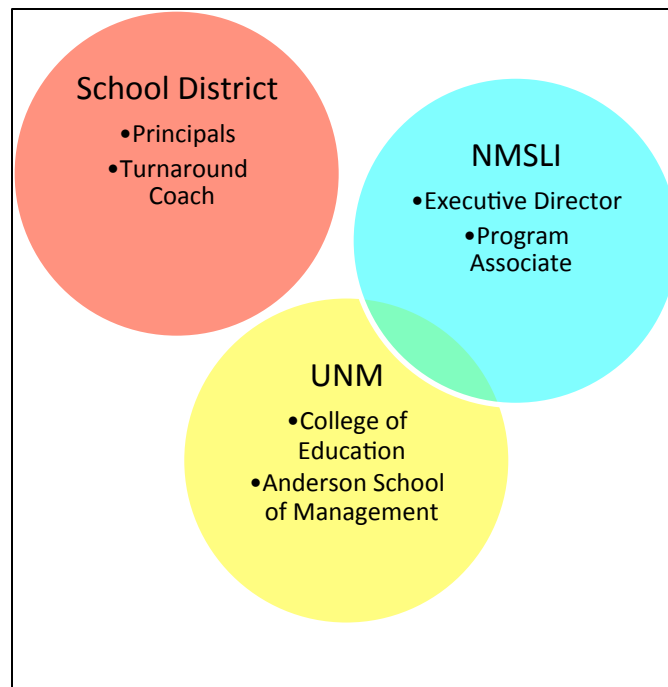


Figure 6: Components of the School Turnaround Initiative

Initiative Three — Native American Leadership in Education Doctoral Cohort

Purpose:

The purpose of the creation of the Native American Leadership in Education (NALE) doctoral cohort is to enable the UNM College of Education and the Teacher Education, Educational Leadership and Policy Department, together with the Educational Leadership Program to address the specific leadership needs of the tribal and broader Native American communities in New Mexico. NALE will demonstrate UNM's commitment to the needs of Native American tribal and urban communities surrounding Indian education. The intentional curriculum and program development will address the unique needs of the communities so as to create a P-20 pipeline, while increasing the number of Native American administrators at all education levels.

Planning Process:

The needs assessment includes gathering and incorporating feedback from Native American faculty, tribal leaders and education directors, tribal College administrators, current Native American administrators (urban and tribal), Native American student affairs professionals, non-profit Native American education organizations, and Bureau of Indian Education officials. The needs assessment will take place through personal interviews and/or online survey. An overall report of the needs assessment results will be shared with these entities and inform the curriculum development process. Meetings with these community/educational stakeholders will take place, highlighting the findings and ensure that incorporation of their voices and perspectives is accomplished. A NALE advisory board will be formed to ensure perspectives across the tribal and educational communities is represented and upholding accountability to the process and cohort.

Timeline:

Needs assessment meetings, survey distribution and meetings with community/educational stakeholders took place in February through April of 2014. In May of 2014, a NALE advisory was established and we are currently engaged in the process of developing the curriculum and outreach materials. We will commence with the recruitment of our first cohort in the fall of 2014, with applications due in the spring semester of 2015. The orientation of our first cohort is slated to take place at the conclusion of the spring semester in 2015.

Curriculum Development:

After conducting the needs assessment with the tribal and education communities and consensus of overall patterns of need, a curriculum will be formed to address them. It will include the strengths of the community, Indigenous methodology and community-based approaches. As the curriculum is developed identifying Native American faculty and instructors will be necessary, including the crafting of MOUs with departments and Colleges to ensure support of both the faculty/instructor and department/College is agreed upon through the implementation of the curriculum and cohort.

Implementation Budget

Travel and meetings with tribal leaders/education departments/administrators and initial needs assessment costs are being conducted within an initial budget of \$2,500. Travel and support for the NALE advisory board over the course of the first three years of the program are projected at \$4,500. Year two activities including the development and production of recruitment materials, outreach and recruiting trips, graduate student support, and NALE program orientation will accrue a cost of approximately \$29,000 with the majority of funds allocated to a graduate student assistant, providing crucial program support in the actual implementation of the program. In addition, we are requesting a course buyout, \$8,000 over two years, for an Educational Leadership faculty member to coordinate and administer the program. Finally, to ensure the success of the program, and to demonstrate our commitment to Native American leadership in New Mexico's tribal communities, we hope to offer fifteen \$5,000 scholarships, annually, over the course of the first four years of the program, totalling \$300,000. The anticipated need for the development and implementation of this program is \$344,000.

Dissemination and Recruitment Process:

At the conclusion of the curriculum development and development of outreach/recruitment materials, the dissemination and recruitment process will begin. This includes strengthening relationships between tribal leaders and education administrators to encourage tribal members to apply and participate in cohort. We anticipate a diverse group of NALE applicants and students to help address educational/community needs in New Mexico, as well as those of surrounding states. The recruitment process will also include distributing information through BIE schools, tribal schools, TCU's, New Mexico universities and Colleges, tribal communities and non-profit Native American education organizations.

Projected Start Date: Summer 2015

V. Overall Structure for a More Integrated College of Education:

The ideas described below are efforts we believe would enhance the potential of the faculty to meet the needs of New Mexico children, families, schools, and the community at large. We believe there are barriers to conducting the work of the College and would welcome the opportunity to remove some of the obstacles that could synergize the efforts of the College in the preparation of educators for New Mexico and the nation. Venturing into the world of social transformational change could bring about positive results for the College in the years to come, but will require significant changes in the College.

Exploring the prospect of ‘professional school’ status

In the United States, a School or College of education is a division within a university that is devoted to scholarship in the field of education, which is an interdisciplinary branch of the social sciences encompassing sociology, psychology, linguistics, economics, political science, public policy, history, and others, all applied to the topic of elementary, secondary, and post-secondary education. Colleges of Education were known as “normal” schools that focused on the training of teachers in the early 18th century. At the University of New Mexico in 1892, when the university was approved to open its doors, there was heavy pressure from many sources to emphasize teacher training. It was determined that teacher training was one of the most urgent ventures for the university since only a third of all New Mexican children attended school. The first building built was the UNM Normal Department – the teacher training program in 1892 (Davis, W., 2006).

The College of Education at the University of New Mexico is clearly defined as a professional school due to its history and the nature of its work. Other professional schools at the university, such as the School of Medicine, or School of Engineering focus their work on professional education and public service. Similarly, the focus of the College is to advance knowledge in support of professional education for public service, through the integration of interdisciplinary research, teaching, and service in order to address the educational challenges of an increasing diverse and complex global society.

In the College of Education, there is a commitment to the attributes of professionalism, which includes excellence, accountability, honesty, integrity, and respect. For faculty who work directly with the schools and community, there is further responsibility to apply these attributes to the interactions with teachers, students, and parents. It is important to recognize the efforts of the faculty within the College of Education as professionals who deserve the respect and acknowledgement for the public service contributed by the profession itself. A professional school as defined nationally certainly pertains to a College of Education; therefore, at the University of New Mexico the renaming to a School of Education will allow the renamed unit to be seen as the peer of other professional schools on campus.

The recognition by the University for the College as a professional school could send a powerful message to the community regarding its public service and affiliation to the preparation of educators and the development of the human sciences.

Specific elements & infrastructure for the future:

In brief, we propose the following initiatives, with details provided below:

1. Early entry: Freshman and sophomore pre-major and ongoing assessment
2. Align faculty contracts and teaching loads to current standards at similar institutions
3. Use of Professor of Practice faculty title
4. Collaborative research, community outreach, and professional development
5. Using teaching expertise across departments
6. A review of the College organizational and governance structure

1. Early Entry - Freshman and Sophomore Pre-Major and Ongoing Assessment

Improved retention and better student outcomes are associated with earlier entry into programs (Atman et al., 2009; Atman et al., 2008; Boudreau & Kromrey, 1994; Danielak, Gupta, & Elby, 2010; Danielak & Svihla, 2011; Garrison, Stevens, & Jocuns, 2008; Jocuns, Stevens, Garrison, & Amos, 2008; Noble, Flynn, Lee, & Hilton, 2007; O'Connor et al., 2007; Stevens, Amos, Jocuns, & Garrison, 2007; Stevens, O'Connor, & Garrison, 2005; Stevens, O'Connor, Garrison, Jocuns, & Amos, 2008). By allowing students to enter earlier, improved advisement can be offered that aligns to research highlighting the importance of completing gateway courses early (Moore & Shulock, 2009). Early admission will allow students to gain earlier field experiences and more diverse field experiences.

The College of Education beginning Fall, 2014 would start accepting and supporting freshman, sophomore, and transfer students and other students with 60+ hours at the advisement level prior to acceptance to College programs. Historically, the College has provided limited advisement and support to these students as it was positioned as a junior/senior College. If this proposal is considered, the major workload for advising would occur in the College Center For Student Success (CSS), who would need additional staff support to advise and engage students interested in this educational pathway. High-quality and skillful advisement will be more critical in this new model as students entering the College must still apply for entry into programs; students therefore need counsel in their early years on preparing to meet the requirements for entry into particular programs. A pre-major designation may be useful for eschewing challenges in the Banner system, such that when students enter the College, they get a pre-major designation (e.g., pre-nutrition, pre-teacher education); this signals that they must still apply for admission to a program in order to graduate from that program.

The CSS would also provide a mechanism to more meaningfully connect students to program faculty earlier than is currently occurring in the College, which in most cases is the initial semester to graduation.

This effort will require additional staff and associated operating costs.

Curriculum and Additional Faculty Considerations:

The idea of accepting students earlier into the College of Education will also impact the

course offerings provided to students identifying education as their educational pathway. The opportunity to offer introductory courses in education with clinical field experiences in the schools and community will enrich their experiences and studies before they select their area of focus; such as, elementary education, early childhood, family studies, secondary education, special education, bilingual/ESL, or/and other academic programs in the College. Based on research, it is clear that early introductory courses in education, plus excellent clinical experiences will enhance their education; therefore, development of new courses or modified existing coursework will be necessary for freshman and sophomore students. The need for additional faculty will be important in order to build capacity for a high quality program for early entry students into the College. Currently, the teacher education program in the College does not have the capacity to offer courses and supervise students in the field as it should due to lack of faculty in elementary, secondary, and specialized programs such as bilingual, English as a Second Language, special education, and early childhood education. Therefore, additional responsibilities and duties will require more faculty across several disciplines in the College. The upfront new funding and sustainability for advisement support and hiring of more faculty to provide high quality educational experiences to students will be critical in order for this innovative and much needed idea to be successful.

2. Faculty Contracts and Teaching Loads Aligned to Current Standards for Similar Institutions

The idea of offering faculty an extended contract over the summer months has been a notion discussed by faculty for several years, mostly due to the K-12 needs in the schools and community during the summer months. Faculty having a nine- month contract does not offer the opportunity to provide academic services to students during the summer, especially professionals who are working during the academic year and wish to pursue advanced studies during the summer months, such as teachers, administrators, counselors, and other educators. Having the opportunity to offer academic programs during the summer, such as institutes, academies, new courses addressing recent research findings and challenges in education, core degree courses, and such would be an incredible addition to current offerings. Currently, some faculty seek other teaching positions at other out-of-state institutions or pursue research interests during the summer making it unmanageable for innovation (such as teaching institutes or programmatic development) to occur during the summer months. Also, the limited faculty during the summer to assist with dissertation hearings, master thesis, oral examinations, or any other type of advisement necessary is problematic. Many of the graduate students at the UNM Branch campuses do not have the opportunity to complete their degree requirements during the summer due to lack of faculty to grade inquiry projects or any other type of examination for completion of course requirements. We currently have some faculty who are dedicated to helping students during the summer; however, this is without any compensation for their summer work unless they are also teaching an individual course, which is \$4,000 per course. This is an unfair practice and takes advantage of faculty who are dedicated to provide this type of service to students without compensation or any type of recognition.

This concept is being analyzed for additional cost to the College, which would include an additional 2 months compensation for faculty. If this were to occur for full-time tenure track faculty in the College, the cost would be substantial. The costs could be more limited if done on a more selective basis for individual cases.

We are proposing to the UNM administration to consider this idea, especially when other Colleges at the university are already offering extended monthly contracts, such as the College of Nursing, School of Medicine, and the College of Pharmacy. We believe the College of Education also has the need to offer faculty options to meet the mission of the College, especially meeting preK-12 educational needs in the community. Currently in the College, there are faculty who would be interested in extended monthly contracts to provide teaching and service opportunities during the summer, mostly teacher education, special education and school leadership faculty. The idea of an extended monthly contract is not a new concept. Other Colleges of Education across the country who offer preparation and advance professional development programs for teacher education and school leadership offer these contracts to faculty. The consideration of this innovation would greatly enhance the competitiveness of the College and the outreach of the university to the community in multiple ways.

However, we also recognize that an extended monthly contract may not be tenable for certain faculty, who may have family commitments or other care-taking requirements in the summer. We therefore propose that faculty be given the choice of a standard 9-month or longer contract. Similarly, 12-month contracts may not be appropriate for every program in the College of Education; programs should evaluate the degree to which longer contracts better support the students they serve.

If the concept is accepted, we believe it would make a difference to the College and the University with tangible productivity such as increased SCH and enrollments. It also would impact degree completion due to students having increased opportunity to finish their academic degree requirements.

3. Use of Professor of Practice Faculty Title

The College is requesting the use of the title of Professor of Practice category as specified in the UNM Faculty Handbook. Other Colleges across the university have the privilege of using these titles to hire the appropriate faculty to meet the responsibilities and duties of professional faculty, and we believe the College meets the criteria. In the past, the title of Professor of Practice has not been approved for the College of Education. We are once again requesting the use of these titles to address the required licensure clinical responsibilities of particular programs in the College. There is a need to hire faculty to assist with outreach responsibilities in multiple programs, plus hire educational experts in the field of education who can help us provide quality teaching and experiences to the students we serve across the College.

Note that this title is a non-tenure line position, and such appointments can never exceed 10% of the tenure/tenure-track faculty in a given School or College (see Appendix C for the Faculty Handbook language regarding Professors of Practice, from Section 2.3.14).

The current practice of hiring adjuncts, part time instructors, and lectures is expensive and makes planning and advising difficult. We therefore request that the new title be accompanied by multi-year contracts to provide stability. Related review processes will be required. We propose a 3/3 teaching load for these faculty and to use these positions to closely

supervise students in teaching licensure programs during their clinical teaching experience.⁷

4. Collaborative Research, Community Outreach, and Professional Development

Faculty members in the UNM College of Education have solid research experience and expertise in areas directly impacting New Mexico families and communities. However, such efforts often occur without centralized support toward a common vision. The promotion of collaborative research in the UNM College of Education will facilitate, nurture and increase the collaborative and interdisciplinary efforts of faculty and students. The goal is to produce what Mehta (2013) and others have characterized as a higher level of professionalism and accountability, creating trust from external actors, and making the education field more attractive to academically strong candidates.

Currently the College has a number of centers and institutes operating relatively independently of one another. A common feature of premier research Colleges of Education is the existence of centers, institutes, or other entities to support faculty members and students in their research endeavors. The College needs to build an infrastructure that supports collaborative research across academic units to address critical areas: Policy, Health and Wellness, STEM, Language and Culture, and Content Literacies, American Indian education, Latino education, Special Education, and others. One tool for building collaboration is the creation of an online Research Portal as a means for faculty and students to share research endeavors. A significant function of increased collaborative research in the College will be to support a Long-Term Educational Research (LTER) focus. This will allow for continual refinement of programs delivered in New Mexico (and beyond) and it will provide meaningful research data about long-term programmatic impact.⁸

One attractive venue for community outreach, collaborative research, and public service to New Mexico teachers, schools, and communities lies in the professional development needs of educators after the initial ‘induction’ phase (usually considered the first three years after licensure). With the advent of Common Core standards, teachers throughout New Mexico will be re-tooling to meet the new curricular expectations; together with the very nature of education as a lifelong process of ongoing growth in expert practice, this will create heightened demand for ongoing professional development. The College currently has a professional development office to assist in development and research on quality professional development for teachers, principals, and other educational, health, and community professionals. We can build on that infrastructure – and the work of UNM’s Rural & Community Health initiatives with underserved populations in New Mexico – to create a statewide network for induction & professional development in collaboration with other Colleges of Education in the state. We are particularly interested in exploring collaborative work with the Health Extension Rural Offices (HEROs).

⁷ Currently, Lecturers in the College of Education take on a range of teaching loads. In teacher education, this is a 4/4 load. However, because faculty with this new title will be expected to provide intensive supervision of students’ clinical teaching experience and also advise MA students (including potentially chairing committees), we propose the lower regular course load.

⁸ See Appendix D for further discussion of the research focus of the College, LTER, and the review of research centers and institutes.

Creating such collaborative partnerships would support our students in developing better understanding of the various cultures of New Mexico, the challenges faced by communities and families in New Mexico, and inspire them to consider becoming professionals in those communities.

5. Using Teaching Expertise Across Departments

Maximizing Expertise to Efficiently Meet Student Needs:

Students' interests are best served if the expertise of different faculty members can enhance their education *across* multiple disciplines within an *integrated curriculum* – that is, *integrated from the students' own perspective*. As an example, all nutrition faculty in the College are registered dietitians and have at times volunteered to deliver nutrition lectures in the Medical School. But at UNM such contributions are not typically recognized or compensated as part of the faculty workload. Other examples include working with faculty from Arts & Sciences, the School of Medicine, and the Anderson School of Management. Currently this is difficult at best and impossible at worst because there is no mechanism for recognizing such efforts as an important endeavor. Such faculty reward systems and institutional supports would serve as key drivers for program change and innovation (Crow *et al*, 2012).

Innovative approaches to co-teaching will better support our students' needs in an efficient manner. By splitting course loads, we can co-teach across interdisciplinary topics that support our students to develop in important areas such as cultural competence and awareness of issues impacting diverse NM communities.

Such approaches also allow for timely support for coming challenges. For instance, new science standards are in the process of being adopted in NM, and these will require teachers to teach engineering in 2016. By making it feasible to teach across College and the School of Engineering, we could efficiently support teachers to develop the ability to do this.

Creating Capacity to Engage Community and Schools:

Our faculty desire to engage communities and schools in deeply collaborative ways, fostering reciprocity. This type of engagement requires significant time. Likewise, we have many faculty who are research active, but the service loads combined with high teaching loads mean that few faculty progress to full professor. In our survey of 17 Carnegie classified Very High Research Universities, all of the faculty in Colleges of education taught a 2/2 load or its equivalent (e.g., 1/1/2 on a quarter system); furthermore, many included research group meetings within that load. Currently, faculty in the College of Education are on a 3/2 teaching load and engage in substantial service, even as junior members of the faculty. Therefore, moving to extended contracts could make it challenging for faculty to engage in research productively. We propose a new teaching load of 2/2 for all pre-tenure faculty and for tenured faculty who maintain an active research program, achieving merit two each year. Additional protections for junior faculty and incentives to conduct research should be explored.

6. A review of the College organizational and governance structures

The College's current structure of centers and institutes, along with its governance structure, do not adequately serve the mission envisioned in this redesign effort. Indeed, recently these structures have become obstacles to the College faculty's desire to advance in excellence. We therefore propose that during academic year 2014-2015, the College launch a thorough review of the current organizational and governance structure, with changes implemented to better allow the College to address the many challenges facing public and tribal education in New Mexico. Along with the transition to professional school status envisioned here, we will rework these structures with a particular eye toward better linking academic freedom, creativity, and innovation to the responsibilities and challenges of professional licensure programs at all levels – in ways appropriate within a research university committed to excellence.

VI. Building Capacity and Innovation for the Long Term:

During the re-visioning process conducted during academic year 2013-2014, we proposed specific immediate steps for the coming year that we believed would build our capacity for the changes needed in the College. The W.K. Kellogg Foundation has generously funded these initiatives.

Immediate Steps: College of Education Faculty in START and TAGs in 2014-2015

Teacher quality is recognized as the most important influence on student learning, and teacher preparation is directly linked to the subsequent practice of teachers. Critical features of preparation are 1) tight integration among coursework and clinical work in schools; 2) intensively monitored clinical supervision; and 3) close, proactive relationships with schools that serve diverse learners effectively (AACTE, 2013). There is a pressing need to assist schools that serve the struggling students in our state. This requires a comprehensive approach that is grounded in cultural responsiveness and competency. This includes supporting teachers and school leaders to improve content instruction to develop positive and supportive relationships with families by continually working to better understand home languages, histories and cultures; and to support healthy eating and exercise resulting in the improved physical and mental health that influences learning. This comprehensive approach ensures that all students – including those who are bilingual and/or bicultural, and students with unique learning needs are served responsively, ethically, and effectively; and that school personnel serve as change agents committed to attaining excellence in NM schools.

We must take a comprehensive approach to changing our teacher, leadership and other professional education programs at the early childhood, elementary and secondary levels. Currently, each program works almost independently from the others. Future teachers in some programs currently take special education courses in one program, courses on teaching reading and English as a second language in another, and pedagogical methods in yet another program. Some graduates struggle to understand how to teach all children, given the curricula they are required to teach. The recently adopted Common Core Standards require interdisciplinary literacy; leaving many teachers at a loss as to how to teach this way. College faculty must commit themselves to interdisciplinary collaboration that brings together our collective expertise in attaining excellence in the preparation of teachers, school leaders and education professionals

Enhancing collaboration and removing siloed structures in the College to better integrate teacher preparation: This aspect of the systemic change fostered by START will encourage faculty members to develop programs for future teachers, leaders, and education professionals that address the needs of the whole child. All aspects of children's development need to be supported within their educative experiences in schools. This includes their physical, social, emotional, intellectual, and regulatory development. Sound physical and psychological health is the precursor to school achievement. Therefore our preparation of teachers must include intensive education in child development, and the contextual factors that promote or attenuate development in all domains. The preparation of teachers must be grounded in foundational

knowledge of families, critical praxis, a working understanding of cultural norms and values, parenting practices, and institutional support systems that influence children's development. The preparation of teachers in all licensure programs must be anchored in reflective practice that develops the professional dispositions of teachers to be responsive, attuned, caring, and enthusiastic in their interactions with all children, while simultaneously fostering high expectations of all students, appropriate to their grade level, and potential for growth

START will engage faculty from a broad range of areas including early, elementary and secondary teacher education, bilingual education, special education, math, nutrition, English, physical education, literacy education, linguistics, art education, counselor education, education leadership and education psychology, refining and integrating curricula and field experiences to produce better-prepared teachers, leaders and education professionals. Children will have teachers, leaders and education professionals that have been prepared to address the whole child, as articulated above.

Curriculum Refinement Process: TAGS will refine curricula for College students, resulting in a more comprehensive education for educators-in-training. The curricula will address diversity, health, wellness, poverty, and the learning, social, emotional, physical, and intellectual needs of children through an integrated approach. The direct influence on children will be access to teachers and other education professionals that have learned culturally relevant best practices, educated by professionals who understand the totality of children's developmental needs critical for their success. We will not simply train curriculum implementers but rather we will cultivate experts in children's development and education.

Relationship Building with NM Communities: School districts and educators in communities are in the best position to articulate their needs and to share their expertise about effective practices. A system of ongoing, meaningful professional development will be designed through the process of relationship building. START will allow faculty to develop reciprocal teaching and learning relationships with rural educators, thus attending to the cultural, economic, linguistic and regional realities of children living in those communities. Reciprocal relationships and mutually responsive collaboration will produce successive cohorts of master educators with teaching licenses and considerable experience. These cohorts will be assigned to work collaboratively in schools that have been identified as "at risk" or "low performing" by the state.

Field-Based Preparation in Rural Communities: The START community-based residential field experience will improve clinical preparation for future educators by affording practice working with students from diverse backgrounds and in tribal and rural settings. Future educators will be preferentially recruited from the host communities with the support of school professionals and the TAG faculty, they will develop teaching strategies that address the needs of vulnerable populations.

With the Kellogg Foundation funding, we will form four Transformative Action Groups (TAGs) comprising faculty volunteers for three grade ranges (1 early childhood (birth to 3rd grade), 2 elementary, 1 secondary).

Phase 1. UNM faculty in 4 Transformative Action Groups (TAGs) will design and implement assignments embedded in existing programs/courses for our students, who are also student teaching as part of existing programs, primarily in urban and suburban Albuquerque schools that serve large numbers of English Language Learners and students from minoritized populations, including urban dwelling indigenous students. We will strive to transform teaching practice in all teacher licensure programs within the College, and thus break down silos in our programs. TAGs include multiple areas of expertise within the College (e.g., literacy, specific subject areas, dual language learners, special education, bilingual education, English as a second language, health education, educational psychology, nutrition, educational leadership, counseling, family studies, physical education), from Arts & Sciences (e.g., English, math, linguistics) and a graduate student to be recruited from the partnering community or similar setting. Each TAG will collaboratively design and implement activities in existing 2014-2015 courses that integrate expertise within/across programs.

Phase 2. In phase two, TAGs will design field experiences that support development of cultural competency and an integrated approach to teaching as called for in Common Core Standards..

Faculty in 3 TAGs will develop partnerships with 3 rural schools (Early Childhood, Elementary, Secondary) in 3 districts: Bernalillo Public Schools, Central Consolidated Public Schools in northwestern New Mexico, and the Española Public Schools (or other districts if any of these are not viable). Each has at least one school designated as a “Priority” school by the NMPED. Placing students in rural communities for a part of their field experience will allow them to better understand the various cultures of New Mexico, the challenges communities/families face and might inspire them to consider becoming teachers in those communities. These TAGs will include faculty with expertise on rurality and build relationships with struggling, rural schools from a pool of applicant schools. TAG faculty will spend time at the rural school, with the TAG Lead spending significant time on site. We intend to work with the diversity of schools in NM, regardless of their assigned ‘school grade’ and acknowledging that our work has greatest potential for transformation if we do not shy away from schools that have been labeled as failing. Each rural TAG will place pre-service teachers from across College in the school for a month-long field experience during which they will stay with families (Placements will be selected from volunteering families, each of which will undergo background checks and be compensated appropriately).

A 4th TAG will develop new relationships within the greater Albuquerque area to identify field placements that can support the development of cultural competence, such as schools in the South Valley, charter schools with social justice missions, museums and other organizations with an educational mission. They will evaluate local formal and informal settings to identify new field placement sites that can provide strong settings for early field experiences.

Each TAG will be guided by three questions:

- How can we transform our teacher and other professional education courses through collaboration with experts in diverse areas, within and beyond the College?

- How can we leverage that transformation to assist a struggling school to improve instruction to their students?
- How can we design integrated field experiences that support the development of cultural competency?

Each TAG will also propose ways to better integrate knowledge and best practices of child development and effective teacher-family engagement into teacher preparation programs in the College.

These questions and the search for strong settings for field placements raise issues that the TAGS will address in the first semester: the strengths we will seek in placement schools (considering effective school leadership, willingness to partner with College on placement, diversity of social/cultural/linguistic background, preparing College teacher candidates to work in schools in low-income communities, and more); the best ways to assess improvement in cultural and linguistic competence; best practices within placement supervision, etc.

To support this level of engagement outside Albuquerque, we will use funds from the Kellogg grant to hire two Professors of Practice faculty. These new faculty lines are designated for holders of PhD or EdD degrees with a focus on clinical practice, with demonstrated experience transforming practice in schools that reflect the NM reality, and a preference for those with experience in rural/economically vulnerable settings. A project director will oversee all project activities.

These activities will help us begin to optimize our teacher preparation and early childhood programs by providing College students with integrated curriculum and field experiences in diverse communities that will develop students' cultural competence, content knowledge, and pedagogical knowledge; as a result, our graduates will be qualified to teach the culturally and linguistically diverse children of New Mexico, having been trained via a curriculum that integrates knowledge from bilingual, early childhood, and special education experts.

Towards the Long Term: Working together to build the future College of Education

We commit to ongoing evaluation/cycles of inquiry to improve our selection, curricular, and placement practices. We will track our graduates, evaluate their progress, and identify barriers to success. We will evaluate the initial impact through pre/post/delayed post assessments, student work/interviews, and long term impacts through TK20 and other data-tracking software, using this information to make our approach sustainable and scalable and to identify specific resources needed in order to expand our approach.

VII. Whole Child, Healthy Child:

Health & Wellness as foundation for lifelong learning:

Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. The academic success of New Mexico children and youth is strongly linked with their health. Health-risk behaviors and health-related factors are associated with poor academic performance. More than one-quarter of New Mexico's children live in poverty, and over half (60 percent) of our children live in low-income families. New Mexico ranks 47th in the nation in the percent of teens "disconnected" or not in school and not working. For teens, ages 15 to 17, the three leading causes of death are unintentional injury, suicide, and homicide.

An estimated 9 percent of New Mexico teens abuse alcohol or drugs; one-quarter of our high school students say they binge drink which is associated with other risky behaviors, including driving under the influence, unprotected sexual activity, and physical and mental health problems. Obesity increased by 25% from 2003-2011, with Hispanic and American Indians more likely to be overweight or obese. Social and health morbidities which impact NM families and students should be central to the mission and curricula of the College of Education at UNM. Poverty and health must be a critical part of teacher preparation and be addressed within the social cultural context. Schools in New Mexico remain fragmented and disconnected from family and community involvement.

An integrated focus on academics, services, supports and opportunities will lead to improved student learning, stronger families and healthier communities. A systems thinking approach, building from the frameworks of community schools and coordinated school health as outlined below, should be considered to address the social and health morbidities that impact healthy schools and communities. This approach should engage pre-service teachers in critical dialogue beyond teacher subject matter and should enhance teacher preparation curricula to include courses and experiential learning opportunities around the social and health context of learning.⁹

Coordinated School Health Model¹⁰

A highly recognized coordinated systems approach-for improving students' health and learning in our nation's schools is known as Coordinated School Health. The model is similar to

⁹ Resources for such critical dialogue can be found in:

Unnatural Causes: Is inequality making us sick? <http://www.cdc.gov/healthyyouth/cshp/components.htm>

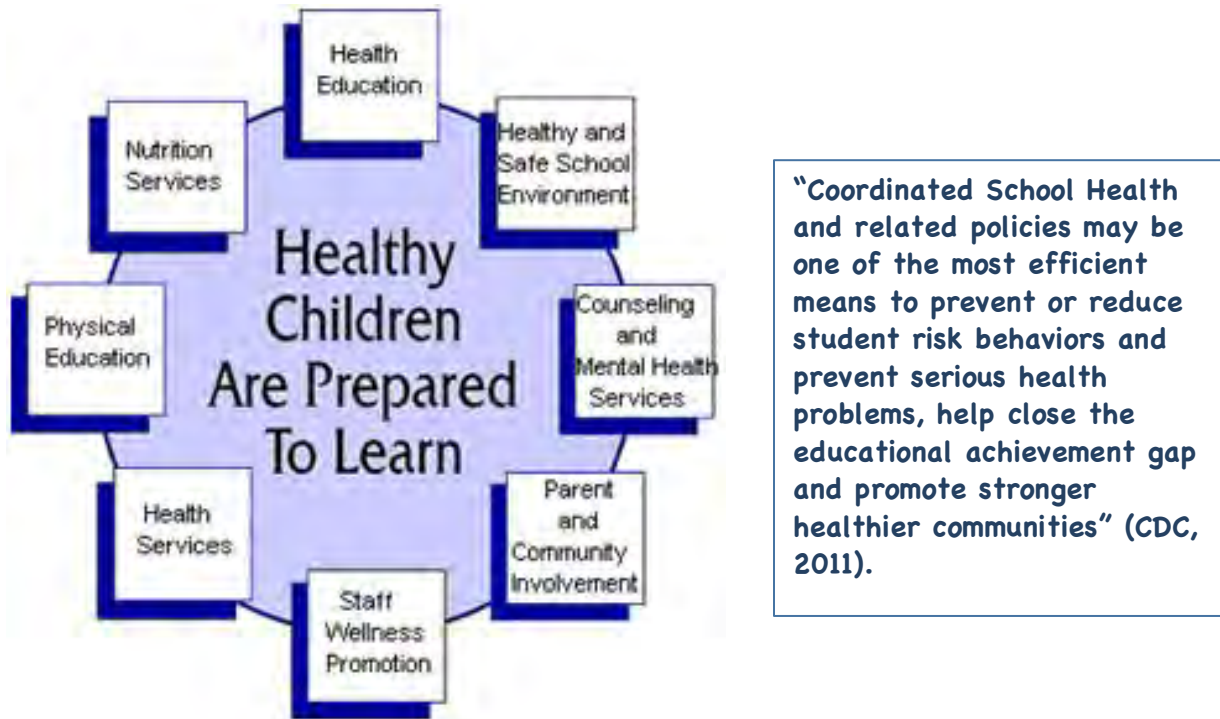
Are We Crazy About Our Kids <http://newsreel.org/video/ARE-WE-CRAZY-ABOUT-OUR-KIDS>

The Raising of America <http://newsreel.org/video/THE-RAISING-OF-AMERICA>

The Graduates <http://video.bs.org/progrm/independent-lens>

¹⁰ See <http://www.cdc.gov/healthyyouth/cshp/components.htm>

the Community Schools model in which 8 component areas must be developed and centrally aligned with community partnerships and services.



"Coordinated School Health and related policies may be one of the most efficient means to prevent or reduce student risk behaviors and prevent serious health problems, help close the educational achievement gap and promote stronger healthier communities" (CDC, 2011).

Figure 7: Coordinated School Health Model (CDC, 2011)

School health programs and policies in the United States have resulted, in large part, from a wide variety of federal, state and local mandates, and funding streams resulting in a "patchwork" of policies and programs with differing standards, requirements, and populations to be served. Professionals who oversee the different pieces of the patchwork come from multiple disciplines: education, nursing, social work, psychology, nutrition, and school administration, each bringing specialized expertise, training, and approaches. Coordinating the many parts of school health into a systematic approach can enable schools to:

- Eliminate gaps and reduce redundancies across the many initiatives and funding streams;
- Build partnerships and teamwork among school health and education professionals in the school;
- Build collaboration and enhance communication among public health, school health, and other education and health professionals in the community;
- Focus efforts on helping students engage in protective, health-enhancing behaviors and avoid risk behaviors.

Recommendations and supporting strategies:

1. Build organizational capacity through the coordinated school health model: a) Partner with the Department of Education and Innovate ABQ or UNM's Innovation Academy to build capacity to address student health and wellness through community engagement; and b) Enhance University partnerships with faith-based organizations, local merchants and employers to improve student health and wellness.
2. Engage school administrators, teachers, staff, parents and community partners in promoting healthy schools and academic success: a) Engage parents and community members in understanding the connection between student health and achievement and the role of community environment in shaping outcomes; b) Implement and evaluate University-assisted initiatives of best practice protocols designed to enhance community-school partnerships and promote learning: Summer Science and Health Academy for kids; service learning projects; Healthy Schools Campaign and professional development series; and c) Ensure access that builds community engagement. In these ways, we strive to put healthcare more prominently onto the state's educational agenda.
3. Engage pre-service teachers in critical dialogue beyond teacher subject matter: a) Include issues dealing with healthy lifestyles, the inequality that exists in access to health care, and how health can impact student achievement and graduation rates; and b) Enhance teacher preparation curricula to include courses and experiential learning opportunities around the social and health context of learning.
4. Assist in creating policies for sustainable change related to positive health behaviors of students and staff; research/evaluate the impact: Incorporate health and wellness into school metrics and educational accountability using approaches that acknowledge, respect and align with the social cultural context of local New Mexican communities.
5. Prepare pre-service and in-service teachers and principals to promote a community engaged, data-driven, student health and wellness plan tailored to NM communities: a) Prepare teachers and principals to promote a student health and wellness plan that is contextualized within local New Mexican communities; and b) Incorporate health and wellness into recognition programs which also acknowledge the family, the community and cultural traditions.

Many of the recommendations and supporting strategies can be found in the partnership that presently exists between Atrisco Heritage High School and the UNM Hospital, who together established a community health clinic on the school's campus (<http://youtu.be/yQclB8Kx7DU>). This clinic and its attention to the students and families of this school, as well as other community and school-based clinics in other states, have resulted in improved nutrition, decreased referrals and expulsions, higher attendance rates, increased reading achievement, increased parent leadership, reduced rates of pregnancy in teen-aged girls, higher immunization rates, and improved asthma management. (<http://www.cdc.gov/HealthyYouth/>; Research and Practice in Community Schools, Coalition for Community Schools).

New Mexico's Future: Healthy kids in healthy communities

By incorporating these initiatives more fully into the formation of educational professionals, this dimension of the College of Education redesign will gradually instill a greater focus on the foundations of wellness – not only for healthy kids today, but also for health and learning over the course of a lifetime. By promoting higher educational attainment within a context of respect for students' communities of origins, these efforts will better empower future leaders to draw on the strengths and address the challenges facing New Mexico's diverse communities. With time and constant effort, this will gradually build a future of healthier kids and adults living in thriving communities.

On their turf: Engaging families & communities as professional practice

Understanding the health of the child as a foundation for educational achievement means also understanding children as enveloped within families and communities that must nurture them and support their educational attainment. Approaching education as if the child existed as an isolated individual is to blind ourselves to the centrality of families and communities. So part of what we mean by educating for 'the whole child' is this: We need professionals who can and will effectively engage with parents, extended families, and communities of origin in ways that respect their culture *and* draw on these support networks as part of the educational formation of children.

Fortunately, excellent models for doing so exist both within New Mexico and as documented in national studies of parental and community engagement. As part of reinvigorating our preparation of teachers, schools leaders, and other professionals, we propose to systematically train educational professionals to reach out to parents and families more effectively and respectfully, in order to enable them to better draw families and communities into the educational endeavor.

This approach enables teachers and school leaders to change the relationship between schools, parents, and communities. Note that models exist for doing this as part of the regular educational work of teachers, rather than as unpaid add-on work to already overburdened employees.¹¹ Teachers then become leaders and agents of transformation within schools, and schools become loci of community empowerment – thus strengthening the overall social fabric of support for educational attainment and healthy childhood development.

¹¹ In New Mexico, the Partnership for Community Action, the ABC Community Schools Partnership, the teachers of the South Valley Academy charter school, and the Keres Children's Learning Center all have developed strong models of parental engagement. The California Parent Engagement Center has likewise done important work on this terrain <https://www.strengthening-families.org/cpec>. More generally, see the resources at <http://www.edutopia.org/parent-leadership-education-resources>

VIII: Conclusion: The Way Ahead

The College of Education of the University of New Mexico is guided by its moral purpose to nurture and educate every child. We as a faculty take responsibility for the quality of our graduates, who must be prepared to succeed in serving New Mexico's diverse communities. We will partner with our colleagues across the university and in schools, communities and other educational institutions to prepare educational professionals that are highly skilled, culturally competent, diverse and committed to the learning of all New Mexico youth. These partnerships will result in redesigned curricula, enhanced and collaborative pedagogical approaches, and in increased use of clinical field experiences as part of licensure programs.

Our research will allow us to better understand the many forces that impact schooling, and thereby inform our curricula and teaching. By attending to our graduates' professional skills and behaviors in schools, with diverse students, and their communities, we will incorporate research findings into future modifications in College of Education programs and help guide educational policy in the state.

To accomplish our goals and objectives we must be proactive with structural innovations that will facilitate this work. As we move forward we will fully engage all College of Education faculty in the planning and implementation of a professional school. By becoming a professional school we acknowledge and recognize the distinct nature of our responsibility. Professional school status must also include innovations in the promotion and tenure process, refocused teaching loads, the creation of clinical faculty lines, and facilitation of collaborative work across departments within and outside of our College. Successfully transitioning into a professional school with increased creative capacity will require significant faith in the redesign effort; sustained dedication from faculty and staff; structural support from College and University leaders; and new financial resources from the University, the state, or foundations supportive of this vision of a reinvigorated School of Education – fully responsive to the urgent needs and deep cultural resources of New Mexico.

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Appendix A: **Elaborated Goal Statement**

The Goal Statement in the main *Vision of the Future of the College of Education* encompasses the following responsibilities:

a) To prepare teachers, educational leaders, and other education professionals who are highly skilled, culturally competent, diverse, and committed to the learning and futures of all NM children and youth:

As a group committed to preparing professionals who are highly skilled, diverse, and committed to the learning and futures of all NM children and youth, we will articulate our common commitment to serve our students. This commitment will require:

- A shared vision among the College utilizing collaborative practices to recruit, support, and retain a diverse cadre of future educational professionals.
- This vision must be aligned with our colleagues in the University, with collaborators in schools and agencies, and with community partners including school districts around the state.

In preparing educational professionals who are highly skilled we will:

- Develop a comprehensive and rigorous curriculum within the College that encourages state of the art adult teaching strategies, bolsters coursework, and provides close supervision of clinical field experiences;
- Place robust models of clinical practice at the heart of our preparation program;
- Integrate rigorous course and program evaluations; and
- Conduct systematic analyses using TK20 and other student and post-graduation data. This will include procuring funding to better track our graduates' performance during their induction phase in schools, and to tie that analysis back to strengthen our student learning outcomes, curricula, and overall preparation of teachers and other education professionals.

Addressing the unique needs and challenges of a diverse population will be key to this endeavor. The College faculty will:

- Develop curricula for freshman and sophomore students in the College of Education, and ensure inclusion of course content on ethics, professionalism, diversity, and the role of schools in society.
- Assure that as part of this early experience curriculum, students in the College of Education will develop a firm grounding in and understanding of the profession before they begin specialized coursework in the many disciplines represented in College.
- Collaboratively develop this curriculum by including faculty from different departments.
- Apply for additional resources that will be devoted to recruiting and providing essential supports to a diverse student body.
- Indicators of this commitment will include:

- Recruitment and retention of excellent students;
- Continuing professional development throughout the professional lifespan; and
- Employment in NM schools and communities.

b) To generate and disseminate knowledge through research and teaching, contribute to policy discussions regarding public education, and design solutions to its challenges:

The research dimension of the UNM College of Education will deeply inform this effort. The faculty members of the College seek to generate and disseminate knowledge through research and teaching for the enhancement of communities in NM and beyond. The College must:

- Expand capacity to systematically provide support for research and grants;
- Develop a more effective communication framework to connect communities with faculty members who have expertise in different areas through various media;
- Contribute to the public discourse on public education, thereby influencing educational policy in the state and nationally;
- Develop and implement a formal reflection cycle that includes collection of data, analysis, application, revision and transformation of programs, toward improved teaching and learning;
- Assure systematic and regular ways to collect, analyze, and act on data.

Based on the scope of work and the unique research and practice occurring within diverse communities:

- A re-alignment of the promotion and tenure process should occur to be consistent with a College of Education informed by the vision articulated here;
- Present faculty members, and those to be hired in the future, will be drawn into an ongoing, research-driven dialogue so that their expertise can contribute to improving schools and student learning throughout the state.

c) To prepare professionals who are highly skilled in advocating for improved outcomes for NM students within their sociocultural context and with consideration for greater equity, prosperity, and social justice.

College of Education faculty will first engage in self-study and collaboration across the College to generate a framework for this work. In addition we will:

- Continue and expand partnerships with other institutions, districts and communities;
- Engage in research projects focused on NM students and educational personnel;
- Collaborate with NM schools and communities addressing outcomes;
- Undertake training and study to advance the cultural competency of College faculty;
- Study and reflect on the role schools have played in various communities of NM; and
- Establish and model respectful relationships with families and communities. We will incorporate robust models of teacher engagement with families and

communities. We will do so via models that have been verified by research to be effective in empowering teachers and families in ways that foster greater student achievement.

These efforts will make UNM a primary pipeline for leadership development at all levels in New Mexico's public and tribal educational enterprises. The organizational environments of schools will improve; students will show steady improvement in outcomes, skills, and readiness for College, work, and democratic citizenship; and teachers will experience greater satisfaction and efficacy. The entire effort will be infused with a research-driven culture that values the public educational enterprise and constantly seeks to improve the professionalism and positive impact of that enterprise on the state's children and communities. Through the accumulation of yearly improvement, this effort will gradually empower public and tribal education systems to help New Mexico's communities thrive, gain the economic development they desire, and support their young people's deepest aspirations.

Appendix B:
Mission Statement

Broad Mission: Teaching, Research, and Public Service

The Faculty of the College of Education is committed to devoting their teaching, research, scholarly inquiry, and service activities to the development of high quality educational professionals for a variety of educational careers. The impact of teaching, research, and service is to bolster the capacity of our graduates, thereby significantly improving the lives of children and families in communities. Nowhere is the interconnectedness of university level teaching, research, and service more apparent than in a robust College of Education. Capitalizing on connections between research, teaching, and service has great potential to transform communities and schools.

Teaching:

All faculty members must exemplify the qualities of effective teachers. Faculty in the College are ideally situated to implement cutting-edge pedagogies to insure that the future cadre of education professionals can rely on active models and methodologies when they work in the field. In maintaining an atmosphere of quality teaching at the collegiate level, faculty must engage in research on pedagogy and curriculum, thereby expanding and contributing to existing knowledge about best approaches to teaching and learning.

Furthermore, through quality teaching in our professional licensure programs, our graduates will be prepared to advance teaching, learning, and healthy outcomes to improve preK-12 schools. Drawing on our experience teaching a diverse population of university students, as a College of Education we seek to become a national leader in preparing a diverse population for educational work. This will be reflective of and positively impact the diverse populations our graduates will encounter in the field.

As university level teachers we are committed to working closely with schools and communities to respond to educational and health needs and challenges.

Research:

Research is a fundamental component of faculty life. A College of Education with a rigorous research culture has the potential to make significant contributions to programs with the College, to the distinct discipline fields we represent, and also to schools and communities. The research process will also enable us to advance improved models of teaching assessment, as well as outcomes assessment in our respective fields.

Due to the cultural and linguistic diversity of New Mexico, the faculty scholars and researchers in the College of Education are well positioned to revitalize a College-wide research agenda focused on diversity. The diverse population of New Mexico is indicative of what the nation will look like in the near future. We have an unparalleled opportunity to conduct research on

teaching, learning, and healthy outcomes that can be of great use as the nation diversifies in the years ahead.

Our students in the College will benefit from the rigorous research culture of the College. Students can become thoughtful consumers of research, better enabling them to navigate and respond to the educational terrain. As students progress in their respective programs they can become active contributors to research and new knowledge production.

Service:

A significant feature of a rigorous research culture is active collaboration and cooperation with schools and communities. We intend to strengthen relationships with schools and communities in order to improve educational and health outcomes in the state, and to develop the new mental models for education that will be needed in the future (as called for by the Community Partners Advisory Committee).

Our desire and commitment to continue working with schools and communities has been articulated throughout this document. As faculty members, service is a part of our work that relates to both teaching and research. Through service we apply research/teaching expertise to solve problems outside of our immediate university community. Furthermore there is a broader impact of our work through our service to professional associations and community organizations. It is through public service that we can reach out to other entities and assist others with practical and intellectual problem solving. Community and school engagement should rise to the forefront of the service mission of the College of Education.

Within a Wider Mission: In New Mexico, for New Mexico and linked to national and international research and needs

As faculty in the College of Education our primary responsibility is to the children, families and communities of New Mexico – Nuevomexicano, indigenous, Latino, White, African American, Asian, immigrant, refugee, and the many who have come from other states within the country. Through the history of our state we can trace the contributions of the many peoples who call New Mexico home. This history of clashes, conquest and uprisings is also one of tolerance for, and at times even celebration of, the many languages, cultures, races, beliefs and values of its' people. As faculty members in the College, it is incumbent on us to know this history and to model acceptance and respect for our students, their families and communities. Moreover we must learn to use the rich cultural and linguistic landscapes of New Mexico to benefit our students and their future students in our classrooms and in our research. By recognizing the power of language and its role in identity construction, we must also make room in our classrooms and our schools for other languages while assisting those who need to learn English. And we must hold high academic expectations for all of our students, including those with exceptionalities, while providing the kinds of academic and social supports they need for their future success.

Many communities and families in our state suffer from poverty, low-paying jobs and reduced access to health and social services. By partnering with those professionals who work in the health and social organizations, we can assist in changing the lives of many children and we can join families and communities in their efforts to develop and sustain the kinds of communities in which to raise healthy children.

Although New Mexico is unique in many ways, as part of the nation, it also reflects and is influenced by national and international political, economic, social and intellectual movements. Our university, our schools and much of our curricula are heavily influenced by federal policy. Our role in understanding the impact of such policies on our students and the children in our state is critical, as is our responsibility to advocate for those policies that will be most helpful to the students of New Mexico. As researchers and experts in various areas of education we must be active participants in state, national and international conversations, and research about the educational needs and strengths of our students. Further, international events and movements must be studied and understood. Oftentimes, educational situations in one country can parallel what is happening in another. When differences are found between one setting and another, the differences can help to illuminate what can be difficult to see. Moreover, learning and studying about international movements can be helpful in understanding for both national and local impacts. As an example, the explosion of English learners in our schools can be tied directly to national and international policies and politics.

Mission: Excellence and innovation for national prominence

The University of New Mexico and the College of Education in collaboration with other partners in the community will align resources, collaboratively prepare high quality educators, and contribute relevant meaningful research that address the challenges of public education in New Mexico. As we continue to develop academic programs that integrate outstanding innovative research and scholarly agendas with excellent teaching, robust clinical experiences, faculty leadership in national and international professional organizations the national stature of the College of Education will be enhanced. This will involve strategically addressing our unique setting in the southwest and expanding the involvement and presence of UNM and the College across New Mexico.

Appendix C:

UNM Faculty Handbook

Section 2.3.14 on “Professor of Practice” Faculty Title

“This title may be used to appoint individuals in the School of Architecture and Planning and the College of Fine Arts who have achieved distinction in practice, and who may benefit a professional program at the university by the integration of professional practice with teaching.

Specific titles will be granted with respect to the applicable professional program, "Professor of Practice in ____". Those holding these appointments will not have voting privileges except as described in Article II, Section 2 of the Faculty Constitution. Professors of Practice are not eligible for tenure.

The faculty of each School or College must approve the establishment of these positions. The School or College faculty will develop and adopt criteria for the appointment and reappointment consistent and parallel with faculty at the rank of full Professor, establishing specific guidelines and procedures for awarding these titles and subsequent performance review, including issues of service and teaching.

These appointments may be either full-time or fractional, i.e., less than 100%, when actively engaged in practice. Initial appointments may be granted for a term up to three years, with the approval of faculty within the academic department. Appointments may be renewed in terms of up to three years with the approval of faculty within the academic unit or department.

Full and part-time appointments of those designated Professors of Practice shall not exceed 10% of the FTE tenure/tenure-track faculty of each School or College. These positions may not be created from funding of vacated tenure/tenure-track positions in the professional program.”

(<http://handbook.unm.edu/section-b/b2.html>)

Appendix D: Review of Centers & Institutes

The Provost's Management Team decided that a thoroughgoing review of the various centers and institutes (both formal and informal) dedicated to research and community service in various guises was both necessary and beyond our ability to conduct during the 2013-2014 academic year. We thus recommend that such a review be conducted during the 2014-2015 academic year.

Such a review should have as its goal the support of the full range of research stances within the College. These range from highly theoretical 'blue sky' research regarding educational thought and practice, to data gathering and analysis that underlies ongoing progress across various fields, to research on best practices and professional evaluation related to the various degree and licensure programs in the College, to highly applied work in specific New Mexico communities regarding early childhood education, language acquisition and retention, organizational & educational leadership, pedagogy, and a host of other areas. Much excellent research links various of these terrains. Indeed, if the UNM College of Education is to become a leading partner in developing the 'new mental models' for education, as invited to do by the statewide Community Partners' Advisory Committee, we must sustain and deepen our expertise on all these terrains and better link that expertise to expert practitioners in New Mexico schools and communities.

A comprehensive and all-inclusive research agenda would have adequate institutional supports and training sessions for (1) writing; (2) research methods (qualitative and quantitative); (3) research tools (e.g., R, SPSS, Atlas TI); (4) training for specific types of research activities; (5) grant proposal development; (6) IRB development; (7) interdisciplinary collaboration; and (8) facilitation of networking opportunities with districts, government agencies, and foundations to leverage program change and innovation. Research semesters or course reductions could be available for faculty who devote significant time to providing this support. Other initiatives to provide stable progress in research in the College would be seed money for pilot grants and bridge money for people between grants.

Long-Term Educational Research (LTER):

New Mexico is home to three Long Term Ecological Research sites, which generate "rigorous, site-based scientific research that has led to important findings on regional and continental scales." (The Long Term Ecological Research Network, p.2 para 1). We propose a similar commitment to this approach (adapted from the LTER Network program, network overview):

- a) The research is located at specific sites chosen to represent socio-economical and cultural contexts
- b) It emphasizes the study of phenomena over long periods of time, based upon data collection in core areas
- c) Projects include significant integrative, cross-site, research

This approach will allow us to track our graduates and conduct our own research on their progress, including identifying and understanding barriers to their success in the field.

Appendix E:
Other Specific Initiatives for Teacher Preparation

Subsequent pages provide details on following initiatives proposed by faculty from the Department of Teacher Education, Educational Leadership, and Policy, in this order:

- [A College Reading and Literacy Collaborative](#)
- [Teacher Cadet to Master's Degree Teacher Preparation](#)
- [Community-Engaged Teacher Preparation: TeacherCorps](#)
- [Teacher Candidate Field Experience in Rural New Mexico](#)
- [Innovations in Teacher Education: Supporting Pre-Service teachers to develop and document core practices](#)
- [UNM's PhD in Teaching, Learning and Teacher Education: Proposal to build a nationally recognized PhD program](#)
- [Co-Teaching Collaborative Schools](#)
- [Center of Pedagogy](#)

A COE Reading and Literacy Collaborative

RL 12/19/13

We have many excellent reading and literacy courses in several different programs across the college, but we need to maximize these resources, make them more visible, and leverage them to enrich the profile of reading and literacy within the COE and for our students. I suggest that a faculty collaborative (not a center) be formed to do the following (and probably some other things that I haven't thought of):

1. Coordinate scheduling by date and time so that the COE reading and literacy courses do not conflict
2. Coordinate scheduling by semester so that there are appropriate offerings every semester and summer
3. Create summer "institutes" so that students can pursue several courses around a specified theme
4. Design and deliver regular test preparation opportunities for students, in order to support the students taking the reading test
5. Work together as faculty across departments to analyze and fill in gaps in the COE reading and literacy curriculum
6. Create faculty (and graduate student) working groups toward common goals such as grant applications, research, and writing
7. Establish connections and links for faculty serving on student POS, project, thesis, and dissertation committees

8. Plan brown bags and guest speakers to enrich the reading and literacy discussions of the COE
9. Serve as a pool of critical friends to provide support to the teaching and research of reading and literacy faculty
10. Respond to community requests with multidisciplinary/multidepartment collaborative responses

COE REIMAGINATION IDEA

TEACHER CADET TO MASTER'S DEGREE TEACHER PREPARATION

December 19, 2013

BASIC IDEA:

I am writing to propose a partnership between the College of Education and the Teacher Cadet Program of Albuquerque Public Schools. This partnership would enable both institutions to work together with a cohort of future teachers from their junior years in high school through completion of their M.A. Degrees.

APS currently has a Teacher Cadet Program in two high schools. In this program, students take coursework about teaching and spend time in elementary classrooms as cadets, working with children and writing and implementing lesson plans.

APS and UNM would work with the Cadets in their junior and senior years in high school through their classroom experience and high school coursework, then they would be recruited to UNM and allowed to be pre-admitted to the College of Education. These students would be able to receive all their advising from COE advisors, making sure they took appropriate Core Classes that would best serve them in their teacher preparation program. Scholarship dollars could also be offered to these students who are interested in pursuing their teaching licenses.

In their junior year at UNM, students would apply to their teacher preparation program of choice. Following successful completion of their undergraduate degrees, these students would have preferential hiring with APS if that is their choice.

As first-year teachers, these students would then apply to the M.A. Programs in their teaching areas, with faculty serving as mentors, along with the APS first-year mentoring program, providing additional support for these new teachers. These students would also be given scholarship dollars toward their M.A. degrees.

We could have preferred recruiting and/or scholarship awards for students interested in teaching math, science, or who want to earn Bilingual Endorsements.

Budget:

Faculty Program Coordinator: Recruit students, teach classes with APS teachers, assist with cadet field placements, assist with application process to UNM, coordinate advising, recruit to M.A. Degree, coordinate field support through the completion of the M.A. Degree.

Faculty buy-out per course = \$4000

1-course buy out for 4 semesters to work with Teacher Cadet Program = \$16,000

1-course buy out per semester for 8 semesters to work with undergraduate cohort = \$32,000

1-course buy out per semester for 4 semesters to work with graduate cohort = \$16,000

TOTAL Faculty Coordinator: 16 semesters for cohort to complete from Teacher Cadet to MA Degree = \$64,000

Scholarships:

Undergraduate Student Scholarships: Students could receive scholarship dollars to supplement the Amigo Scholarship dollars they would be awarded from state lottery funds. This budget line item would support a 20-student cohort through 4 years of undergraduate study.

20 students @ approximately \$5,000 per year x 4 years = \$400,000

Graduate Student Scholarships: Students could receive scholarship dollars in addition to scholarships provided by the College of Education and the New Mexico Loan for Service Grant Program.

20 students @ approximately \$5,000 per year x 2 years = \$200,000

Program Support

These funds would be used to pay honoraria for speakers, refreshments for meetings, space rental for retreats, funds to pay for conference presentations, research support, etc.

\$5,000/year x 6 years = \$30,000

Total Request for Fully Funded Program for 6 Years:

Faculty Coordinator \$8000/year x 8 years = \$64,000

Scholarships 20 scholarships @ \$5,000/year x 6 years = \$600,000

Program Support \$5,000/year x 6 years = \$30,000

TOTAL: \$694,000

Timeline:

Year	Activity
11 th Grade	Teacher Cadet Program
12 th Grade	Teacher Cadet Program

High School Graduation	Apply to UNM
Freshman Year	Pre-Admission to College of Ed
Sophomore Year	Continue with Core Classes
Junior Year	Apply to COE Teacher Preparation Program
Senior Year	Complete Teacher Preparation Program and Degree
UNM Graduation	Apply to COE M.A. Program
Year 1: Teaching	Begin M.A. Program with Faculty Mentoring
Year 2: Teaching	Complete M.A. Program with Faculty Mentoring

COLLEGE OF EDUCATION

REIMAGINING IDEA

December 19, 2013

TEACHER CANDIDATE FIELD EXPERIENCE IN RURAL NEW MEXICO

BASIC IDEA:

UNM students completing their final semester of field experience would be afforded the opportunity to complete that semester in one of the regional UNM Field Center area school districts.

Gallup, Farmington, and Zuni all have UNM Campuses and faculty in TEELP who could support supervision and seminars for students in their final semesters.

UNM could provide a small stipend to help to cover living expenses. In addition, the Districts could assist in providing residences in which the students could live. The district and UNM could share the cost of these residences, whether through apartment rental or rental of teacherage housing.

The students would gain meaningful experiences in working with diverse, rural populations. UNM Faculty could provide professional development in the areas of need determined by the district for all of their teachers. UNM Faculty at the Field Centers would provide supervision and field experience assistance for these students, along with the students in their own local programs.

The UNM students could also return to Main Campus and lead professional development for all our UNM teacher candidates about their experiences and lessons learned.

Budget Framework:

10 students x \$500/month for rental assistance for 5 months = \$25,000

10 students x \$300/month for living expenses for 5 months = \$15,000

Faculty Travel and Professional Development Costs = \$5,000

Total for 1 Semester for 10 Students: \$40,000

Innovations in Teacher Education:

Supporting Pre-Service teachers to develop and document core practices.

Overview:

Traditionally, teacher education has focused on the development of knowledge and dispositions. There has also been focus in developing teachers' pedagogical content knowledge. However, as learning becomes more and more understood as a socio-cultural practice, teacher education needs to re-imagine the outcomes we strive for. No longer is it enough for teachers, nor teacher educators, to say, "I taught it therefore my students should know it." The questions needs to be: "What can teachers do as a result of their preparation?" "What is the impact of teaching on students?" "What can students do as a result of their teachers' teaching?" In this proposal I describe a plan where a group of faculty could re-design methods and foundations courses to focus on the development and mastery of a core set of teaching practices. This is built on the assumption that Teacher Education programs can be accountable for ensuring their graduates can master specific, research based practices to a mastery level. Teaching does not exist without learning. Students always learn something when teaching occurs, the question is if they are learning the practices that will support their own academic development and education or are they learning something else? Linda Darling Hammond (2013) contends that good teachers are taught, not born. This proposal is an attempt to re-organize teacher education around a core set of practices that pre-service teachers are taught and master before they graduate from the program. While much work has been done to identify a core set of practices (see below), I believe that UNM also has an opportunity to further this work by developing and researching practices that are grounded in social justice and culturally relevant pedagogy.

Research Base:

Reforms in mathematics and science over the past 25 years have focused on supporting teachers to teach through problem solving and inquiry, and yet, teachers, even those who had the opportunity to engage in such work during their teacher preparation, tend to “teach the way they were taught” or they teach the way their master teacher teaches. Innovation born out of Teacher Education becomes nullified. Yet, in recent years, teacher education has given pre-service teachers minimal opportunities to practice and develop the practices that research in learning and teaching support. This is deep and detailed work. It calls on teacher educators and pre-service teachers to analyze their own and other’s teaching practices and effectiveness, and then to further refine and develop a core set of practices. Leading institutions such as the University of Michigan, the University of Washington, and others are re-designing their teacher preparation programs to better support students to develop and master a core set of practices teachers need to be effective teachers; the practices needed to ensure students have rigorous and vibrant opportunities to thrive academically, through critical thinking, problem solving and inquiry. It means that pre-service teachers have an idea of what practices they want their future students to learn and be able to do as a component of their education. At the same time, such practices need to be developed alongside moral, ethical and social justice principles to counteract the stubborn inequities that persist in our school systems. Practice cannot be developed without foundations (McDonald and Grossman, 2008; Zeichner, 2012). While significant work has been done to identify and develop practices in specific subjects (Zeichner, 2012) – especially mathematics (Ball, 2003; Kazemi & Franke, 2004; Lampert, 2001; Lampert, Beasley, Ghousseini, Kazemi & Franke, 2010), practices that are foundations and social justice (McDonald, 2010) based have been less developed. The University of New Mexico, therefore, if we were to take this work on, has the unique opportunity to develop a set of practices that support culturally relevant and socially just teaching and learning and that augment the High Leverage Practices and Content Based Practices mentioned above.

The Plan:

Redesign our teacher preparation program with a focus on practice. Instead of traditional methods courses, develop segments that focus on practices. The semester would be broken up into distinct segments that would be team taught by content experts (ie one team might be a literacy, science and Bilingual faculty or Indian Education faculty, and another might be a social studies, math faculty and foundations faculty). The faculty would collaborate to identify and develop a set of core practices that are at the center of teaching in their field and then the focus of our teaching would be to provide to support students to develop the practices in practice and authentic k-12 environments over the course of their program. Methods would still be taught, but instead of “math methods” and “social studies methods” the courses would be integrated to focus on the development of practices through the teaching of reading, science, social studies, math etc. Examples of practices might include the High Leverage Practices developed by Teaching Works at the University of Michigan (<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>):

1. Making content explicit through explanation, modeling, representations, and examples
2. Leading a whole-class discussion
3. Eliciting and interpreting individual students' thinking
4. Establishing norms and routines for classroom discourse central to the subject-matter domain
5. Recognizing particular common patterns of student thinking in a subject-matter domain
6. Identifying and implementing an instructional response to common patterns of student thinking
7. Teaching a lesson or segment of instruction
8. Implementing organizational routines, procedures, and strategies to support a learning environment
9. Setting up and managing small group work
10. Engaging in strategic relationship-building conversations with students
11. Setting long- and short-term learning goals for students referenced to external benchmarks
12. Appraising, choosing, and modifying tasks and texts for a specific learning goal
13. Designing a sequence of lessons toward a specific learning goal
14. Selecting and using particular methods to check understanding and monitor student learning
15. Composing, selecting, interpreting, and using information from methods of summative assessment
16. Providing oral and written feedback to students on their work
17. Communicating about a student with a parent or guardian
18. Analyzing instruction for the purpose of improving it
19. Communicating with other professionals

WHAT IT COULD LOOK LIKE:

WHAT IT COULD LOOK LIKE:		
Semester 1	Current El Ed Program	Proposed Program:

EDUC 330L: Teaching of Reading (3 credit hours)	Students attend class for 2.5 hours once a week	Students attend class for 2.5 hours once a week
EDUC 333L: Teaching Oral and Written Language in the Elementary School (3 credit hours)	Students attend class for 2.5 hours once a week	10 hours per week of student time would be organized by the faculty teaching EDUC 331, EDUC 361, LLSS 315 and EDUC 400. The practices students would work on might be the first six of the “high leverage practices” and others that the UNM faculty develop to ensure students are learning to implement socially just and culturally relevant teaching. The practices would also be embedded in the methods of each particular subject areas. Ideally, the 10 ours per week would be spent at an elementary school where students could do observations and work with children individually or in small groups (i.e. a collaborative school). Students would be expected to demonstrate expertise of each practice across the curriculum (i.e. math and language arts) with the understandings from LLSS 315 embedded in each practice.
EDUC 361L: Teaching of Mathematics in the Elementary School (3 credit hours)	Students attend class for 2.5 hours once a week	
LLSS 315: Educating Linguistically and Culturally Diverse Students (3 credit hours)	Students attend class for 2.5 hours once a week	<ol style="list-style-type: none"> 1. Making content explicit through explanation, modeling, representations, and examples 2. Leading a whole-class discussion 3. Eliciting and interpreting individual students’ thinking 4. Establishing norms and routines for classroom discourse central to the subject-matter domain 5. Recognizing particular common patterns of student thinking in a subject-matter domain 6. Identifying and implementing an instructional response to common patterns of student thinking
EDUC 400: Seminar (3 credit hours)	Students attend seminar every other week and earn 1 credit	<p>Students will gather evidence (video, student work etc) that documents how they have mastered the practice. The evidence will be presented to the faculty teaching team at certain points throughout the semester. Once faculty have agreed that the student has mastered a practice the student will earn a badge for that practice.</p>

For example, a segment could be taught on developing two related practices, let us take “establishing norms and routines for classroom discourse central to the subject matter domain” with “recognizing particular common patterns of student thinking in a subject-matter-domain.” It might be co-taught over the course of a four weeks by a literacy, math, science, and foundations faculty who would work with students to be able to lead an academically rich discussion with students in literacy, science and mathematics, ensuring that all students have equitable access and support to a rich curriculum for learning mathematics and science, as well

as be able to anticipate and common patterns of student thinking as they engage in subject matter domain. Thus the focus on the instructional segment would be developing the ability to do the complex work of leading a content rich discussion, learning to establish the classroom norms necessary to support rich discussion among peers, and to develop knowledge and ideas about students' thinking as they discuss and learn content in literacy, science, and math. At the end of the segment, students would need to present evidence that they can "do" the practice with children. The evidence would be presented in a video documentary, supported by teacher and student work that demonstrates their ability to lead discussion and to recognize common patterns of students' thinking in subject matter domain. Once a student provided evidence that is evaluated by the team of teachers working in the practice based program, the student would be given a "badge" (Bruckman, 2004; Wardrip, Abramovich, Bathgate & Kim, 2012) for each practice he/she demonstrates the ability to do. In order to complete the program, each student would need to collect a badge for each practice identified by the faculty as a "core practice." As a final outcome to the program, students would collect their "evidence of practices" and their badges into a comprehensive video and student work based portfolio demonstrating the comprehensive set of practices they've developed across content areas.

The Budget:

This idea calls for a re-organization around how we allocate time in our courses and collaborate to teach the courses required in our program. Beyond support for continuing education around high leverage practices, ie bringing in experts or sending faculty to professional development on developing a practice based teacher education program, there are potentially no other costs beyond a nominal fee to create and produce the "badges".

Estimated costs:

\$5000 - \$10,000 for travel to professional development opportunities and for bringing experts to UNM.

\$1000 - \$3000 to create and produce badges.

Impact:

The ultimate aim is to ensure that our students develop the practices they need to ensure that their future students have the opportunities they need to thrive academically. This change in practice would support increased accountability for our Teacher Education Program and our pre-service teachers. It would also help us to develop a brand for the UNM Teacher Education Program, our candidates would be known and recognized for what they can do, as well as what they know about teaching.

Research Base:

This idea has been informed by the following research base:

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Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. *The Elementary School Journal, 59-80*.

- Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University Press.
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- Lampert, M., & Ball, D. L. (1999). Aligning teacher education with contemporary K-12 reform visions. *Teaching as the learning profession: Handbook of policy and practice*, 33-53.
- Lampert, M., Beasley, H., Ghousseini, H., Kazemi, E., & Franke, M. (2010). Using designed instructional activities to enable novices to manage ambitious mathematics teaching. In *Instructional explanations in the disciplines* (pp. 129-141). Springer US.
- McDonald, M. A. (2010). Social Justice Teacher Education and the Case for Enacting High-Leverage Practices. *Teacher Education & Practice*, 23(4), 452-455.
- Wardrip, P. S., Abramovich, S., Bathgate, M., & Kim, Y. J. (2012). The Epstein School Badging System and Interest-based Learning: An Exploratory Case Study.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of teacher education*, 61(1-2), 89-99.
- Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376-382.
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Proposal to build a nationally recognized PhD program:

Name: Cheryl Torrez

Briefly describe your key idea: Center of Pedagogy: a collaborative center for the improvement of teacher and leadership education.

This center would be a formalized structure bringing together faculty from the College of Arts and Science, the College of Education, K-12 school district partners, and community-based partners- a structure to facilitate collaboration. The underlying common goals of these 4 partners are to strengthen teacher and leadership preparation and improve public schooling.

This idea is backed by the following research studies

John Goodlad (1994) proposed the notion of centers of pedagogy that would serve as collaborative spaces for can bring schools and universities together in a close, renewing relationship. He proposed a redesign of education that is grounded in a mission of enculturating students in a social and political democracy. In a nutshell, such a center would be a place where the four primary groups of teacher educators (arts and sciences faculty, P-12 educators, teacher education faculty, and community members) collaborate in the work of building curriculum, field experiences, and the structures that produce good teachers.

An evaluation study of 3 collaborative centers was reported by Patterson, Michelli, and Pacheco (1999). The experiences of the three collaborative structures illustrate the need for such a center to be responsive to individual needs and circumstances unique to their settings. Each of the centers has been highly successful in bringing together the “quadpartite” participants to focus on the simultaneous renewal of teacher education and public schooling.

If we did this, we would need the following budget line items

<i>Item description</i>	<i>Estimated cost per item or hour</i>	<i>Estimated quantity</i>	<i>Sub total</i>	<i>Justification for item</i>	<i>Recurring cost?</i>
Director	\$80,000	1	\$80,000	Full time	yes

Administrative Staff	\$50,000	4	\$200,000	Full time	yes
Facilities	????	????	????	Need space	yes
Operating Expenses	????	????	????	Need operations	yes
Faculty shared affiliation	½ salary	2 years	???	Several faculty might affiliate for 2-3 years with the Center	yes
Other	????				

If we did this idea, we anticipate the impact would be:

We anticipate that over 200 teacher candidates, each year, would have access to high-quality, research based education curricula and field experiences resulting in better schools and teachers. The Center would be a fruitful environment for collaborative research that would inform the wider field of teacher and leadership preparation and continue to help build a world-class College of Education at UNM. The Center would positively impact participating school districts, K-12 students, and community based work across the state by providing a formal, collaborative environment for all participants to focus on what will best serve the coming generation of teachers and children; hence, making progress towards better teachers and better schools.

References:

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COE Redesign Idea: Community-Engaged Teacher Preparation

Overview:

In 2014-2015, TeacherCorps will welcome its fifth cohort of teacher candidates to bring their teacher preparation with community context at the core of its programming. The proposal below aims to expand the opportunity of participating in the TeacherCorps experience to 20 students per year.

TeacherCorps members who are eligible receive AmeriCorps Education Award funds and Work Study funds for their additional hours in the field, and for their work in after school programs in Title I schools.

TeacherCorps is a partnership program between the Department of Teacher Education, Educational Leadership and Policy and the Community Engagement Center, and Albuquerque elementary and secondary schools.

Because of the need to prepare teachers to teach students who are not afforded equal educational opportunities, specifically children of color living in urban areas, Teacher Education faculty and Community Engagement staff created TeacherCorps. The goal of TeacherCorps is to enhance the teacher candidates' preparation experience by utilizing community knowledge and leadership; providing coursework and professional development experiences through an antiracism, social justice lens; providing opportunities for teacher candidates to partner with families, community leaders, and community-based organizations; and to implement community-based service-learning projects with K-12 students to address community-identified needs.

Connection to the Literature:

With the theme of social justice front and center in this teacher preparation program, these teacher candidates face complex decisions and situations from moment to moment during the school day, and with guidance and reflection opportunities, these teacher candidates begin to understand the social justice issues behind these decisions and situations (Cochran-Smith, 2004). TeacherCorps members are doing the work of teaching for social justice in their classrooms and school communities every day. "The most important goal in teaching for social justice is to promote student achievement and enhance their opportunities and changes in the world" (Cochran-Smith, in press, p. 24).

Teaching is a social and cultural practice, and teacher candidates must be expected to interact with the cultures of the schools in various and complex ways. Teachers must also know and understand the communities in which they teach (Cochran-Smith, 2012; Puig & Recchia, 2012).

Similarly, teachers must purposefully involve families in their children's education, creating a sense of family empowerment through partnering with the classroom teacher and the school (Bailey, 2001; Puig, 2012). Teachers can easily underestimate the knowledge students bring to their classrooms and under-utilize that knowledge to make curriculum relevant (Moll, 1994). Introducing the importance of families and culture in teacher candidate training creates a firm foundation for these future teachers to act on these practices and beliefs when they have their own classrooms (Puig, 2012). Listening and learning with community helps teachers to better understand what to teach, and how to teach, through the PRAXIS model, incorporating education, leadership development, and community engagement (Freire, 1970).

It is important to provide opportunities for teacher candidates to expand their perceptions of teachers' roles not only as leaders of specific classrooms, but also as collaborators with other teachers as leaders of the school community to raise concerns about the system's reinforcement of "privilege and disadvantage based on race, culture, language, background, and gender" (Cochran-Smith, 2004, p. 207). Teacher education curricula should combine effective classroom practice with a focus on equity and participation by community members. This combination is essential for teachers dedicated to social justice (Borrero, 2012). According to Puig and Recchia (2012),

Ensuring that all children's needs are met in an appropriate learning environment is a social justice issue for young children, ensuring that all teachers are prepared to enter these environments ready to identify and address their students' educational needs may also be considered a social justice issue for preservice teachers. (p. 275)

Teacher preparation programs should work with intentionality to provide the social, intellectual, and organizational contexts through teaching curriculum processes, field experience placements, and specifically designed student-initiated community involvement to prepare their teacher candidates to teach for social justice, and then commit to supporting them as they try to deliver on this commitment during their beginning classroom experiences (Borrero, 2009; Cochran-Smith, Shakman, Jong, Terrell, Barnatt, & McQuillan, 2009).

The Plan:

1. Create a TeacherCorps Co-Teaching School Setting
 - a. We are currently hosting student teachers at Helen Cordero Elementary School and Edward Gonzales Elementary School. These are ABC Community Schools, which is an important element.

- b. Provide an embedded faculty member to coordinate the field experience at these two schools and to teach the EDUC 400 Seminar.
2. Provide the TeacherCorps curriculum (antiracism, social justice, community-based service-learning, etc.) in the Elementary Seminar (EDUC 400). This curriculum would be co-created by the faculty member and the community liaison in the school, along with other faculty, teachers, administration, etc.
3. Students would complete a transcribed minor in Community Engagement (9 hours of coursework completed as part of their TeacherCorps experience) as evidence of their specialized teacher preparation.
4. In their first semester, students would spend 2 days per week at their school and 1 day per week at a community agency, understanding the needs of the community. In their second semester, student would spend 3 days per week at their school. In their third semester, students would spend 5 days per week at their school.
5. Students would work in the after-school programs at both schools.
6. Students would earn work study dollars and AmeriCorps Education Awards (up to \$2400 for 900 hours of service in high-need areas) toward their education.

The Budget:

\$5000 per student to support the AmeriCorps financial commitment and funds for students who are not work study eligible.

$$20 \text{ students} \times \$5000 = \$100,000$$

\$30,000 to buy out a faculty member's course load for 1-2 courses per semester, as the embedded faculty member, coordinator of TeacherCorps, coordinator of professional development for service-learning, and instructor of EDUC 400.

\$10,000 to pay cooperating teachers in the schools for their extra time in professional development sessions to help them understand the importance of service-learning and other themes of TeacherCorps.

\$4000 to pay honorariums for guest speakers for seminars and professional development sessions and for space rental and food for these sessions.

This budget, totaling \$144,000 would cover 1 cohort of 20 students through their 3-semester experience.

Impact:

Students graduating from this program would earn a transcribed minor in Community Engagement along with their degree in Elementary Education, making them eligible to apply to the State for their Elementary K-8 teaching license.

Students would also be equipped to handle the many challenges of working with urban, high-need, diverse populations. Not only would they be skilled in working with these students, but would also have experiences in working with families and communities, to use those resources as assets to create a context for student learning.

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