



DEPARTMENT OF TEACHER  
EDUCATION, EDUCATIONAL  
LEADERSHIP & POLICY

The University of New Mexico

THE  
DEPARTMENT  
OF TEACHER  
EDUCATION,  
EDUCATIONAL  
LEADERSHIP &  
POLICY

ACADEMIC PROGRAM REVIEW RESPECTFULLY SUBMITTED  
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## Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report.

### 1A: Summary

*This Executive Summary provides a summary of the information contained within this Self-Study Report.*

The faculty of the Department of Teacher Education, Educational Leadership and Policy (TEELP) is proud to provide this Academic Program Review (APR) to the Office of the Provost and our external reviewers. Within this report we include our department history, organizational structure, accreditation processes, findings and actions from our most recent APR reports, and indicators of how work connects to the Mission and Vision of both the College of Education and Human Services and the University of New Mexico. Following this introduction, we provide an overview of the curriculum, assessment strategies, and data analysis of our programs. We also include information about student recruitment, admissions, and advisement. We provide information about our faculty scholarship and service activities, and finally a comparison of the work of our department in comparison with three departments in three other comparable universities. Click on this link to access the [TEELP website](#).

TEELP offers a variety of graduate and undergraduate educational degrees and pathways toward credentials. We offer undergraduate degrees with teaching licensure in both Elementary and Secondary Education. We offer master's degrees in Elementary and Secondary Education and Educational Leadership with licensure and non-licensure options. We also offer Ed.D. and Ph.D. degrees in Teaching, Learning, and Teacher Education and an Ed.D. degree and an Ed.S. certificate in Educational Leadership. Our licensure programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). All programs in TEELP conduct annual systemic, systematic assessments of student learning objectives. Faculty in all programs discuss and analyze this assessment data to implement program improvements.

Our TEELP students reflect the diversity of our state and the university; over half of our students are persons of color. We serve the children of New Mexico by providing highly qualified and well-prepared teachers and administrators to work in schools, districts, and other educational organizations across the state and region. We pride ourselves in our community partnerships in preparing these individuals for successful careers in education. According to survey data from our program completers, 86% stated they “would recommend” our teacher preparation program to a friend, rating “setting high expectations for all students” and “engaging in positive classroom interactions” as the highest categories for those positive recommendations. In Educational Leadership over the past five years, 99.1% of our students pass the New Mexico Educational Leadership assessment, qualifying them for leadership roles in New Mexico schools.

Our faculty are highly qualified for their positions and were selected because of rigorous position searches. Our faculty impact many and various areas of education through their scholarly and creative works. Particular areas of strength of the faculty in our department include expertise in cultural and linguistic diversity, culturally relevant and sustaining pedagogies, transformational learning and leadership, teacher and leader preparation, and meaningful collaboration with numerous community partners.

Each tenured or tenure-track faculty member teaches two courses each semester and has scholarship and service obligations; each full-time lecturer teaches four courses each semester with no expectations for scholarship and limited-service obligations. Of note is the large number of courses taught by temporary, part-time instructors because of the few full-time faculty in our department. For example, in Elementary Education, over 50% of our licensure courses taught by temporary, part-time instructors. As our recruitment efforts continue, we are hopeful we will be able to hire more full-time tenure-track faculty and full-time lecturers to assist us in serving our students through a cohesive program.

Of particular importance is the focus on teaching and leading our diverse population in New Mexico. In 2018 a consolidated lawsuit, *Martinez/Yazzie v. State of New Mexico*, challenged the state's failure to provide students, especially low-income, and students of color with needed programs and services and challenged the state with the failure to fund these specific groups. In response, the state provided resources to districts to help them recognize the differences in culture, language, value, beliefs, practices and traditions of all students and staff and validate them in the school curriculum to create safe, equitable, inclusive, and culturally and linguistically responsive school climates by bridging home, school, and community.

In partial response to this lawsuit, the New Mexico Public Education Department (NM PED) made the following rule change for Educator Preparation Programs in the state: "The purpose of the amendment of [6.65.3 NMAC, Educator Preparation Program Accountability](#) is to ensure educator preparation programs prepare educator candidates to address the needs of indigenous students, special education students, bilingual students, and English Language Learners from the first day the educator begins teaching."

In response to the *Martinez/Yazzie v. State of New Mexico*, each program within the department has reviewed its curriculum and approaches to preparing teachers and leaders to work with all students in New Mexico, especially those cited in the lawsuit as being underserved. Programs have focused attention on the needs of low-income students and students of color, along with a focus on teaching students from diverse cultural and linguistic backgrounds. Each course syllabus now addresses these needs with meaningful course assignments, assessments, and discussions.

## **1B: History**

***Brief description of the history of each degree/certificate program offered by the unit.***

In 2013, the Educational Leadership Program merged with the Department of Teacher Education, creating the Department of Teacher Education, Educational Leadership and Policy (TEELP). The last Academic Program Review for the Department of Teacher Education (TED) was conducted in Fall 2011. The last Academic Program Review for the Educational Leadership Program, as a program in the Department of Educational Leadership & Organizational Learning, was conducted in Fall 2009.

The following are the undergraduate and graduate degree programs currently offered by TEELP:

- [BSED in Elementary Education](#)

- [BSED or BAED in Secondary Education](#)
- [MA in Elementary Education](#)
  - [MA with Alternative Route to K-8 Licensure in Elementary Education \(MAw/ARL\)](#)
- [MA in Secondary Education](#)
  - [MA + Licensure in Secondary Education](#)
- [Ph.D. or Ed.D. in Teaching, Learning, and Teacher Education](#) (updated from the previous APR report program Multicultural Teacher and Childhood Education [MCTC])
- [MA in Educational Leadership](#)
- [Ed.D. in Educational Leadership](#)
- [Ed.S. in Educational Leadership](#)

## 1C: Organizational Structure

*Brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

The Department of TEELP is led by a Department Chair, who is a tenured professor in the Department. Our current Department Chair holds the title of Interim. There are four programs within TEELP:

- Elementary Education;
- Secondary Education;
- Educational Leadership; and
- Teaching, Learning, and Teacher Education (TLTE).

TEELP offers various degrees within each Program, with Program Coordinators at each level.

- TEELP Department Chair
  - Department Administrator 2 (.5 FTE)
  - Coordinator: Academics (.5 FTE)
- Elementary Education Program
  - BSED in Elementary Education (Coordinator: Undergraduate Elementary Education Program)
  - MA in Elementary Education (Coordinator: Graduate Programs)
    - MA with Alternative Route to K-8 Licensure (Coordinator: Graduate Licensure Program)
- Secondary Education Program
  - BSED or BAED in Secondary Education (Coordinator: Undergraduate Secondary Education Program)
  - MA in Secondary Education (Coordinator: Graduate Programs)
    - MA in Secondary Education + Licensure (Coordinator: Graduate Licensure Program)
- Educational Leadership Program (Coordinator)
  - MA in Educational Leadership
  - EdD in Educational Leadership
  - EdS in Educational Leadership

- Teaching, Learning, & Teacher Education Doctoral Program (Coordinator: Graduate Programs)
  - EdD in Teaching, Learning, & Teacher Education
  - PhD in Teaching, Learning, & Teacher Education
  - [EdS Certificate in Curriculum and Instruction]

Below is an outline of each program coordinator and the programs they coordinate:

Undergraduate Elementary Education Coordinator: BSED in Elementary Education

Undergraduate Secondary Education Coordinator: BAED and BSED in Secondary Education

Graduate Licensure Coordinator: MA with Alternative Route to K-8 Licensure

Secondary Education MA + Licensure

Graduate Coordinator: MA in Elementary Education

MA in Secondary Education

PhD in Teaching, Learning, and Teacher Education

EdD in Teaching, Learning, and Teacher Education

EdS Certificate in Curriculum and Instruction

Educational Leadership Program Coordinator: MA in Educational Leadership

EdD in Educational Leadership

EdS in Educational Leadership

Coordinators may be able to earn additional compensation for work during the summer.

There is no support currently from the Dean's Office for service in these roles. *The faculty of TEELP would appreciate any insights from the APR Reviewers on their previous experiences with compensation of program coordination in teacher and leader preparation.*

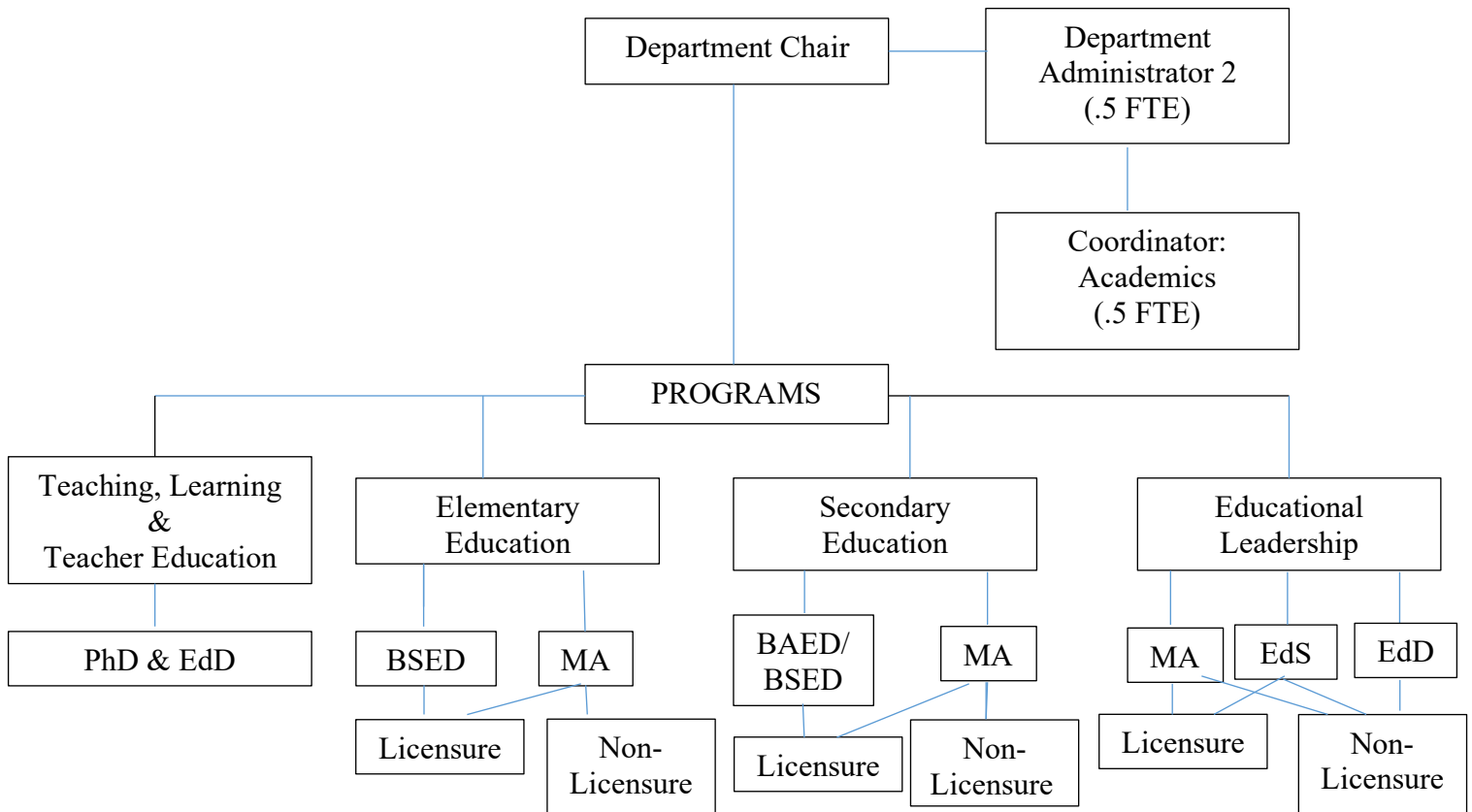
Regarding administrative staffing, in the past year the College of Education and Human Sciences (COEHS) entered a "shared services" model for administrative support for departments. Previously TEELP had three full-time (1.0 FTE) administrative assistants. As of November 2021, we have one half-time (.5 FTE) Department Administrator and one half-time (.5 FTE) Coordinator: Academics. This reduction in staffing has resulted in difficulties in processes and procedures within the department such as communication with students, scheduling, hiring of part-time instructors, curriculum changes, tracking of COVID-19 vaccination status, program supports, etc. Please see the organizational chart below for a graphic overview of the programs in TEELP.

### Current Enrollment Totals

Programs	Spring 2022 Total Unique Students
<b>BSED in Elementary Education</b>	122
<b>BSED &amp; BAED in Secondary Education</b>	70
<b>MA in Elementary Education (including MA with Alternative Route to K-8 Licensure)</b>	77
<b>MA in Secondary Education (including MA in Secondary Education + Licensure)</b>	39
<b>PhD &amp; EdD in Teaching, Learning, &amp; Teacher Education</b>	20
<b>MA in Educational Leadership</b>	29
<b>Edd in Educational Leadership</b>	46
<b>EdS in Educational Leadership</b>	32



## Organizational Chart



## Key Abbreviations Guide

ALL	Alliance for Leading & Learning
AOP	Accelerated Online Program
APR	Academic Program Review
APS	Albuquerque Public Schools
ATRP	Albuquerque Teacher Residency Partnership
BAED	Bachelor of Arts in Education
BIE	Bureau of Indian Education
BSED	Bachelor of Science in Education
CAEP	Council for the Accreditation of Educator Preparation
CARC	College Assessment Review Committee
COEHS	College of Education and Human Sciences
CSS	Center for Student Success
EA	Educational Assistant
ED LEAD	Educational Leadership Program

EdD	Doctor of Education
EdS	Education Specialist Certificate
ELEVATE NM	Elevate New Mexico Teacher Evaluation Protocol (current)
ELL	English Language Learner
EPP	Educator Preparation Program
INSPIRE	Initiative for Systemic Program Improvement through Research in Educational
ISLLC	Interstate School Leaders Licensure Consortium (ISLLC)
LANL	Los Alamos National Laboratories
LLSS	Language, Literacy, & Sociocultural Studies Department
MA	Master of Arts
MARP	MA with a focus on Reflective Practice
MAw/ARL	MA with Alternative Route to K-8 Licensure
MCTC	Multicultural Teacher and Childhood Education (former name of TLTE)
MOU	Memorandum of Understanding
MSET	Math, Science, & Educational Technology
NALE	Native American Leadership in Education
NAPS	New and Aspiring Principals Support
NCATE	National Council for Accreditation of Teacher
NM PED	New Mexico Public Education Department
NM TEACH	New Mexico Teach Teacher Evaluation Protocol (previous)
PDP	Professional Development Plan
PESL	Professional Standards for Educational Leaders
PhD	Doctor of Philosophy
POLLEN	Promoting Our Leadership Learning & Empowering our Nations
PPP	Principal Preparation Program
SLOs	Student Learning Objectives
TAGS	Transformative Action Groups (funded by the W. K. Kellogg Foundation)
TECLA	Teacher Education Collaborative in Language Diversity and Arts Integration
TED	Teacher Education Department (Name prior to TEELP)
TEELP	Teacher Education, Educational Leadership and Policy Department
TLTE	Teaching, Learning, & Teacher Education Doctoral Program
TQP	Teacher Quality Partnership
UCEA	University Council of Educational Leaders

## 1D: Accreditation

*Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review.*

The teacher licensure programs and educational leadership licensure programs received accreditation from the National Council for Accreditation of Teacher Education (NCATE) in May 2016. The summary of this report is as follows:

All programs in the Educator Preparation Program (EPP) met all the standards for both the Initial Teacher Preparation Programs and Advanced Teacher Preparation Programs.

1. Candidate Knowledge, Skills, and Professional Dispositions
2. Assessment System and Unit Evaluation
3. Field Experiences and Clinical Practice
4. Diversity
5. Faculty Qualifications, Performance, and Development
6. Unit Governance and Resources

The next accreditation visit from NCATE was to be Fall 2021; however, the College of Education & Human Sciences has chosen to change its accreditation affiliation to the Council for the Accreditation of Educator Preparation (CAEP). Our CAEP accreditation will occur in Fall 2022.

## 1E: Previous APR

*A brief description of the previous Academic Program Review Process for the unit. The description:*

- *notes when the last review was conducted,*
- *provides a summary of the findings from the Review Team Report,*
- *indicates how the Unit Response Report and Initial Action Plan addressed the findings, and*
- *provides a summary of actions taken in response to the previous APR.*

## Dates of Previous Academic Program Review

The previous APRs were conducted prior to the merging of the Teacher Education Department (TED) and the Department of Educational Leadership (ED LEAD). The prior APR for the Department of Teacher Education was conducted from October 31 to November 2, 2011. The prior APR for Educational Leadership was conducted in November 2009.

### Summary of Findings from Previous APR and Action Steps (Teacher Education Department—TED)

2011 APR Findings (Top 5 Findings)	Unit Report and Action Plan Responses in 2011	Summary of Actions Since 2011
<b>Strengths from 2011 APR Report</b>		
Faculty are developing and testing innovative solutions to supervision issues at pilot projects such as Bandelier Elementary and Amy Biehl High School, which could	Faculty are eager to move forward in developing these pilots into formal program delivery.	Expansion of the Amy Biehl model occurred under the Transformative Action Groups (TAGs) funded by the W.K. Kellogg Foundation. Once funding ceased, so did

<p>lead to promising changes in the field.</p>		<p>the embedded faculty model implemented in a systematic way. The Co-Teaching Collaborative Schools, which began at Bandelier, was no longer supported by the College. At one time we had cohorts of students in Bandelier, Sandia Base, and Sierra Vista Elementary Schools.</p> <p>Then we added Pajarito and East San Jose Elementary Schools, Bernalillo High School, and Amy Biehl High School. We never received the COEHS support necessary to fully implement this best-practice model for teacher preparation.</p> <p>We continue to operate some cohort schools as a revival of the process through ATRP and TECLA. However, both programs rely on grant funding to operate.</p>
<p>MA with a focus on Reflective Practice (MARP) is a cutting-edge program representing research-based best practices; graduates can be a resource to the college and to their districts and the state.</p>	<p>TED faculty committed to the delivery model of the MARP specialization will continue to refine assessments and outcomes of this carefully crafted program of studies for the masters' degrees.</p>	<p>MARP will admit its 14<sup>th</sup> Cohort for Fall 2022. In Fall 2021, we implemented a fully online, Advanced Online Program (AOP) for the MA in Elementary and Secondary Education, as a modification of the previous 100% online MA with a focus on Teacher Leadership.</p>
<p>Strong group of young faculty with eight assistant professors.</p>	<p>One assistant professor achieved tenure and promotion to associate professor, in Fall 2011; two faculty achieved tenure and promotion to associate professor in Fall 2012; three faculty members at the senior level will have a significant impact on the record and</p>	<p>Currently we suffer from an excruciating shortage of faculty in TEELP. We have no Mathematics faculty in Elementary or Secondary Education. We have no Science educator in Secondary Education. We have no permanent Reading or Literacy faculty. We also</p>

	quality of scholarship within the Department.	lack faculty with expertise in curriculum and instruction (generalists) to teach graduate courses. We offer seven degree programs in teacher preparation with 11 full time tenure/tenure-track faculty. One is currently Interim Department Chair, one is on leave, and one is a visiting one-year lecturer.
<b>Areas of Concern from 2011 APR Report</b>		
Only two professors, eight associates and eight assistants, making mentoring and support for research difficult for young faculty; weak scholarly activity from senior faculty.	From 1995 until 2004, there was no focus on general teacher education as a field of research when the programs were divided into two larger departments with a variety of programmatic responsibilities. As a result, our current assistant professors, who were hired in 2005 or later, have often had to look beyond the programs for role models in scholarship and mentoring in research. Faculty are currently engaging in community-engaged scholarship, which takes more time to develop and can be hindered by roadblocks with IRB.	Scholarly activity from pre-tenured faculty remains strong; associates and assistants who have moved up in rank have increased scholarly productivity to respectable levels in the department. However, our current staffing for our licensure programs is in dire need of additional faculty as outlined above. The lack of faculty has an impact on scholarly productivity because of our tenured and tenure-track faculty are heavily involved with licensure courses and graduate courses.
Lack of supervision of student teachers.	We agree that faculty supervision has been an ongoing challenge for TED faculty since the demise of the UNM/APS Partnership programs in 2006, which had supported field supervision costs in Elementary and Secondary education for over 20 years. As the review team points out, we need to update our supervision model to include direct program	The supervision model has been totally transformed where cooperating teachers and university supervisors conduct both formal and informal reviews and evaluate professional dispositions. Because of the near elimination of compensation for cooperating teachers, we have little leverage to require our cooperating teachers to participate in extra to

	<p>oversight of student teaching and the presence of more faculty and field supervisors in the schools.</p> <p>The Elementary faculty plan to split observation and evaluation responsibilities between the UNM faculty and the site-based professionals serving as cooperating teachers.</p>	<p>mentoring and coaching professional learning. At times there is little communication between university supervisors and seminar instructors.</p> <p>Recruiting cooperating teachers is a struggle; lack of compensation (only \$100 for mentoring a full-time student teacher) makes this even more difficult.</p>
<b>Recommendations from the 2011 APR Evaluation Team</b>		
<p>Elementary and Secondary programs are too large and should be “right-sized,” and supervision models should be altered.</p>	<p>Elementary Education began the process to expand co-teaching collaborative schools, which has strong support among the faculty. The plan is to add additional coteaching collaborative schools in the next several years across the Albuquerque metro area, making sure to follow MOU requirements, etc.</p> <p>Elementary: To recognize the need for more elementary teachers with strengths in math and science and bilingual/TESOL, the Elementary Education program has revised their applicant screening tool to award extra points for applicants demonstrating those strengths.</p> <p>Secondary: To embed program faculty in the schools for better supervision we hope to include three additional Secondary faculty members interested in working in the schools. For tenure track faculty, we must</p>	<p>Regarding co-teaching collaborative schools, please see comments above. Regarding “right-sizing,” unfortunately having programs that are “too large” is no longer a problem as we are working diligently to recruit additional students to our licensure programs.</p> <p>Secondary: Unfortunately, no faculty currently serve as field supervisors. We now work with the Field Services Office in the Center for Student Success to hire field supervisors.</p>

	<p>ensure that they are able to participate in these collaborations while still being able to teach MA and PhD/EdD classes. Faculty will collaborate in the observation and evaluation processes with the cooperating teachers.</p>	
<p>Replicate the Bandelier teaching model with 8-10 school sites. This will require approximately 10 new full-time assistantships so that each of the proposed field sites has a doctoral level teaching assistant assigned to it, with partial funding coming from the Office of the Provost.</p>	<p>The Department aims to explore further development of the co-teaching model that has been piloted at two schools in the Albuquerque area, Bandelier (Elementary) and Amy Biehl (Secondary). The faculty realize that developing clinical practices such as co-teaching between cooperating teachers and teacher candidates and embedding faculty in collaborative schools calls for more focused placements in fewer schools. It calls for the development of a Third Space in which academic, practitioner, and community knowledge and practices are developed to support teacher candidates' and K-12 students' learning (Zeichner, 2010).</p> <p>Secondary: Secondary Education program faculty and leadership are working with Albuquerque Public Schools to identify field placements in accordance with the APS/COE MOU, to identify possible collaborative schools for placement of teacher candidates.</p>	<p>Expansion of the Amy Biehl model occurred under the Transformative Action Groups (TAGs) funded by the W.K. Kellogg Foundation (WKKF). Once funding disappeared, so did the systematic implementation of the embedded faculty model, except in the Albuquerque Teacher Residency Partnership (ATRP). At one time we had cohorts of students in several elementary schools.</p> <p>Through the TAGS/WKKF funding we expanded to include one additional elementary school and one high school. We never received the COEHS support necessary to fully implement this best-practice model for teacher preparation.</p> <p>We have some revival of the process through ATRP and the Teacher Education Collaborative in Language Diversity and Arts Integration (TECLA), though both programs run on a majority of grant funding. Even though we know these teacher preparation models are “best practice”, we have not had the funding to fully</p>

		implement our plan for co-teaching cohort partnership schools across our programs.
Secondary focus on preparing Mathematics and Science teachers for New Mexico and less on Language Arts and Social Studies	To increase enrollment numbers, faculty extended the deadline for admissions and more effort will be put into advertising for and recruiting professionals in these fields who are seeking career changes. Faculty will seek closer connections with STEM faculty in other academic units.	With no Secondary faculty who have backgrounds in Science or Mathematics education, the Secondary Education Program is struggling to prepare students to teach in these licensure fields. The graduate licensure program currently has rolling admissions to allow for increased numbers of graduate licensure students to begin teacher preparation classes as soon as possible.
Negotiate an increase in doctoral teaching assistants from the Provost to cover a large portion of the field supervision—requiring 10 new full-time assistantships.	At this time, we will proceed with the plan we have described in response to Recommendation 1. In addition, we will continue planning for field supervision now in place that will use a combination of faculty, university supervisors, and doctoral students when appropriate.	Because of funding, we do not have doctoral students funded by the Provost and currently do not have funding for doctoral students funded by our Department to serve in assistantship roles in schools to support teacher candidates.
Expand the MARP program to online delivery system to serve the needs of the state.	Formal discussions are underway for making an MA online program and using the MARP model. Because of these considerations and the need for additional resources (e.g., instructors for both face-to-face and online instruction), moving this program to online delivery would be unfeasible for immediate implementation.	TEELP created the 100% online MA serving teachers around the state and the nation. This program has now been adopted as an Accelerated Online Program (AOP) which began in Fall 2021, with support from the university online support department.
Future TED faculty searches should be advertised as “open rank” to hire senior level associate professors or full.	The faculty in TED understand the limitations of a department devoid of senior-level faculty (Full Professors) to serve as mentors for Assistant and	TEELP currently has four full professors in teacher education. However, the need for service continues to outweigh the opportunity for scholarship for many faculty



	Associate rank faculty. This recognition comes with an acknowledgement of two distinct realities: first, that many Associate level faculty members in the Department are active in a variety of scholarly endeavors that are not as clearly recognized in the promotion system, and second, that Associate faculty members have been entrenched in continuous program development.	and the community-based research has just begun to be formally recognized by the College. Even so, TEELP has a strong scholarship agenda. Please see Section E of this report.
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### **Summary of Findings from Previous APR and Action Steps (Educational Leadership)**

The last APR for Educational Leadership was conducted in November 2009. The section below quotes the findings from the 2009 APR, summarizes the 2009 Ed Lead responses to these findings, and follows up with the 2021 updated responses.

#### **Findings from November 2009 APR**

##### **2009 Review Panel Finding #1: Impact on Program Quality:**

The Educational Leadership Program has experienced discontinuities in faculty in the past six years, with only three tenure track faculty at this point in time. In the past, six tenure track faculty ran the program. The current faculty are highly ambitious with expectations to serve the entire state in school leadership preparation and to serve as the 3 research and doctoral preparation center for the State. Although the Dean is supportive of that leadership role for the program faculty, the budget situation makes institutional support uncertain. The hiring of more tenure track or adjunct faculty is needed to achieve these university and college goals.

**Ed Lead 2009 Response to Finding #1 (Summarized):** Since the period of the External Team Visit and Review, the capacity of the Program to deliver its curriculum and meet the needs of the State has increased considerably. We have hired the following faculty: a lecturer who will teach, supervise interns, and serve on dissertation committees; an Assistant Professor; and a half-time faculty member who will teach general leadership courses.

**2021 Ed Lead Doctoral Program Response to Finding #1:** In spite of the loss over the last five years of three tenure-track faculty members (two tenured associate and one full professor), the Educational Leadership Program has been remarkably successful, particularly at the doctoral level, in its delivery of the academic program. The curriculum has become understandably more restricted, that is, courses are offered less frequently and there are fewer electives, but the actual number of students admitted has remained constant.

The unit continues with the modified cohort model wherein students are admitted only once in the spring, with classes beginning in the summer. Students occasionally are able to take doctoral courses non-degree and later, if formally admitted to the Program, can count those courses toward the required total. Students who wish to take doctoral-level courses as electives outside the Program, or even the College, may do so with the approval of their advisors and the Program Coordinator.

Inevitably, however, with this limited number of faculty, with the current budget crisis and the diminished ability to hire adjuncts, the difficulty lies in the amount of teaching and the number of dissertation committees each faculty member serves on and the extraordinary number that each member chairs.

An area of concern is the limited variety of teaching styles and scholarship that the unit's doctoral students are exposed to. The unit trusts that with a possible hire in the next academic year of an additional tenure-track professor, one who is versed both in research and practice, that our doctoral students will derive the benefit.

Two tenured professors have announced that they will retire in May 2022, and possibly one more retirement the following academic year. Ed Lead will need two or three assistant/associate professors to fill in the vacancies.

#### **2009 Review Panel Finding #2: Communication Among Various Constituents**

There is a lack of active, open dialogue among all faculty, the Department Chair, the Dean, and the students about the direction of the program, curricular interests, and populations served. Members of diverse groups should meet separately but address many of the same concerns. Some guidelines for a variety of discussions might include the following:

1. Accept that valid positions often lose their impact when continually stated. (i.e., "I know your position on that," and "I am from a certain background so that is all I need to say.")
2. Lay out activities and time commitments for all activities and members. The ambitious expectations of this faculty to serve the entire state in school leadership preparation and serve as the research and doctoral preparation center with only two members actively involved is a "setup to failure". A faculty in transition is now constituted and deployed in such a way that many stated ambitions cannot be met. The uncertain institutional supports- will drive the program to seek resources that an overburdened faculty who are in "survival mode" cannot possibly have the internal resources to grow a program. It is extremely difficult to conduct research, scholarship, and grant writing in this time of depleted resources.

#### **Ed Lead 2009 Response to Finding #2 (Summarized):**

Many of the issues surfaced by the External Review Report were addressed in an Educational Leadership Program Retreat that took place on March 26, 2010. All faculty members of the Program were present for the retreat, as well as the College of Education Dean and our Department Chair. Faculty members were able to express not merely their observations about the direction of the Program and their roles in it, but also discuss the obvious fact that in view of our

limited teaching numbers, the Program needed to reconsider its priorities and adjust the curriculum and teaching responsibilities accordingly. These discussions resulted in an agreed-upon framework for a sharper focus for the MA Program: the cutting of the third concentration in the Program, the development and revision of five core courses for training principals (adopting the curricular recommendations of the New Mexico Senate 6 Joint Memorial 3 work); admissions of Master's and Educational Specialist students only once per year. The time frame for implementing these changes, while discussed at some length, remains to be determined.

**2021 Ed Lead Doctoral Program Response to Finding #2:**

Ed Lead has developed an Advisory Committee composed of former ALL students, school district leaders, NM PED representatives, and Ed Lead faculty to discuss the principal preparation in the MA and Ed.S. programs. The MA, Ed.S., and EdD programs are reviewed by the Ed Lead faculty during our assessment discussions. The MA and Ed.S. students have an advisor to guide them through their programs. Dr. Borden talks with the current EdD students working on coursework once a year to check in on their experiences.

**2009 Review Panel Finding #3: The Culture for Students and Faculty:**

Students and faculty need to be aware of what their common purpose is and how they are to achieve that purpose. This knowledge develops the processes and manner of achieving that purpose. In this way culture can be created or modified to reach that purpose. There appeared to be a strong disconnect among some of the faculty (tenure and non-tenured) as to purpose. Further in our discussions with students there appeared to be a lack of any knowledge about the program, faculty, or purpose other than "which courses do I take next". We recognize that Dr. Woodrum has begun to address this issue through an orientation for new students. We suggest that all students need to be brought together for a "community meeting" for the airing of concerns and questions. This could be a social event that can help strengthen bonds and create avenues for students to seek information and allay concerns.

**Ed Lead 2009 Response to Finding #3 (Summarized):**

As suggested by the Review Team's comments, until now "time on task" by faculty members has been a substantial impediment to accomplishing much of what was suggested. At the doctoral level, students, both the ongoing and new cohorts, will spend an afternoon with the doctoral faculty, discussing and learning about the requirements of 7 doctoral work in our Program.

In addition to advising Master's students in a one-on-one format (which has been the case till now), the Program plans to institute an orientation for Masters students similar to that of doctoral students. During this orientation, Masters students' advisors will take advantage of the time together to get all of the initial documentation filled out and set up schedules for subsequent meetings with their advisees.

**2021 Ed Lead Doctoral Program Response to Finding #3:**

The Masters and Ed.S. students have an orientation at the beginning of their programs. They are held in October and March to prepare them for the following semester. This is also a time for

them to meet their advisor. Advisors work with their advisees every semester helping the students navigate their programs.

Doctoral students have an orientation in the spring or at the very beginning of the summer courses. Dr. Borden is their advisor until they form a dissertation committee once they finish their academic work. Dr. Borden checks in with the cohorts every year until they have a dissertation chair. Then it is the chair's responsibility to work/guide the doctoral student. Their chair is a tenured-track professor or tenured professor.

ALL students have an orientation before the fall in their one-year program. Dr. Romans advisees them along with Sharon Olguin, APS Director of ALL.

**2009 Review Panel Finding #4: The Diverse Purposes of the Program:**

The University Provost did not have the level of knowledge of the program that would be desirable. This is of course partially due to her newness to the position and University. However, it behooves any program to have a "cheat sheet" that can be shared regularly with administrators and outside constitutions to make sure that the program is represented appropriately. This of course cannot take place until the faculty come to common purpose.

**Ed Lead 2009 Response to Finding #4:**

The Review Team evidently forgot somehow that just such a "cheat sheet" exists and is shared regularly. Until Educational Leadership appeared on the State and national radar in the last four years, it had proved difficult indeed to compete with all the many other well finance Programs in the University with their many faculty members and large budgets. Colleges of Education are historically the "poor cousins" of universities, and as a result, small Programs within these colleges typically receive little notice, until national attention such as that of the National Defense Education Act (1958), the No Child Left Behind Act (2001) or the reauthorization of the Elementary and Secondary Education Act (2010) with its Race to the Top funds, thrusts them into the national spotlight. Suddenly then, education is rediscovered. The State and federal governments, with the support of the foundations community, show signs this time of more sustained interest and commitment to improving Educational Leadership development in New Mexico. Dr. Richard Howell, the College of Education Dean, has been very supportive of the Educational Leadership Program and has been key to many of the important changes that have occurred over the last two years.

**2021 Ed Lead Doctoral Program Response to Finding #4:**

Ed Lead has held conversation with the chair, assistant deans, and dean to keep them aware of our mission and vision of Ed Lead. Ed Lead discusses all of our messaging on the MA, EdS, and EdD programs during our program meetings. We will send out recruiting flyers with that type of information on them.

All this information is shared with the dean, assistant deans, and chair for local, state, and federal funding purposes. Dr. Secatero meets with the assistant deans and dean, so they understand POLLEN and NALE.

### **2009 Review Team Finding #5: Master’s Program Challenges:**

The Educational Leadership Master’s Program offers three concentration options, numerous electives, and is sought out by students from a variety of other programs, organizations, and fields. There is also a need to meet Educational Specialist certificate requirements that necessitate resources of faculty.

#### **Programmatic Considerations:**

As indicated in earlier parts of this report, the Educational Leadership faculty face challenges in the delivery of the existing M.A. degree and Ed. S. certificate programs. These challenges emerge from three conditions:

1. The Educational Leadership Profession has raised its standards of practice and preparation to emphasize the development of leader competencies that demonstrate impacts on schools’ capacity to enhance the learning of children. The Educational Leadership faculty must address new standards from ELLC and the state of New Mexico and do so within two Conceptual Frameworks (the College and the program).
2. The College and program faculty espouse deep commitments to serve the children, communities, and schools of New Mexico. The program advocates a mission to “transform through leadership” the performance of underperforming schools. Faculty members and the Dean have set a course to become more involved in PK-12 school leadership by committing to house and steward the New Mexico Leadership Institute.
3. The current curriculum and course delivery system and, to some degree, the faculty resources are not currently suited to meeting the challenges described in (a) and (b).

Although courses may be suitable to their own goals, they are not clearly interrelated to provide a developmental sequence that yields growth in leader competence in Master’s and Ed. S. candidates.

The External Review Team recommends the following strategies to strengthen the Master’s degree program: Consider revisiting and sharpening the purpose of the Master’s Program to ensure that the faculty can, within their clearly limited resources, prepare skilled and knowledgeable leaders; Develop an appropriate set of courses to fulfill the purpose of preparing principals and continue to seek ways to offer this developmental sequence in school districts; Determine a clear progression of classes to support the growth of students’ leadership competencies (see UPI/ELLC). Consider dropping the third concentration in the Master’s and integrating the remaining two concentrations.

#### **Ed Lead 2009 Response to Finding #5 (Summarized):**

With the work of Senate Joint Memorial 3 as regards the reconceptualization and recrafting of the New Mexico Statewide Leadership Core Curriculum now concluded, the Educational Leadership Program has accomplished much of what the Review Team recommended here. The core curricula for the Master’s and Education Specialist Certificate Programs, working with the New Mexico Leadership Institute, the New Mexico Public Education Department, the Deans from colleges of education across the state, as well as school district superintendents, have been consolidated into five new core courses. These courses now constitute the core curriculum for Educational Leadership Programs at all public universities in New Mexico. It is important to note that not only are our Master’s and Education Specialist Certificate Programs now “sharpened,” but that these syllabi closely follow the New Mexico Administrators Competencies (NMAC) standards and the newly developed New Mexico Principal Leadership Competencies.

The suggestion by the External Team that these courses, indeed the entire Program, be offered “in a clear progression of classes” is simply not practical; so, we offer certain courses in the fall and others in the spring. A lack of well-trained principal is already an area of great concern in the state. The final recommendation of the Review team, that of “dropping the third concentration in the Masters” Program, as previously noted, has already been accomplished. We are working diligently to “integrate” the remaining two concentrations, but this will require additional time and careful planning.

### **2021 Ed Lead Doctoral Program Response:**

**Masters Programs:** At the Master’s level Ed Lead students, both those taking courses on campus and online, work with seven professors. The on-line offerings have enabled us as a Program to meet the needs of many rural, Hispanic, and Indigenous students who might not otherwise be able to train for the Principalship or as curriculum directors or as community leaders in their outlying schools and school communities. This meets a critical need both for the students and for the rural school districts. However, as in the doctoral program, the Master’s program has also felt the impact of the loss of tenured and tenure-track professors. The number of elective courses has decreased; the frequency of our core course offerings has declined. This notwithstanding, judging by all the data available to us, the quality of the Program has not declined and in fact, our empirical evidence suggests that the quality of our graduates, particularly for the principalship, has improved. With the hire of tenure-tracked Assistant Professors who will be able to teach in the Master’s Programs and work with our students in the regional school districts, our Program will be in a position to grow and reach out to more state constituencies again. We are working assiduously with the New Mexico Public Education Department (PED), the Northern Network of Superintendents and the Albuquerque Public School District (and other districts).

Districts collaboratively raise state standards and respond to the regional needs of school districts in our very diverse state. Now, with the New Mexico Leadership Institute housed at UNM and working closely with the Leadership Program, we will be in a position to extend and improve the delivery of leadership training statewide collaboratively raise state standards and to respond to the regional needs of school districts in our very diverse state.

### **2021 Ed Lead Overall Summary of Addressing the Findings in the 2009 APR:**

The primary strength of the unit is its experienced faculty and their dedication to the education of students from all the many racial and ethnic communities of this complex, heterogeneous state. The faculty come from varied, engaged, and involved experiences with education, both its theory and practice. The faculty of the Educational Leadership Program understand and support the aspirations of Hispanic, Native American, and Anglo students alike. This entails going beyond the too often generic leadership training one finds nationwide, which draws upon a literature from corporate, middle-class America. Instead, the Ed Lead faculty research and honor the local traditions and models of leadership in our diverse communities and incorporate those alternative models into our curriculum and teaching.

## **1F: Vision & Mission**

*Brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. This section describes the relationship of the unit's vision and mission to UNM's vision and mission.*

### **The Mission of the Department of Teacher Education, Educational Leadership and Policy**

As stated on our TEELP website the TEELP Mission is as follows:

The department prepares students to become qualified teachers, effective leaders, change agents, and academic researchers in the diverse schools and universities of New Mexico. TEELP offers initial teacher preparation programs and advanced educational degree programs that prepare graduates to be teachers, principals, and educational leaders.

### **The Mission of the University of New Mexico**

The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs.

- UNM will provide students with the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.
- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.
- Building on its educational, research, and creative resources, the University proves services directly to the city and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

### **The Vision of the College of Education & Human Sciences Excellence and Diversity through People, Ideas, and Innovation.**

Our **mission** is the study and practice of education through teaching, research, and service. We address critical education issues; Test new ideas and approaches to teaching and learning; and educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces and prepare students for participation in a complex and challenging society.

In carrying out our mission, we are guided by a set of **Core Values**: (1) Advocacy, (2) Building Professional Identities, (3) Collaboration and Relationships, (4) Dignity, (5) Diversity and Social Justice, (6) New Mexico, (7) Scholarship and Research, and (8) Teaching and Learning.

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

- **Understandings:** **Understandings** frame the identity and practices of professionals. We seek to help you better (1) understand human growth and development, (2) culture and

language, (3) content of the disciplines, (4) pedagogy, (5) technology, (6) professional issues, and (7) the nature of knowledge.

- **Practices:** These understandings enable you, as a professional, to value and engage in **practices** that embody the following qualities: (1) learner-centered, (2) contextual, (3) coherent, (4) culturally responsive, and (5) technologically current.
- **Professional Identity:** Developing a professional **identity** is central to lifelong growth as a professional educator. The COE will help you develop the following attributes of a professional: (1) caring, (2) advocacy, (3) inquisitiveness, (4) reflection-in-action, (5) communication, (6) collaboration, (7) ethical behavior.

The Department of Teacher Education, Educational Leadership and Policy has a deep impact on the mission of the University of New Mexico and the State of New Mexico; our work directly connects to the Mission of the University and of the College. We educate teachers and educational leaders for the state. For growth and progress within our state, we must have an educated citizenry, and that begins with well-prepared educators and educational leaders for our K-12 students in New Mexico. The university also depends on our success, as future students are prepared by our own teachers and educational leaders. Currently there is a dire shortage of teachers and educational leaders in the state. [The SOAR Report of New Mexico Educator Vacancies](#) (2020) states that there were 889 educator vacancies, including 571 teachers and 173 instructional/educational assistants. Of the 571 teacher vacancies, 163 were for elementary teachers, 88 for middle school teachers, and 93 for high school teachers. The subject areas with the highest vacancies were mathematics (54 vacancies), science (33 vacancies) and English language arts (31 vacancies).

We must succeed in our work. We must recruit qualified students, educate these students to teach and lead in diverse communities with culturally and linguistically diverse students and families, and continue to be lifelong learners themselves. Our work is central to the overall success of not only the university, but also the state and the nation.



## **Criterion 2. Teaching & Learning: Curriculum**

**Demonstration of the relevance and impact of the curriculum associated with each degree/certificate program. Each undergraduate and graduate degree and certificate program offered by the unit are differentiated.**

### **2A: Curricula**

*Detailed description of the curricula for each degree/certificate program within the unit.*

### **2B: Modes of Delivery**

- *Description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.*
- *Overview of our contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*
- *Information for 2A: Curricula and 2B: Mode of Delivery is found below, separated by program.*

## **B.S.Ed. in Elementary Education (K-8) Bachelor of Science in Education**

The Elementary Education program offers a Bachelor of Science in Education (BSED) in Elementary Education, leading to teacher licensure in elementary schools and middle schools (grades K-8). Students also choose from four specialty concentration-teaching fields: Language Arts, Mathematics, Science, and Social Studies and complete 24 credit hours in one of these four concentration-teaching fields.

In addition to their concentration-teaching fields, students may also complete course requirements for endorsements in Bilingual Education, Performing Arts, and/or Teaching English to Speakers of Other Languages (TESOL). Because the program strives to prepare the very best entry-level teachers for all of New Mexico's children, each teacher candidate completes a Diversity/Specialty Strand of nine credit hours, so their preparation is enriched by the diverse, contrastive linguistic and cultural communities of the region. This requirement is part of how we are meeting the requirements of the aforementioned *Martinez/Yazzie v. State of New Mexico* lawsuits.

The Professional Coursework Sequence in Elementary Education is three semesters in length. Students combine methods coursework with field experiences in their first two semesters and then spend their third semester entirely in the field. All students must complete the following professional sequence as they progress through the program:

1. UNM and Elementary Education General Education Curriculum (44 credit hours)
2. Elementary Education Introductory Courses (6 credit hours)
3. Elementary Education Concentration–Teaching Field (24 credit hours)
4. Elementary Education Pre-Professional Sequence (12 credit hours)
5. Elementary Education Diversity/Specialty Strand Courses\* (9 credit hours)

#### 6. Elementary Education Professional Sequence (30 credit hours)

\*Students select from the following Diversity/Specialty Strand Courses: Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), or Special Education.

#### Field Experience

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

In addition, the New Mexico Public Education Department (NM PED) requires all teacher candidates to take and pass certain PRAXIS licensure examinations to be awarded K-8 licensure. To begin the final, full-time student teaching semester, students must show evidence of passing the three PRAXIS Basic Skills Examinations in reading, writing, and mathematics. The BSED Elementary Education Handbook is accessible through this [link](#).

#### Required Elementary Education K-8 Licensure Courses

Course	Course Description	Modes of Delivery
<b>Pre-Professional Sequence</b>		
EDUC 1120: Introduction to Education	An exploration of contemporary issues around diversity, culture, and education in New Mexico. Students are introduced to the professional world of education through service-learning experiences in educational settings.	<ul style="list-style-type: none"> <li>• Online, large-and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Service-learning experiences in educational settings with time for reflection</li> </ul>
EDPY 310: Learning in the Classroom	The basic principles of learning, particularly cognition, motivation, and assessment, and their applications to classroom situations.	<ul style="list-style-type: none"> <li>• Online, large-and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
LLSS 443: Children's Literature	A survey course of the field of children's literature. Focuses on knowledge and	<ul style="list-style-type: none"> <li>• Online, large-and small-group discussion</li> <li>• Instructor lecture</li> </ul>

	practice of literature, literary responses, and K-8 classroom programs.	<ul style="list-style-type: none"> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
MSET 365: Technology Integration for Effective Instruction	Students explore constructivist learning theory as it applies to educational technology as a tool in the learning environment and examine the impact of technology in relation to the changing role of the teacher.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching using technology</li> </ul>
<b>Professional Sequence I</b>		
EDUC 330L: Teaching Reading to Culturally & Linguistically Diverse Students I (K-8)	Study of the reading process for emergent and intermediate readers focusing on cuing systems, assessment, family and community contexts, language, culture, and instruction in individual and small group settings. Lab includes supervised tutoring and discussion groups.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Supervised individual and small-group tutoring</li> <li>• Supervised leading of discussion groups</li> </ul>
EDUC 333L: Teaching Language Arts K-8	Study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 353L: Teaching Science K-8	Methods, processes, content, and management of children's science observation, exploration, discovery, and invention; attitudes of inquiry and	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> </ul>

	wonderment. Science integrated with math and other areas of life.	<ul style="list-style-type: none"> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 361L: Teaching Mathematics K-8	K-8 strategies and materials appropriate for traditional and innovative instructional programs in elementary and middle school mathematics. Supervised work with children allows for in-depth analysis of both content and process.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 401L: Creating Effective Learning Environments I	This course is the discussion and analysis seminar for K-8 licensure students during their first semester of field experience.	Online, large- and small-group discussion of experiences focusing on diverse learners in classrooms. Taken in conjunction with field experience course.
EDUC 411L: Field Experience I	This course is designed for planning and teaching in elementary and middle schools to K-8 licensure students during their first semester of field experience.	First 6 weeks of semester includes peer microteaching and remote learning. Thereafter, 2 full days per week for a minimum of 9 weeks in a field experience K-8 classroom with a highly qualified cooperating teacher.
<b>Professional Sequence II</b>		
EDUC 331L: Teaching Reading to Culturally & Linguistically Diverse Students. II (K-8)	The course focuses on methods for teaching reading in the elementary school and establishing a theoretical framework for exploring various approaches to reading/language development instruction and evaluation in multicultural classroom settings.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>

<p>EDUC 321L: Teaching Social Studies (K-8)</p>	<p>Development of conceptual framework for study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Supervised work with children allows for in-depth analysis of both content and process.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
<p>SPCD 489: Teaching Exceptional Students in General Education</p>	<p>Study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
<p>EDUC 402L: Creating Effective Learning Environments II</p>	<p>This course is the discussion and analysis seminar for K-8 licensure students during their third and final semester of field experience.</p>	<p>Online, large- and small-group discussion of experiences focusing on diverse learners in classrooms. Taken in conjunction with field experience course.</p>
<p>EDUC 412L: Field Experience II</p>	<p>This course is designed for planning and teaching K-8 Schools for Elementary Education majors in their second semester of field experience.</p>	<p>Minimum of 2 full days per week for 16 weeks in K-8 classrooms of field experience with a highly qualified cooperating teacher.</p>
<b>Professional Sequence III</b>		
<p>EDUC 403L: Using Assessment: Creating Effective K-8 Learning Environments III</p>	<p>This course is the discussion and analysis seminar for K-8 licensure students during their third and final semester of field experience.</p>	<p>Online, large- and small-group discussion of experiences focusing on diverse learners in classrooms. Taken in conjunction with field experience course.</p>

EDUC 413L: Field Experience III/Student Teaching	Planned and supervised advanced professional laboratory or field experiences in agency or institutional settings.	5 full days per week for 16 weeks of field experience in K-8 classrooms with a highly qualified cooperating teacher
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The program takes advantage of the many professional partnerships that the College of Education and Human Sciences holds with school districts and their teachers. Students complete field experiences in selected elementary and middle schools. A few students are serving as Educational Assistants (EAs), and through a special Memorandum of Understanding with each school, the EAs earn credit for their time in classrooms toward their field experiences, with additional responsibilities as teacher candidates in their EA classrooms.

Some students participate in cohorts in particular schools that have a specific focus. For example, some students were enrolled in cohort programs that focused on “co-teaching” in sites such as Bandelier Elementary School and Sandia Base Elementary School; these are no longer supported by the college. Currently students who are interested in the Arts, Language, and Culture are enrolled in the Teacher Education Collaborative in Language Diversity and Arts Integration (TECLA) in dual-language sites such as La Mesa Elementary School and East San Jose Elementary School.

During each student’s first sequence (UNM and Elementary Education General Education Curriculum) students complete 44 credit hours in the College of Arts and Sciences to fulfill the university’s General Education requirements. In addition, students complete their required 24 credit hours in their concentration-teaching field in the College of Arts and Sciences. Faculty in the two colleges meet periodically to review course offerings and determine concentration-teaching field requirements as courses in Arts and Sciences are added, modified, or removed.

### **Elementary Education: MA with Alternative Route to K-8 Licensure (MAw/ARL)**

The MA Degree with Alternative Route to K-8 Licensure in Elementary Education (MAw/ARL) is specifically designed for students holding bachelor’s degrees in areas other than education who now want to become teachers. This 36-hour program includes 21 credit hours of licensure courses, which serve as electives, and 15 credit hours of core education courses to complete the MA Degree. In Spring 2022, this licensure pathway will be replaced with the Graduate Certificate in Elementary Education with K-8 Licensure. The MAw/ARL Handbook is accessible through this [link](#).

Course	Course Description	Modes of Delivery
EDUC 330L: Teaching of Reading to Culturally and Linguistically	Study of reading process for emergent and intermediate readers focusing on cuing systems, assessment, family and community contexts, language, culture, and	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>

Diverse Students I	instruction in individual and small group settings. Lab includes supervised tutoring and discussion group.	<ul style="list-style-type: none"> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 453: Teaching Science K-8	Methods, processes, content, and management of children's science observation, exploration, discovery, and invention; attitudes of inquiry and wonderment. Science integrated with math and other areas of life.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 461: Teaching Mathematics K-8	K-8 strategies and materials appropriate for traditional and innovative instructional programs in elementary and middle school mathematics. Supervised work with children allows for in-depth analysis of both content and process.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 421: Teaching Social Studies K-8	K-8 development of conceptual framework for study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Supervised work with children allows for in-depth analysis of both content and process.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 531: Teaching of Reading to Culturally and Linguistically Diverse Students II	The course focuses on methods for teaching reading in the elementary school and establishing a theoretical framework for exploring various approaches to reading/language development instruction and evaluation in multicultural classroom settings. (Prerequisite: EDUC 330)	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-8 classrooms with individual students and students in small groups</li> </ul>
EDUC 581: Initial Field Experience K-8 Seminar	This course is the discussion and analysis seminar for M.A. with Alternative Route to K-8 Licensure students during their	<ul style="list-style-type: none"> <li>• Large- and small-group discussion of experiences in the field.</li> <li>• Taken in conjunction with field experience course.</li> </ul>

	first semester of field experience.	
EDUC 594: Initial Field Experience	This course is designed for planning and teaching in elementary and middle schools for M.A. with Alternative Route to K-8 Licensure students during their first semester of field experience.	<ul style="list-style-type: none"> <li>• Minimum of 2 full days per week classrooms of field experience in K-8 with a highly qualified cooperating teacher.</li> </ul>
EDUC 582: K-8 Field Experience Seminar II (Part-time Student Teaching)	This course is the discussion and analysis seminar for M.A. with Alternative Route to K-8 Licensure students during their first semester of field experience.	<ul style="list-style-type: none"> <li>• Large- and small group discussion of experiences in the field.</li> <li>• Taken in conjunction with field experience course.</li> </ul>
EDUC 595: Advanced Field Experiences (Full-time Student Teaching)	Planned and supervised advanced professional laboratory or field experiences in agency or institutional settings.	<ul style="list-style-type: none"> <li>• 5 full days per week of field experience in K-8 classrooms with a highly qualified cooperating teacher</li> </ul>

As mentioned above, in Spring 2022, this licensure pathway will be replaced with the Graduate Certificate in Elementary Education with K-8 Licensure. The courses in this Graduate Certificate are identical to those in the MA with Alternative Route to K-8 Licensure. The major difference is that this Graduate Certificate is transcripted, and students are not required to complete the MA Degree but are able to apply 15 graduate credit hours from the Graduate Certificate to the MA in Elementary Education as electives. In addition, students in other master's degree programs can add this Graduate Certificate to their current degree programs to earn licensure while completing their master's degrees in other programs. The MAw/ARL and the Graduate Certificate are under external accreditation by the Council for the Accreditation of Educator Preparation (CAEP).

Students typically complete field experiences in cohorts in selected elementary and middle schools. Some students serve as Educational Assistants (EAs) or as teachers-of-record licensed by the State with the Alternative Educator Preparation Program License. Through a special Memorandum of Understanding with each school, these EAs and alternative licensed teachers earn credit for their time in classrooms toward their field experiences. The EAs are mentored by their classroom teacher serving as their cooperating teacher and have additional responsibilities to prepare them for their eventual teacher role. The alternative licensed teachers are assigned a cooperating teacher from within the school who observe, mentor, and coach them throughout the year.



An additional option for students in the MAw/ARL is through the Albuquerque Teacher Residency Partnership (ATRP). Residents in ATRP complete the same coursework listed below with an extended field experience mirroring the district calendar and serving four days in schools during the first semester of field experience instead of two, served by those in the traditional pathway, then completing licensure with a full-time student teaching semester. These Residents are paid a \$15,000 stipend for their residency and are guaranteed a teaching position in Albuquerque Public Schools upon successful completion of the program and a recommendation from their residency school. Click this link for the [ATRP Handbook](#).

## **Secondary Education: BAED/BSED**

### **Professional Licensure Course Requirements**

In the BAED/BSED undergraduate secondary education licensure program, students complete two distinct phases. In the “pre-professional” phase students take classes in Educational Psychology, and Language Literacy and Sociocultural Studies (LLSS) in preparation for the second phase of our program, the two semester “professional sequence.” We work closely with faculty in LLSS to ensure curricular coherence. We are seeking to work more closely with all faculty teaching courses for our students.

In the first semester of the professional program, students take five licensure courses, including one content area methods course. EDUC 362: Teaching Experience I, is students’ first field experience with a cooperating teacher. The other fall semester courses are the following:  
 EDUC 450: Issues in Secondary Education  
 EDUC 438: Teaching Reading and Writing in the Content Fields  
 SPED 489: Teaching Exceptional Students in General Education

Each of the above courses has explicit connections and assignments tied to students’ field experiences in local schools.

Students are required to take one specific content area method class according to their chosen content field. Students are required to take one of the following:

LLSS 432: Teaching of Social Studies  
 LLSS 436: Teaching of English  
 LLSS 480: Second Language Pedagogy  
 MSET 431: Teaching of Secondary Sciences  
 MSET 429: Teaching of Secondary Mathematics

In the spring semester, students complete their full-time student teaching by assuming planning and teaching responsibilities for a minimum of three distinct classes (or the time equivalent). They remain with the same cooperating teacher with whom they worked in the fall, gradually assuming more teaching responsibilities. During this full-time student teaching semester, students enroll in EDUC 462: Student Teaching, as well as EDUC 464: Student Teaching Seminar. Students complete their student teaching seminar with other students currently student teaching in their same content area. The course supports them both emotionally and academically

in completing their student teaching and helps prepare them for the job search process. To review the Secondary Education Licensure Handbook, click this [link](#).

**Pre-Professional Coursework**

<b>Course</b>	<b>Course Description</b>	<b>Modes of Delivery</b>
MSET 365: Technology Integration for Effective Instruction	Students explore constructivist learning theory as it applies to educational technology as a tool in the learning environment and examine the impact of technology in relation to the changing role of the teacher.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching using technology</li> </ul>
EDPY 303: Human Growth and Development	Principles of human growth and development across the life span and implications for education.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student research projects</li> </ul>
EDPY 310: Learning and the Classroom	The basic principles of learning, particularly cognition, motivation, and assessment, and their applications to classroom situations.	<ul style="list-style-type: none"> <li>• Online large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student research projects</li> </ul>
LLSS 321: Schools & Society	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.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>
LLSS 469: ESL Across the Content Areas	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.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>

**Professional Sequence of Courses: Fall Semester 1**

<p>EDUC 450: Issues in Secondary Education</p>	<p>An exploration of issues that face secondary school teachers, including classroom management, school and community, learning needs of adolescent learners, and planning for diverse groups.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>
<p>EDUC 362: Teaching Experience I</p>	<p>An early experience working in the schools to develop familiarity with students and the school culture. Seminar with six hours of field work weekly.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small- group discussion</li> <li>• Instructor lecture</li> <li>• Community connections</li> </ul> <p>Field experience in a local secondary school with a qualified, licensed teacher. Students work with at the assigned school observing, assisting, and teaching.</p>

<p>EDUC 438: Teaching Reading and Writing in the Content Field</p>	<p>Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of school curriculum. Required in secondary teacher education for all content specialization areas.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>
<p>SPCD 489: Teaching Exceptional Students in General Education</p>	<p>This course is specifically designed for general education majors with no minor in special education. It provides information about student characteristics, legal issues, resources, parent partnerships, and appropriate modifications in curriculum, instruction, and behavioral supports.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>

<p><b>Content Area</b>  <b>Methods Courses:</b>  Students enroll in the course that corresponds to their content area endorsement.</p>		
<p>LLSS 436:  Teaching of English</p> <p><b>OR</b></p>	<p>The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Language Arts classroom</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul> <p>Students work to plan lessons in their content area to teach in their field experience.</p>
<p>LLSS 432:  Teaching of Social Studies</p> <p><b>OR</b></p>	<p>The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Social Studies classroom</p>	
<p>MSET 431:  Teaching of Secondary Sciences</p>	<p>The methods, processes, content, assessment, and management of inquiry-based learning for the secondary Science classroom.</p>	
<p>MSET 429*:  Teaching of Secondary Mathematics</p> <p><b>OR</b></p>	<p>The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Mathematics classroom</p>	

LLSS 480*: Second Language Pedagogy *May also be taken for graduate credit.	Second Language Pedagogy prepares students to teach Modern, Classical, and Native languages in accordance with state and national foreign language teaching standards. Through assignments and readings, students will develop an understanding of second language acquisition.	
EDUC 464: Student Teaching Seminar	A seminar linked to student teaching to address issues of teaching as a profession.	<ul style="list-style-type: none"> <li>• Large- and small-group discussion of experiences in the field</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>
EDUC 462: Advanced Field Experience, Student Teaching	Observation and teaching in secondary schools for one semester.	5 full days per week of field experience in secondary classrooms with a qualified cooperating teacher

As is evidenced by the table above, five of the core courses required by students reside in either another department or in another program. From our understanding, this is historically a result from the creation of the Department of Teacher Education (now TEELP). This is a challenge to program coherence as Secondary Education faculty have no input into who teaches the methods classes offered in other departments. In addition, faculty find it challenging to communicate with faculty teaching these courses, especially if they are adjunct faculty or doctoral students. One of the main key assessments for our CAEP accreditation takes place in these methods classes and we are concerned about faculty familiarity with these assessments and our accreditation requirements. *We would like to know from the reviewers if they have ever had to navigate a similar circumstance or issue and have recommendations.*

Of the two methods classes offered in our department (MSET 429: Teaching of Secondary Mathematics and 431: Teaching of Secondary Science), we do not have any permanent full-time faculty to teach these courses. This is concerning as there is a shortage of qualified math and science teachers in the state. Additionally, this hampers our ability to assist in student advisement in these content areas. *We would be interested in the reviewers' comments and suggestions in this area.*

## Secondary Education MA with Licensure

This MA Degree Pathway in Secondary Education with Licensure is specifically for those holding bachelor's degrees in areas other than education who want to become secondary teachers in grades 7-12. This 36-hour program includes 21 credit hours of licensure courses, which serve as electives, and 15 credit hours of core education courses to complete the MA Degree.

Applicants must have no more than six credit hours remaining in a content field before applying to the MA in Secondary Education with Licensure.

### Pre-Requisite Content Area Coursework

Students who possess a bachelor's degree in an area applicable to teaching at the secondary level must first have their transcripts reviewed by a faculty advisor to ensure the potential applicant meets the minimum pre-requisites for the selected content area. Each content area has established the appropriate prerequisite coursework. The current advising sheets indicate the following:

- Students seeking a teaching license in English Language Arts must have 36 credit hours of coursework in literature, writing, and electives both within and outside of the English department.
- Students seeking a license in teaching French, Spanish, or German as a second language must have 30 credit hours in French language coursework as well as literature, civilization and culture.
- Students seeking a license in mathematics must have 34 hours of mathematics coursework, including calculus, geometry, statistics, and algebra.
- Students seeking a license in social studies must have 36 credit hours within history, geography, economics, political science, and sociology.

Faculty are in discussion to align these content area credit requirements with the NM PED content area requirement of 24 credit hours in a content field, with 12 of those hours at the upper division.

### Professional Licensure Course Requirements

The secondary education graduate licensure program is a two-semester program. The first semester, students typically enroll in five licensure courses, including one content area methods course:

- EDUC 362: Teaching Experience I (first field experience with a cooperating teacher)
- EDUC 550: Issues in Secondary Education
- EDUC 438: Teaching Reading and Writing in the Content Fields
- SPCD 507: Collaboration for Inclusive Education

OR

SPCD 589: Teaching Exceptional Students in General Education

Each of the above courses have explicit connections and assignments tied to students' field experiences in local schools.

Students are also required to enroll in a specific content area method class according to their chosen content field. Students are required to take one of the following:

- LLSS 546: Advanced Language Arts Teaching
- MSET 530: Teaching of Secondary Sciences

- MSET 429\*: Teaching of Secondary Mathematics (\*approved for graduate credit)
- LLSS 480\*: Second Language Pedagogy (\*approved for graduate credit)
- LLSS 593: Teaching of Social Studies (graduate course currently being approved)

In the spring semester, students complete their full-time student teaching by assuming planning and teaching responsibility for three distinct classes (or the time equivalent). They remain with the same cooperating teacher they worked with in the fall, gradually assuming more teaching responsibilities. Students typically complete field experiences in local middle schools or high schools.

An additional option for students in the Secondary Education Graduate Licensure Pathway is through the Albuquerque Teacher Residency Partnership (ATRP). Residents in ATRP complete the same coursework listed below with an extended field experience mirroring the district calendar and serving four days in schools during the first semester of field experience instead two class periods per day, served by those in the traditional pathway, then completing licensure with a full-time student teaching semester. These Residents are paid a \$15,000 stipend for their residency and are guaranteed a teaching position in Albuquerque Public Schools upon successful completion of the program and a recommendation from their residency school. To review the MA in Secondary Education with Licensure Student Teaching Handbook, click this [link](#).

Course	Course Description	Modes of Delivery
EDUC 550: Issues in Secondary Education	An exploration of issues that face secondary school teachers, including classroom management, school, and community, learning needs of adolescent learners, and planning for diverse groups.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>
EDUC 362: Teaching Experience I	An early experience working in the schools to develop familiarity with students and the school culture.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Community connections</li> </ul> <p>Field experience in local secondary school with a qualified licensed teacher. Students work with at the assigned school observing, assisting, and teaching for a minimum of two class periods per day.</p>



<p>EDUC 438: Teaching Reading and Writing in the Content Field</p>	<p>Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of school curriculum. Required in secondary teacher education for all content specialization areas.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>
<p>SPCD 507: Collaboration for Inclusive Education</p> <p><b>OR</b></p> <p>SPCD 589: Teaching Exceptional Students in General Education</p>	<p>This course addresses issues surrounding the inclusion of students with exceptionalities into general education.</p> <p>This course is specifically designed for general education majors with no minor in special education. It provides information about student characteristics, legal issues, resources, parent partnerships, and appropriate modifications in curriculum, instruction, and behavioral supports.</p>	<ul style="list-style-type: none"> <li>• Online, large-and small group discussion</li> <li>• Instructor lecture</li> <li>• Community connections</li> <li>• Student presentations</li> <li>• Student research projects</li> </ul> <ul style="list-style-type: none"> <li>• Online, large-and small group discussion</li> <li>• Instructor lecture</li> <li>• Community connections</li> <li>• Student presentations</li> <li>• Student research projects</li> </ul>
<p><b>Content Area Methods Courses:</b> Students enroll in the course that corresponds to their content area endorsement.</p> <p>LLSS 546: Advanced Language Arts Teaching</p> <p><b>OR</b></p>	<p>The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Language Arts classroom</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul> <p>Students work to plan lessons in their content area to teach in their field experience.</p>

<p>LLSS 593: Teaching of Secondary Social Studies</p> <p><b>OR</b></p>	<p>The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Social Studies classroom</p>	
<p>MSET 530: Teaching of Secondary Sciences</p> <p><b>OR</b></p>	<p>This course addresses current and historical issues in science teaching and learning. Course topics may vary and are grounded in relevant research, current practice, learning theories, supervision, standards in teaching and cognition.</p>	
<p>MSET 429*: Teaching of Secondary Mathematics</p> <p><b>OR</b></p>	<p>The methods, processes, content, context, assessment, and management of teaching and learning for the secondary Mathematics classroom</p>	
<p>LLSS 480*: Second Language Pedagogy</p>	<p>Second Language Pedagogy prepares students to teach Modern, Classical, and Native languages in accordance with state and national foreign language teaching standards. Through assignments and readings, students will develop an understanding of second language acquisition.</p>	

EDUC 595: Advanced Field Experience	Observation and teaching in secondary schools for one semester. Weekly seminar meetings required other students in the same content area.	5 full days per week of field experience in secondary classrooms with a highly qualified cooperating teacher
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Once students have completed the above coursework and have passed all required licensure examinations, students are eligible to apply to the New Mexico Public Education Department for a secondary teaching license. Students are also encouraged to complete the required 15 credit hours to earn their MA degrees, with their licensure courses serving as the electives in this degree.

To review the MA in Secondary Education with Licensure Handbook, click this [link](#).

### **Elementary OR Secondary Education: MA**

The MA Degree in Elementary or Secondary Education is designed for individuals who hold teaching licenses and are generally practicing, in-service teachers looking to expand their knowledge of teaching, learning, and curriculum. The MA program is a 32-hour program with 15 credit hours of core courses, 14 focused elective hours, a 3-hour seminar experience, and a master's examination. MA students take the focused electives in an area of professional interest, such as literacy, bilingual education, math, science, and an option of a transcribed concentration in Math, Science, and Educational Technology (MSET).

Students select one of three MA degree pathways and emphasis areas depending on their professional needs and delivery style.

- Traditional Pathway:
  - Courses offered both online and in-person
  - Electives selected based on student interest areas
  - Courses taken in any sequence, with EDUC 590: Capstone, as the final course
- MA with a focus in Reflective Practice (MARF)
  - Cohort program for students to obtain an MA degree over the course of four academic calendar semesters and one summer
  - Courses offered in a set sequence through in-person, and hybrid delivery
  - Courses meet one evening per week with collaboration and integration across courses and between faculty members teaching in the same semester.

Beginning in Fall 2021, students have the option to enroll in the MA Alternative Online Pathway (AOP) with a focus in Educational Technology

- 100% online program offered for our local and remote communities who need flexible programming options for completing the degree path.

- Courses are eight weeks in length, offering students the possibility of completing the MA in a minimum of six semesters by taking four courses per semester, two per eight weeks.
- Students make take fewer courses per year and complete on their own schedule.

For all pathways, the core course options fall into five core strands: Social Justice, Diversity and Transformational Practices; Curriculum; Instructional Strategies, Research; and Seminar or Thesis.

To review the MA in Elementary Education Handbook, click [here](#). To review the MA in Secondary Education Handbook, click [here](#).

<b>Strand/Course</b>	<b>Course Description</b>	<b>Modes of Delivery</b>
Core Strand: Research  EDUC 500: Research Applications in Education	An exploration of the forms of research in teaching and learning. Students have opportunities to identify types of research and determine the significance of the conclusions of research.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Inquiry experiences</li> </ul>
Core Strand: Research  EDUC 513: The Process of Reflection and Inquiry	Engages experienced teachers in the study and analysis of their own teaching and learning events through reflection and inquiry. Case studies, journals and narratives of teachers are used as tools for developing understandings.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Inquiry project in classrooms to collect and analyze data related to instructional practices</li> </ul>
Core Strand: Instructional Strategies  EDUC 502: Advanced Instructional Strategies	Exploration of accomplished teaching through study, practice, and inquiry. Subject matter pedagogy and the diversity of pathways for learning, assessment and special needs in instruction are addressed.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations and microteaching</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-12 classrooms with individual students and students in small groups</li> </ul>

<p>Core Strand: Instructional Strategies</p> <p>EDUC 505: Experiential, Project-Based, and Service Learning</p>	<p>Explores experiential, project-based, and service learning for effective inquiry teaching. Students design lessons that engage learners in real-world activities. Students learn about research that supports the use of these methods.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Student creation of project-based service-learning unit plans and lesson plans</li> </ul>
<p>Core Strand: Curriculum</p> <p>EDUC 542: Principles of Curriculum Development</p>	<p>Focuses on issues of curriculum (K–12) from formal aspects of goals setting and planning to implicit issues of politics, culture, and ideology.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-12 classrooms with individual students and students in small groups</li> </ul>
<p>Core Strand: Curriculum</p> <p>EDUC 501: High School Curriculum</p>	<p>Inquiry into high school curriculum with a focus on organization, models, goal setting, planning, and evaluation.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-12 classrooms with individual students and students in small groups</li> </ul>
<p>Core Strand: Curriculum</p> <p>EDUC 511: Curriculum in the Elementary School</p>	<p>A study in the design, structure, and implementation of curriculum in elementary classrooms. Other topics include historical perspectives of curriculum, influential factors in defining curriculum, and theoretical connections.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Practice of content in K-12 classrooms with individual students and students in small groups</li> </ul>

<p>Core Strand: Social Justice</p> <p>EDUC 552: Social Justice Issues in Education</p>	<p>Exploration of complex social justice issues and pedagogical responses. Focuses on knowledge and skills teachers need to integrate principles of social justice fully into classroom curriculum and instruction</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> <li>• Case Study Analysis</li> <li>• Practice of content in K-12 classrooms with individual students and students in small groups</li> </ul>
<p>Core Strand: Seminar</p> <p>EDUC 590: Seminar</p>	<p>For students in the Department of Teacher Education, this course synthesizes course work which has made up a master's degree program. Enhance and develop competence in professional communication, written and oral.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Student research projects</li> <li>• Community connections</li> </ul>

Students select choices of core courses and electives in consultation with their advisors. Students also select from Plan I: Thesis or Plan II: Examination. Students work closely with advisors to select the thesis or examination topic and the thesis or examination committee members.

### **Teaching, Learning, and Teacher Education (TLTE): PhD & EdD**

The Ph.D. and Ed.D. degree programs in Teaching, Learning and Teacher Education (TLTE) provide for the study of teacher education, research, teaching, and learning in ethnically, culturally, and linguistically diverse settings.

Diversity is understood and advocated for as an asset in scholarship, research, teaching, and service. Students develop a core area of study that integrates diversity and culturally relevant pedagogy throughout. The doctorate requires 72 credit hours of coursework (not including a minimum of 18 dissertation credit hours) comprised of 48 credit hours in the core content, research, and electives and 24 credit hours in a support area.

The core courses required for these degrees are taught one weekend per month on a rotating basis, allowing students to travel from around the state, and to meet the scheduling needs of practicing teachers and leaders. Coursework rotates so each core course is taught every other year, allowing for the most efficient use of faculty resources and strong student enrollment numbers. Students also participate in coursework over the summer. The research courses are offered in collaboration with the Educational Leadership doctoral program as part of our inner departmental collaboration. The TLTE website, with detailed information on this program, is accessible through this [link](#).

The TLTE Program of Studies includes the following coursework:

Course	Course Description	Modes of Delivery
EDUC 602: Teacher Education Pedagogy	Examination of theory, research, policy frameworks, and best practices for instruction appropriate for each state of teacher development within the field of teacher education.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Literature reviews</li> </ul> Readings in teacher education pedagogy
EDUC 643: Curriculum Theory Seminar	Seminar examining curriculum theory.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Literature reviews</li> <li>• Readings in teacher education curriculum theory</li> </ul>
EDUC 652: Teacher Education & Social Justice	Doctoral investigation of social justice specifically related to three aspects of teacher education: teaching for social justice; higher education hegemony, models of education; and teacher education for social justice.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Literature reviews</li> <li>• Readings in teacher education curriculum theory</li> </ul>
EDUC 661: Teacher Leadership in Teacher Education	Focuses on instructional leadership as related to professional growth, staff development, and creation of learning organizations. Development of teacher leaders is the focus.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Guest speakers from various aspects of teacher leadership</li> <li>• Literature reviews</li> <li>• Interviews of educational leaders</li> </ul>
EDUC 663: Instruction & Supervision in Teacher Education	The study and design of instruction in teacher education programs and of clinical preparation and supervision of instruction. Addresses national and state standards in teacher education and clinically based programs.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> <li>• Student presentations</li> <li>• Literature reviews</li> <li>• Supervision of teacher candidates</li> </ul>
EDUC 690: Dissertation Seminar	Preparation for writing the doctoral dissertation.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• Instructor lecture</li> </ul>

		<ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Dissertation review</li> <li>• Writing introductory parts of the dissertation as appropriate for each individual student.</li> </ul>
Quantitative Research Core: 6 credits	Students choose from various Quantitative Research Courses within the Department and the College in consultation with their advisors as appropriate for their individualized programs.	<ul style="list-style-type: none"> <li>• Varies depending on course selection.</li> </ul>
Qualitative Research Core: 6 credits	Students choose from various Qualitative Research Courses within the Department and the College in consultation with their advisors as appropriate for their individualized programs.	<ul style="list-style-type: none"> <li>• Varies depending on course selection.</li> </ul>
Teaching & Learning Elective Courses: 18 credits	Varies according to individual student. Courses selected in consultation with the student's advisor.	<ul style="list-style-type: none"> <li>• Varies depending on course selection.</li> </ul>
EDUC 604: Contexts of Teaching and Learning in Teacher Education (Elective)	Students examine teaching, learning, teacher education and teacher educator reform.	<ul style="list-style-type: none"> <li>• In person cohort and hybrid . Weekend offerings</li> </ul>
EDUC 610: Equity, Access, and Learning Community (Elective)	Doctoral students use a critical lens to examine and build their theoretical framework and teaching practice in public education working with social justice community wealth, issues, advocates, leaders, and organizations.	<ul style="list-style-type: none"> <li>• In person cohort and hybrid, weekend offerings, small- and large-group discussion.</li> <li>• Individual student research and community exploration.</li> </ul>
Support Area Courses: 24 credits	Varies according to individual student. Courses selected in consultation with the student's advisor. MA coursework may be used to meet this requirement with advisor approval.	<ul style="list-style-type: none"> <li>• Varies depending of course selection.</li> </ul>
<p>Comprehensive Examination:</p> <ul style="list-style-type: none"> <li>• Between the required coursework and dissertation, students complete their Comprehensive Examination.</li> <li>• This process is completed under the direction of each student's advisor.</li> </ul>		



<p>Dissertation: Minimum of 18 credits</p>	<p>The Ph.D. dissertation should present the results of an original investigation of a significant problem and should provide the basis for a publishable contribution to the research literature in the major field.</p> <p>The Ed.D. dissertation may be a professional project, such as the development of a curriculum or an account of the results of an educational innovation.</p>	<ul style="list-style-type: none"> <li>• Individual research, data analysis, and writing of the dissertation, with the support of the student's doctoral advisor.</li> </ul>
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### **Educational Leadership: MA (Non-Licensure)**

The Educational Leadership M.A. program is a 36-credit hour program and presents two options for students:

- 1) Licensure coursework for those seeking administrative license for pre-K-12 educators.
- 2) Research coursework tailored to those working in higher education.

The M.A. in Educational Leadership requires 15 credit hours of the required core courses as described below. In addition to university requirements for graduation, students seeking the M.A. in Educational Leadership must successfully complete a leadership inquiry project and present their work in a public forum.

### **Educational Leadership: MA (Licensure)**

If a student in the M.A. in Educational Leadership program wishes to complete coursework for Administrative Licensure, in addition to the five core courses listed below, the student must successfully complete LEAD 520, 521, 560, 561, one LEAD elective, and 6 credit hours of 596 for a total of 36 credit hours. At the time of application to the New Mexico Public Education Department (NMPED) for the Level 3B Administrative License, the applicant must hold a Level 2 or Level IIIA teaching license and pass the content knowledge assessment in Educational Administration. Students may enroll in one of two cohort programs: Alliance for Leading and Learning (ALL) or Promoting Our Leadership Learning & Empowering Our Nations (POLLEN). All Educational Leadership MA Degree and Certificate program are offered fully online via the UNM LEARN Course delivery system.

<b>Course</b>	<b>Course Description</b>	<b>Modes of Delivery</b>
<p>Required Core Course</p> <p>LEAD 501: Educational Leadership in a Democratic Society</p>	<p>Designed to help organizational leaders understand how schools have both limited and expanded educational opportunity and what leaders can do to organize</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussions.</li> </ul>

	educational institutions for democratic life.	
Required Core Course LEAD 503: Data-Informed Instructional Leadership	Development of instructional programs, human resources, and organizational improvements should be grounded in data, both qualitative and quantitative. Explores conceptual and practical approaches to analyzing data to improve schooling.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• ALL: In-person</li> <li>• POLLEN: Hybrid</li> </ul>
Required Core Course LEAD 509: Leadership and Organizational Change	This course, designed as an introduction to the concepts, theories and processes of organizational theory and organizational behavior, will provide prospective education leaders with a better understanding of the way organizations operate.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussions.</li> <li>• ALL: In-person</li> <li>• POLLEN: Hybrid</li> </ul>
Ideally, students should complete LEAD 501, 503, and 509 within the first two semesters of coursework.		
Required Core Course LEAD 529: The Adult Learner	Examines the teaching and learning transaction with adults. Specific attention is on adult life stage development, relevant learning theories and approaches, and learning style issues of cross-cultural populations.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussions.</li> </ul>
Required Core Course LEAD 530: Leadership for Conflict Resolution in Schools and Organizations	This course addresses current theories, strategies, and practices in conflict resolution for educational and organizational leaders. Topics such as bullying, peer mediation programs, and restorative justice are addressed.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussions.</li> </ul>
Additional Courses	Selected in consultation with the assigned advisor, up to 6 of the 15 credit hours may be selected from other degree programs in the College or degree programs outside the College at UNM. All courses for the MA must be at the 500-level or above.	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussions.</li> </ul>
Required Core Course LEAD 594:		<ul style="list-style-type: none"> <li>• In-person field experience</li> </ul>

<p>Practicum</p> <p><b>OR</b></p> <p>LEAD 596: Administrative Internship</p>	<p>Practicum: A required field experience for students in Educational Leadership programs who are not seeking state administrative licensure. Arranged with advisor and program faculty.</p> <p>Administrative Internship (Required for Administrative Licensure): Provides field-based experiences to develop the skills, knowledge, and practices identified in the New Mexico Administrator Competencies. Students must meet program requirements for entry into the internship.</p>	
<p>Students must have completed at least 12 credit hours of coursework in the core courses to be eligible to register for either LEAD 594 or 596.</p>		
<p>LEAD 520: The School Principalship</p>	<p>This course focuses upon the school as a complex organization and the role of the principal within that organization. It examines the various roles played by the principal, with particular emphasis placed on school leadership.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> </ul>
<p>LEAD 521: School Finance &amp; Resource Allocation</p>	<p>This course is designed to provide future school leaders with basic understanding of the workings of the educational funding system and to provide a framework for effective fiscal and staffing decisions at the school level.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• ALL: In-person</li> <li>• POLLEN: Hybrid</li> </ul>
<p>LEAD 560: Instructional Leadership, Supervision, &amp; Evaluation</p>	<p>Focuses on supervision in terms of professional growth, staff development, and creating organizations in which learning, rather than power and control, is the center of attention. Supervision as evaluation is a relatively minor part of the course.</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• ALL: In-person</li> <li>• POLLEN: Hybrid</li> </ul>
<p>LEAD 561: Legal Issues for School Leaders</p>	<p>This course explores how laws, including constitutional and statutory requirements, affect educational leadership. Focusing on concepts behind legal cases, the</p>	<ul style="list-style-type: none"> <li>• Online, large- and small-group discussion</li> <li>• ALL: In-person</li> <li>• POLLEN: Hybrid</li> </ul>

	course examines how leaders can improved educational provision to address underlying legal concerns.	
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### **Face-to-Face Model: New and Aspiring Principals Program—Alliance for Leading & Learning (ALL)**

ALL is a 21 credit-hour post-master’s cohort program designed to prepare a new generation of school principals while meeting the administrative licensure requirements in New Mexico. Each course in the program is remarkably co-taught by a full-time UNM instructor and a sitting APS principal. As such, the curriculum consciously balances theory with practice and is aligned to district activity and school principal responsibilities throughout the school year. Another central feature of the program is a rich, 600+ hour full-time, paid field internship experience completed at a school site chosen through a matching process between students, prospective mentor principals, and APS senior leadership. Participants may elect to complete an additional 3 credit-hour course if they wish to earn an Ed.S. certificate. POLLEN students also take LEAD 596 Internship.

### **Hybrid Model: Promoting Our Leadership Learning & Empowering our Nations (POLLEN, Ed.S.)**

As part of honoring and embracing leadership and education, corn pollen was utilized by Southwestern tribes in recognition of the outstanding leadership attributes of tribal members, and to pray for all living things, as well as educational success and persistence. This cohort is funded by and in partnership with the New Mexico Legislature. POLLEN is designed to increase the number of licensed school administrators serving Native American students throughout the State of New Mexico and the Navajo Nation which spans the states of New Mexico, Arizona, Colorado, and Utah.

Our unique POLLEN cohort offers many benefits:

- 1) A stipend to be used toward tuition, and technology fees, and the administrative licensure testing fee.
- 2) The opportunity to complete coursework for the New Mexico administrative license.
- 3) Administrative License in four semesters with an Indigenous-based curriculum.
- 4) Mentorship and support from UNM POLLEN program faculty prior to, throughout, and after the conclusion of the program.
- 5) The establishment of a professional network of fellow school leaders committed to improving Native American education within and beyond the State of New Mexico.

All courses in this POLLEN cohort are delivered through a blended online/face-to-face format to ensure access to communities throughout the state, and centers on Native American leadership, vision, epistemology, and culture in addressing current issues in Native American education. Required coursework is specifically designed to prepare future principals to be responsive to the needs of Native communities throughout the State of New Mexico. Those admitted to the cohort receive a stipend covering tuition, books, and technology fees in this accelerated pathway to licensure.

The POLLEN Cohort began in 2016 and received funding from the W.K. Kellogg Foundation for three successive cohorts of advanced Level II teachers to become licensed school principals and leaders. POLLEN has produced 31 licensed principals in the State of New Mexico who have earned an Ed.S. and an Administrative Licensure Certificate. In a summative evaluation study of POLLEN by McRel International (2019), a cohort member concluded, "The POLLEN Experience has greatly improved my knowledge of educational leadership and I currently have no other improvements but for the program to continue for those who wish to lead their schools, community, families, and most of all, youth" (p. 37).

The funds from the Kellogg Foundation have expired and the New Mexico Legislature has provided partial funding for the POLLEN 4 Cohort for tuition, books, and fees. However, due to the latest COVID pandemic, our state funding has been reduced from \$180,000 to \$135,000. We secured a one-year grant for \$20,000 from the Los Alamos National Laboratory Foundation (LANL) to support rising Native American teachers-to-principals pathway from the LANL Northern New Mexico service area. Seven advanced teachers are currently participating in POLLEN 5 Cohort which is funded by both the New Mexico Legislature House Bill 13 along with funding from the LANL Foundation.

### **POLLEN Curricula**

By participating in this program, candidates complete the following courses to earn a New Mexico Administrative Licensure Certificate and an Ed.S. (24 credit hours) in our accelerated hybrid learning cohort. Our coursework is designed to complement the Indigenous holistic based spiritual, mental, physical, and social well-being attributes in educational leadership. Candidates develop their own leadership philosophy, practices, and understandings as part of the following standards required for licensure:

1. UNM Understandings, Practices, and Identities Framework,
2. NM PED Licensure Competencies,
3. Professional Standards for Educational Leaders (PESL) Standards, and
4. Indigenous Corn POLLEN model framework highlighting 16 well-being pillars in leadership.

All coursework for the POLLEN cohorts is designed with both western and Indigenous based leadership concepts that include Bureau of Indian Education (BIE) requirements and content and include Native American leadership and education content as part of preparing candidates for EDLEAD administrative roles in Native-serving schools.

<b>Course</b>	<b>UNM Catalog Description</b>	<b>Modes of Delivery</b>
LEAD 503: Data Informed Instructional Leadership	Development of instructional programs, human resources, and organizational improvements should be grounded in data, both qualitative and quantitative. Explores conceptual and practical approaches to analyzing data to improve schooling.	<ul style="list-style-type: none"> <li>● Online</li> <li>● Computer web-enhanced</li> </ul>
LEAD 509:	This course, designed as an introduction to the concepts, theories and processes of organizational theory and organizational	<ul style="list-style-type: none"> <li>● Online</li> <li>● Three face-to-face class meetings on campus</li> </ul>

Leadership and Organizational Change	behavior, will provide prospective education leaders with a better understanding of the way organizations operate.	
LEAD 521: School Finance and Resource Management	This course is designed to provide future school leaders with basic understanding of the workings of the educational funding system and to provide a framework for effective fiscal and staffing decisions at the school level.	<ul style="list-style-type: none"> <li>• Online</li> <li>• Three face-to-face class meetings on campus</li> </ul>
LEAD 560: Instructional Leadership and Development	Focuses on supervision in terms of professional growth, staff development, and creating organizations in which learning, rather than power and control, is the center of attention. Supervision as evaluation is a relatively minor part of the course.	<ul style="list-style-type: none"> <li>• Online</li> <li>• Three face-to-face class meetings on campus</li> </ul>
LEAD 561: Legal Issues for School Leaders	This course explores how laws, including constitutional and statutory requirements, affect educational leadership. Focusing on concepts behind legal cases, the course examines how leaders can improve educational provision to address underlying legal concerns.	<ul style="list-style-type: none"> <li>• Online</li> <li>• Three face-to-face class meetings on campus</li> </ul>
LEAD 596: Administrative Internship I and II (6 hours)	The administrative internship provides field-based experiences to develop the skills, knowledge, and practices identified in the New Mexico Administrator Competencies. Students must meet program requirements for entry into the internship. One year (100 hours) of two semesters of internship placement in a Native-serving school.	<ul style="list-style-type: none"> <li>• Online</li> <li>• Three face-to-face class meetings on campus</li> </ul>

Cohort members take six hours per term to fulfill state requirements for a total of 24 credits for the Ed.S. During that time, they will take six hours of internship at a Native-serving school during their final two semesters of coursework. In addition, POLLEN cohort members are eligible to have their NM Administrative licensure testing fees paid at the end of the program if funds are available.

### **Educational Leadership: Ed.D.**

The Educational Leadership Program provides an academically rigorous and supportive learning environment where communities of learners think about and talk through ideas; ask interesting and provocative questions; engage in inquiry; examine issues from multiple perspectives; exercise curiosity, imagination, and creativity; and take action to improve educational and community environments and opportunities. We recognize that our students are professionals with multiple

roles, and we seek to ensure an appropriate balance between intellectual growth and respect for students' personal and professional lives.

The Ed.D. in Educational Leadership is designed for active, high-achieving educators seeking to develop a more profound understanding of leadership for learning and community and personal transformation. The degree program employs a modified cohort model, with groups of students entering every summer and collaboratively engaging in core Educational Leadership course work. Members contribute to and benefit from an emergent community of learners. Cohorts commit to three summers of full-time study in July. For the fall and spring terms, cohorts meet five intensive Friday-Sunday weekends each term. Students have the option to pursue elective course work outside the core of Educational Leadership courses required for the doctorate.

Candidates for the Ed.D. in Educational Leadership complete 48 credits of coursework as doctoral students at UNM, apply 24 credits from the MA to their candidacy form, and must complete a minimum of 18 credits of dissertation for a total of 90 credits.

In addition to what we refer to as the "main campus" doctoral cohort, we also have the Native American Leadership in Education doctoral cohort (NALE); the first NALE cohort began their studies in the fall of 2016 and the fourth cohort will begin in the summer of 2022. The purpose of the NALE cohort is to enable the UNM College of Education and Human Sciences and the Educational Leadership Program to address specific needs within tribal and broader Native American educational leadership in New Mexico. NALE demonstrates UNM's commitment to Indian education in tribal, rural and urban communities. Our holistic-based education curriculum and program development addresses the unique needs of communities in the P-20 pathway while increasing the number of Native American leaders across the education spectrum in New Mexico, the Navajo Nation (which extends into the states of Arizona, Utah, and Colorado), the Pueblos situated in New Mexico, the Mescalero Apache Tribe, the Jicarilla Apache Tribe as well as in national and international educational settings. The framework for the NALE cohort coursework is based on a holistic Indigenous Leadership Corn Pollen model, which encompasses spiritual, mental, physical, and social well-being attributes with an additional 12 sub-pillars.

Courses for the NALE cohort are specifically designed with both western and Indigenous-based leadership concepts that promote overall balance in purpose, mind, body, and relationships.

Course	UNM Catalog Description <i>*Course offered specifically for the NALE cohort</i>	Modes of Delivery
LEAD 601: Perspectives on Leadership	A doctoral seminar focusing on leading theories of educational, organizational, and community leadership, emphasizing transformational leadership and other forms of leadership that stress collaboration and shared decision making.  <u>Note:</u> the section of LEAD 601 for the NALE cohort focuses on Indigenous serving schools, tribal colleges, and tribally based educational programs.	Face-to-Face Seminar May be web-enhanced

LEAD 602:* Indigenous Leadership in Education and Community Contexts	This course provides an in depth understanding of the lived and diverse perspectives within Indigenous leadership in education and community contexts including tribal, community, and diverse educational types inclusive of P-20.	Face-to-Face Seminar May be web-enhanced
LEAD 603: Introduction to Data Analysis for Organizational Leaders	A doctoral seminar introducing quantitative inquiry with emphasis on methods that leaders can apply immediately to organizational issues. Content taught cooperatively to enhance opportunities for community building.	Face-to-Face Seminar May be web-enhanced
LEAD 605: Qualitative Research in Education	A doctoral seminar focusing on qualitative research methods, including problem definition, data collection and analysis and increasing the trustworthiness of one's findings. A research study is required.	Face-to-Face Seminar May be web-enhanced
LEAD 607: Analyzing Qualitative Data	This doctoral seminar helps students increase their understanding and skills in analyzing qualitative data. It is assumed that prior to entering this seminar, the students have collected data on which to focus their analyses.	F2F seminar may be web-enhanced
LEAD 609: Quantitative Methods for Analyzing and Transforming Organizations	A doctoral seminar focusing on how quantitative data can be used to understand organizational needs and to drive organizational decision making.  Note: the section of LEAD 609 for the NALE cohort focuses on Indigenous serving schools, tribal colleges, and tribally based educational programs.	Face-to-Face Seminar May be web-enhanced
LEAD 610: Organizational Change: Theory and Processes	Designed to help students better understand the change processes by studying various change models. Focuses on the "what" and "how" surrounding change as well as the decision-making processes that impact change in institutions.	F2F seminar may be web-enhanced
LEAD 611: Community Learning as Leadership	A doctoral seminar focusing on what leaders can do to model learning, to jointly create the conditions to support individual and community learning, and to use what is learned to drive transformation.	Face-to-Face Seminar May be web-enhanced
LEAD 615: Leadership and Group Dynamics	Explores the workings of groups in various learning environments and what makes a well-functioning educational group, committee, or team. Focus on	Face-to-Face Seminar



	importance of group dynamics as an imperative part of adult learning and training.	May be web-enhanced
LEAD 620: Democracy, Ethics, and Social Justice in Transformational Leadership	Using the work of leading theorists and activists on democracy, diversity, and dialogue, this seminar examines pressing educational issues. Focus on educational goals and purposes, including analysis and articulation of our own visions for education.	Face-to-Face Seminar May be web-enhanced

LEAD 629: Seminar for Practicing School Administrators	Exploration of important issues facing practicing school leaders. Includes organizational analysis, facilities management, budgeting, educational assessment, evaluation of staff and strengthening ties to families and the local community.	Face-to-Face Seminar May be web-enhanced
LEAD 634: Education, Politics, and Policy	A doctoral seminar focusing on shaping educational policy, how leaders can influence the policy making process and how policies are applied to meet educational and community needs.  Note: The section of LEAD 634 for the NALE cohort focuses on shaping Indigenous-based educational policy.	Face-to-Face Seminar May be web-enhanced
LEAD 635: Legal and Fiscal Underpinnings of Educational Equity	A doctoral seminar examining the intersections of law, finance, and social equity. Explores landmark cases, historical shifts in fiscal provision of education, and trends in the pursuit of educational equity.	Face-to-Face Seminar May be web-enhanced
LEAD 650: Leader as Researcher	A doctoral seminar synthesizing how leaders use inquiry to influence decisions. Papers framing a research problem and justifying the methods to be used in researching a problem are required.  Note: the section of LEAD 650 for the NALE cohort focuses using inquiry to influence decisions in Indigenous serving schools, tribal colleges, and tribally based educational programs.	Face-to-Face Seminar May be web-enhanced
LEAD 692: Workshop in Educational Leadership	Co-constructed by students and faculty, workshops are responsive to the most current and pressing educational issues facing educational leaders. May be repeated to a maximum of 6 credits for students enrolled in a doctoral program.  Note: the sections of LEAD 692 for the NALE cohort are responsive to the most current and pressing Indigenous-based educational issues facing educational leaders.	Face-to-Face Seminar May be web-enhanced Hybrid for NALE

LEAD 693: Topics in Educational Leadership	Topics vary. Most frequently offered for "main campus" cohort as Sociology of Education or History of Education (depending on instructor availability).	Face-to-Face Seminar May be web-enhanced
LEAD 693:.* Topics in Educational Leadership	Offered for NALE cohort as Indigenous Methodologies in Educational Leadership	Face-to-Face Seminar May be web-enhanced
LEAD 698: Directed Readings in Educational Leadership	Doctoral students only. Primarily for "main campus" cohort, usually taken in conjunction with LEAD650 during the last summer of coursework.	Arranged
LEAD 505:.* Visionary Leadership for Learning	This course explores in depth the idea that leadership is vision-based and that effective visions are developed jointly, communicated widely, support shared learning, and ultimately drive what gets done in the organization of community.	Hybrid
LEAD 593:.* Rural Native Leadership	Topics course for NALE doctoral students.	Hybrid

### **Criterion 3. Teaching & Learning: Assessment**

**Demonstration of the assessment of student learning and use of assessments to make program improvements. We reference and provide evidence of our assessment plans and annual program assessment reports. We differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.**

#### **3A: Assessment Plans**

*Current Assessment Plans for each degree and certificate program in the unit.*

#### **Elementary Education:**

#### **BSED Bachelor of Science in Education (K-8) Program of Study &**

#### **Elementary Education: MA with Alternative Route to K-8 Licensure (MAw/ARL)**

The BSED and MAw/ARL follow a clear, systemic, and systematic assessment plan which is outlined below. Each student completes Key Assessments in the courses listed as required by Council for the Accreditation of Educator Preparation (CAEP) Accreditation. We assess each student's professional dispositions, lesson planning skills, teaching skills through observations by university supervisors and cooperating teachers, and goal-setting skills through completion of their professional development plans. Faculty use the ELEVATE NM rubric, the New Mexico Teacher Evaluation System rubric, to evaluate students' lesson planning, teaching, and professional development plans. In addition, students participate in formative and summative assessments within each course.

For ELEVATE NM, the rubrics for [Domain 1: Planning and Preparation](#), [Domain 2: Creating an Environment for Learning](#), [Domain 3: Teaching for Learning](#), and [Domain 4: Professionalism](#) can be found by clicking these links.

Prior to beginning the final student teaching semester, students are required to pass the PRAXIS Basic Skills Assessments in Reading, Writing, and Mathematics. When students complete both reading courses (EDUC 330L and EDUC 531) they complete the PRAXIS Teaching Reading: Elementary Assessment. Upon completion of the program and as a requirement for the State of New Mexico Licensure, students must pass two additional licensure examinations: 1) Elementary Education: Curriculum, Instruction, & Assessment; and 2) Principles of Learning & Teaching: Grades K-6. Support for passing these examinations is provided by the COEHS through the Center for Student success and can be viewed by clicking this [link](#).

The following Student Learning Objectives (SLOs) are measured throughout a student's progress through the BSED and MAw/ARL licensure coursework:

SLO 1: Lesson/Unit plans demonstrate awareness of learners' capacities and needs.

SLO 2: Instructional planning is contextual (linked to school community and students' prior experience).

SLO 3: Teacher candidate provides lessons and activities connecting curriculum to real world experiences.

The table below lists Key Assessment, the course in which it resides, and the role of the person responsible for completing each assessment.

<b>Course</b>	<b>Assessment</b>
EDUC 331/531: Teaching of Reading to Culturally & Linguistically Diverse Students II	<i>Professional Dispositions</i> Course Instructor
EDUC 401/402/581: Initial Field Experience K-8 Seminar	<i>Lesson Plan</i> Seminar Instructor  <i>Professional Dispositions Self-Assessment</i> Student
EDUC 411/412/594: Initial Field Experience	<i>Dispositions Assessment</i> Cooperating Teacher (411/594)  <i>Classroom Observations</i> Cooperating Teacher: 1 Informal (594) 1 Formal (411/412/594)  University Supervisor: 1 Informal (411/412/594) 1 Formal (411/412/594)
EDUC 403/582: K-8 Field Experience Seminar II	<i>Dispositions Self-Assessment</i> Student (582)  <i>Lesson Plan</i> Seminar Instructor (403/582)  <i>Professional Development Plan</i> Seminar Instructor (403/582)
EDUC 413/595: Advanced Field Experiences (Full-time Student Teaching)	<i>Professional Dispositions Self-Assessment</i> Student  <i>Professional Dispositions Assessment</i> Cooperating Teacher  <i>Classroom Observations:</i> Cooperating Teacher 3 Formal University Supervisor 3 Formal

We are currently reviewing the number of Key Assessment observations required because we do not have enough field supervisors or faculty to conduct this number of observations each

semester. *We would appreciate the reviewers' input on this process if you have previous experience in this area.*

### **Secondary Education: BAED/BSED/MA with Licensure**

The BAED/BSED in Secondary Education and the MA in Secondary Education with Licensure also follow a similar clear, systemic, and systematic assessment plan. Each student completes Key Assessments in the courses listed as required by CAEP Accreditation. We assess each student's professional dispositions, lesson planning skills, teaching skills through observations by university supervisors and cooperating teachers, and goal-setting skills through completion of the professional development plan. Lesson planning, teaching, and the professional development plan all use the ELEVATE NM rubrics required by all practicing teachers in the State of New Mexico. In addition, students participate in formative and summative assessments within each course.

For ELEVATE NM, the rubrics for [Domain 1: Planning and Preparation](#), [Domain 2: Creating an Environment for Learning](#), [Domain 3: Teaching for Learning](#), and [Domain 4: Professionalism](#) can be found by clicking these links.

Additionally, prior to beginning their professional sequence, students are required to pass the PRAXIS Basic Skills Tests in Reading, Writing, and Mathematics. Prior to starting their final semester of student teaching, students are required to pass the Praxis Content Assessment for their initial endorsement (English Language Arts, Mathematics, Social Studies, General Science, Spanish World Language, French World Language, or German World Language). Prior to submitting their application for a teaching license with the state of New Mexico, students are required to pass the Praxis Principles of Teaching and Learning Assessment. Support for passing these examinations is provided by the COEHS through the Center for Student success and can be viewed by clicking this [link](#).

The following are the Program Goals for Secondary Education:

Program Goal #1: The secondary education teacher candidate designs lesson plans that are linked to program and instructional goals, as well as their students' strengths and needs.

Program Goal #2: The secondary education teacher candidate uses evidence to create, implement and reflect on a professional development plan to target ways to improve their teaching practices and strengthen their professional identity.

The following Student Learning Objectives (SLOs) are measured throughout a student's progress through the BAED/BSED and MA with licensure coursework to meet Program Goals:

SLO 1: The secondary education teacher candidate develops detailed developmentally and culturally appropriate planning documents that align with professional New Mexico standards and reflect a respect for/ advocacy of every student and family.

SLO 2: The secondary education teacher candidate creates and implements a professional development plan with feedback from mentor teacher and university supervisor. The report uses APA formatting style.

The table below lists Key Assessment, the course in which it resides, and the role of the person responsible for completing each assessment.

Course	Assessments
EDUC 450/550: Issues in Secondary Education	<i>Professional Dispositions Self-Assessment</i> Student 1 at beginning of semester and 1 at end of semester
Content Methods Course LLSS 436/546: Teaching of English/Advanced Language Arts Teaching LLSS 432/593: Teaching of Social Studies MSET 431/530: Teaching of Secondary Sciences MSET 429*: Teaching of Secondary Mathematics LLSS 480*: Second Language Pedagogy	<i>Content Area Lesson Plan</i> Instructor
EDUC 362: Field Experience I	<i>Professional Dispositions</i> Cooperating Teacher University Supervisor  <i>Classroom Teaching Observation</i> Cooperating Teacher 1 Informal 1 Formal  University Supervisor 1 Informal 1 Formal
EDUC 464/595: Student Teaching Seminar/Field Experience (Full-time Student Teaching)	<i>Professional Dispositions Self-Assessment</i> Student  <i>Lesson Plan</i> Seminar Instructor (2 Lesson Plans)  <i>Professional Development Plan</i> Seminar Instructor

We are currently reviewing the number of Key Assessment Observations required because we do not have enough field supervisors or faculty to conduct this number of observations each semester. Each formal observation conducted by a field supervisor includes a pre-conference, review of the lesson plan, the observation of a minimum of 30 minutes, and a post-conference. Field supervisors have 20-25 teacher candidates to assess. *We would appreciate insights from the APR Review Team on decreasing the number of formal observations for licensure programs.*

### **Elementary & Secondary Education: MA**

All MA courses include formative and summative assessments throughout the program. Each core course has a Key Assessment connecting the student learning outcomes (SLOs) to the following Program Goals:

Goal 1: Students appropriately utilize a variety of teaching methods and resources for each area taught.

Goal 2: Students recognize student diversity and create an atmosphere conducive to the promotion of positive student involvement and self-concept.

Goal 3: Students demonstrate a willingness to examine and implement change as appropriate.

The following Student Learning Objectives (SLOs) are measured throughout a student's progress through the MA Coursework:

SLO 1: Using theoretical constructs on cultural studies, the student will analyze multicultural student classroom case study narratives to identify implications for teaching.

SLO 2: The student will write a detailed lesson plan, showing evidence of a minimum of three observable qualities that directly connect to the New Mexico State Observation Protocol.

SLO 3: The student will understand the purposes of curriculum in education that have influenced current political and philosophical discourse about teaching and learning.

SLO 4: The student will design a research protocol that demonstrates his/her understandings and abilities to inquire into one's own classroom teaching practices.

SLO 5: Through a professional presentation, the student will demonstrate the ability to reflect on learning experiences, make theoretical connections to practice, identify implications for teaching, and/or summarize and analyze research

SLO 6: The student will successfully meet all the criteria for passage of the Master of Arts Examination.

Key assessments are evaluated using rubrics developed by program faculty. All assessment data including the rubrics are configured in the COEHS data management system TK20.

The table below lists Key Assessment, the course in which it resides, and the role of the person responsible for completing each assessment.

<b>Course</b>	<b>Assessment</b>
EDUC 500/513: Research Applications in Education/	<i>Professional Research Protocol</i>

Process of Reflection & Inquiry	The student will design a research protocol that demonstrates his/her understandings and abilities to inquire into one's own classroom teaching practices.
EDUC 502/505: Advance Instructional Strategies/ Experiential, Project-Based, and Service Learning	<i>Detailed Lesson Plan</i> The student will write a detailed lesson plan, showing evidence of a minimum of three (3) observable qualities that directly connect to the New Mexico State Observation Protocol.
EDUC 542/501/511: Principles of Curriculum Development/ High School Curriculum/ Curriculum in the Elementary School	<i>Curriculum Analysis/Issues Paper</i> The student will understand the purposes of curriculum in education that have influenced current political and philosophical discourse about teaching and learning.
EDUC 552: Social Justice Issues in Education	<i>Diversity Case Study</i> Using theoretical constructs on cultural studies, the student will analyze multicultural student classroom case study narratives to identify implications for teaching.
EDUC 590: Seminar	<i>Professional Research Presentation</i> Through a professional presentation, the student will demonstrate the ability to reflect on learning experiences, make theoretical connections to practice, identify implications for teaching, and/or summarize and analyze research.
MA Examination	The student will successfully meet all the criteria for passage of the Master of Arts Examination.

### **Teaching, Learning, and Teacher Education (TLTE): Ph.D. & Ed.D.**

The Ph.D. and the Ed.D. have an overarching Program Goal that is met through Key Assessments connected to specific Student Learning Objectives (SLOs).

#### **Program Goal for Ph.D. & Ed.D.:**

Prepare teacher educators and teacher leaders who can conduct and analyze original research on significant issues related to teaching, learning, and teacher education. The TLTE Degree Program works with students to meet the following Student Learning Objectives (SLOs):

<b>Student Learning Objective</b>	<b>Course/Activity</b>	<b>Assessment</b>
1) Ph.D./Ed.D.: Students will demonstrate concepts, principles, and practices related to studies in teaching, learning, and teacher education	Course Grades for EDUC 643 (Curriculum Theory), EDUC 652 (Social Justice in Teacher Education)	90% of course grades are scores of B or better
2) Ph.D./Ed.D.: Students will be able to construct	Comprehensive Examination	80% of students complete the comprehensive exam to



effective arguments for a particular position.		satisfaction of committee members and pass or pass with distinction. The exam committee consists of no less than 3 members.
3) Ph.D: Students will develop dissertation that addresses a problem in practice proposal acceptable to a committee.  Ed.D.: Students will develop a project that addresses a problem in practice acceptable to a committee.	Ph.D.: Dissertation Proposal Ed.D.: Project Proposal	90% of students pass the dissertation/project proposal hearing. Criteria for success include demonstration by the student that they can review the literature, develop a research question(s), and an appropriate data collection design and analysis plan to answer the research question(s).
4) Students will conduct and report research that contributes to the knowledge base in her/his selected topic.	Ph.D.: Dissertation and Defense Ed.D.: Project and Defense	90% of students who complete and defend the dissertation will pass.

The assessment findings indicate that the students are receiving adequate support to make progress and to successfully complete the programs.

### **Educational Leadership: MA Licensure & Educational Specialist Certificate (Ed.S.)**

Program Goals are measured by student achievement of Student Learning Outcomes (SLOs).

Program Goal 1: The educational leadership candidate develops a deep understanding of the critical concepts and principles in the field of preparation and, by completion, is able to use professional practices flexibly to advance leadership of educational system.

Program Goal 2: The candidate will understand concepts, principals, and practices related to the study of educational leadership that link theory to practice and are aligned to program and instructional goals, national and state standards, and P20 student needs.

Program Goal 3: Graduates, supervisors, and subordinates will indicate satisfaction with the relevance and effectiveness of the educational leadership program.

#### **Student Learning Outcomes**

SLO 1: Students will demonstrate academic potential at entry to the educational leadership program. Entire population will have a group average of 3.0 or higher. Verification through

transcripts.

SLO 2: Students will demonstrate their proficiencies to understand and apply knowledge/skills so that learning opportunities for all P20 students are enhanced. Entire population will take key assessments in LEAD 503, 520, 529, 594 (practicum) or 596 (internship) passing with an 83% or better.

SLO 3: Students will self-assess their professional dispositions and proficiency in serving diverse populations. Entire population will do the pre- and post-dispositions assessments of the [NM Administrator Competencies](#) with 83% or more scoring 3 or higher on a scale of 0-5.

SLO 4: Students will demonstrate use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies. Entire population will complete an MA Comprehensive Exam as an Inquiry Project Paper and Presentation using research methodologies with an 83% or better pass rate.

SLO 5: Students seeking administrative licensure will demonstrate candidate content knowledge on the state licensure test. Sample of Licensure candidates at the end of the Program of Studies will take the State Content Knowledge Assessment in Educational Administration then apply for a K-12 Administrator License. They will have an 83% or better passing rate.

SLO 6: Graduates, their supervisors, and subordinates will indicate satisfaction with the relevance and effectiveness of the leadership program. Sample of Licensure Candidates their supervisors, and subordinates, after program completion will take a survey of graduates, in practice and teachers. 83% or more of respondents will agree or strongly agree to the program's effectiveness.

### **Educational Doctorate (EdD) for Educational Leadership**

Program Goals are measured by student achievement of Student Learning Outcomes (SLOs).

### **Educational Doctorate (Ed.D.) for Educational Leadership**

The program Goal is measured by student achievement of Student Learning Outcomes (SLOs).

Program Goal: Prepare educators who can conduct and analyze original research on significant issues related to educational leadership.

SLO 1. Students will demonstrate concepts, principles, and practices related to the study of educational leadership.

At least 83% of students in the required research methods courses (LEAD 607: Qualitative methods and LEAD 609: Quantitative Methods) will meet or exceed expectations by earning a grade of B or higher. The criteria for success include preparing a final paper/project with a completed design to conduct a research study using qualitative or quantitative methods.

SLO 2. Students will demonstrate the ability to prepare a proposal to conduct empirical research. At least 83% of the students who complete the comprehensive examination will pass or pass with distinction. The student must have completed at least 42 of the 48 credits. A panel of three faculty members reads and rate the examination.

SLO 3. Students will develop research proposals acceptable to a committee. At least 83% of the students who complete the dissertation proposal hearing will do so with a pass. The criteria for success include demonstration that they can review literature, develop a research question (s), and an appropriate data collection design and analysis plan to answer the research question(s).

SLO 4. Students will conduct and report research that contributes to the knowledge base in her/his selected topic.

At least 83% of the students who complete the dissertation manuscript, and the oral defense will do so with a pass or pass with distinction.

### **3B: Assessment Reports**

*Current Assessment Reports for each degree and certificate program in the unit and any initiatives/changes that have resulted from these reports.*

#### **Elementary Education: BSED Bachelor of Science in Education (K-8) Program of Study**

Elementary Education teacher candidates complete a three-semester sequence in teacher preparation, with assessments in professional dispositions, lesson plans, classroom observations, and the professional development plan.

Elementary Education faculty reviewed recent assessment data for Professional Dispositions and observed how cooperating teachers and university supervisors scored the teacher candidates higher in Dispositions than the teacher candidates scored themselves in their self-assessments.

University supervisors scored teacher candidate lesson plans and cooperating teachers with the NM TEACH rubric following NM PED teacher assessment guidelines.

In an Elementary Education faculty review of Fall 2020 assessment data for lesson planning, we observed that in Teacher Candidates' progression from Semester 1 to 2, all teacher candidates improved their lesson planning scores. Additionally, as teacher candidates moved through Semester 3, they continued to improve in lesson planning. For example, on a scale of 1 to 4, measuring lesson planning elements, all Semester 3 students scored between 3.4 on Demonstrating Knowledge of Students and Designing Assessment and 3.6 on Demonstrating Knowledge of Content, Demonstrating Coherent Instruction, and Setting Instructional Outcomes.

According to this data analysis, teacher candidates are making good progress by Semester 3; however, in Semester 1 of particular concern are the low scores of 2.4 on Demonstrating Knowledge of Students and 2.0 on Designing Assessment. We are currently reviewing readings and activities to implement in EDUC 401L (Semester 1 Seminar) and EDUC 411L (Semester 1

Field Experience) to address the inadequacies. Faculty met in December 2021 and discussed where increased attention can be given to assessment in methods courses and seminar.

Of note is the teacher candidates in Elementary Education consistently score higher in lesson planning when compared to teacher candidates in other programs. For example, according to program data for Fall 2020, Elementary Education teacher candidates were rated highest among all college teacher education programs in Setting Instructional Outcomes, Demonstrating Knowledge of Resources, and Designing Student Assessments. Other categories also indicated the Elementary Education teacher candidates rank highly in comparison to their peers and indicates that lesson planning is a strength of the program.

Teacher candidates consistently showed growth across classroom observations and this growth is consistent between assessors (university supervisor and cooperating teacher). For example, in Fall 2019, between Observations 1 and 2, students improved in all four Domains of the NM TEACH rubric by an average of .3 points when being observed by both the Cooperating Teacher and the University Supervisor. This indicates that students are receiving and applying feedback that improves the clarity of their teaching.

NM PED transitioned to the ELEVATE NM Teacher Education Assessment rubric, therefore in Spring 2021, scoring rubrics for all teacher candidates were changed to align with ELEVATE NM. The faculty reviewed the NM TEACH and the ELEVATE NM rubrics to ensure our assessments are directly linked to these statewide rubrics. In this way our teacher candidates are prepared to be formally assessed by their principals using the ELEVATE NM rubric when they begin teaching. For ELEVATE NM, the rubrics for [Domain 1: Planning and Preparation](#), [Domain 2: Creating an Environment for Learning](#), [Domain 3: Teaching for Learning](#), and [Domain 4: Professionalism](#) can be found by clicking these links.

In Semester 3, each teacher candidate completes a Professional Development Plan (PDP) as a reflective action research project. In all areas on the scoring rubric, teacher candidates were effective except in Anticipated Dates of Implementation. These low scores in this area were attributed to COVID-19, as it was unclear when teacher candidates would be able to accomplish each part of the PDP.

### **Elementary Education: MA with Alternative Route to K-8 Licensure**

Teacher candidates in the MA with Alternative Route to K-8 Licensure (MAw/ARL) typically complete a two-semester sequence in teacher preparation, with assessments in professional dispositions, lesson plans, classroom observations, and the professional development plan.

In a review of recent assessment data for Professional Dispositions, MAw/ARL teacher candidates improved in their overall scores from their first assessment in the first semester by the EDUC 531 instructor to the cooperating teacher assessments of dispositions in Semester 2 (2.5/4.0 in Semester 1, 3.1/4.0 in Semester 2). Self-assessments averaged 3.0/4.0 throughout the two-semester program.

Regarding observations, as assessed by their university supervisors, teacher candidates showed overall improvement in teaching performance from a 2.3/4.0 in the first semester to a 2.6/4.0 in the second semester. The teacher candidates' greatest strengths were in the areas of Creating an Environment of Respect and Rapport, Organizing Physical Space, and Managing Student Behavior. Teacher candidates also showed skills in Communicating with Students, Using Questioning and Discussion Techniques, and Demonstrating Flexibility and Responsiveness.

In the summer of 2021, five faculty and instructors in the MAw/ARL Program met with nine K-8 classroom teachers and reviewed syllabi from all courses taught in the program to make changes in the way curriculum and student engagement are addressed. Many substantive changes were made specifically to the seminar course, and to the mathematics methods and science methods courses because of this six-week collaboration.

## **Secondary Education: BAED/BSED & Secondary Education MA with Licensure**

In a review of assessment data, the Secondary Education faculty has consistently identified the need for greater in-depth instruction in culturally relevant curriculum and differentiation. In Semester 1, each teacher candidate completes a detailed lesson plan in their content area. In our College Assessment Review Committee (CARC) data assessment meeting on October 22, 2020, we revised our Program Goals to the following:

Program Goal #1: The secondary education teacher candidate designs lesson plans that are linked to program and instructional goals, as well as their students' strengths and needs.

Program Goal #2: The secondary education teacher candidate uses evidence to create, implement and reflect on a professional development plan to target ways to improve their teaching practices and strengthen their professional identity.

Focusing on Goal 1 helps us to identify strengths and weaknesses in the curriculum for lesson planning, and where we introduce, teach, and reinforce the knowledge and skills that are taught in the UNM classes, focusing particularly on issues of cultural rootedness and responsiveness in planning. This is especially important, since students may or may not have the opportunity to implement their own lesson plans, or to implement them in person, due to the COVID-19 pandemic and education being fully online for extensive periods of time. This allows us to gauge how we are preparing students to create lessons with remote and distant learning.

One of the challenges facing us in assessing our students' abilities to write lesson plans is the fact that these assessments occur in classes in another department entirely. While the data is collected and aggregated through the Tk20 assessment system, it would be helpful to have more specific, qualitative, and anecdotal information from faculty teaching the courses. We will also focus on Goal 2 and the Professional Development Plan.

Because undergraduate BAED/BSED Secondary Education teacher candidates and graduate MA in Secondary Education with Licensure teacher candidates enroll in classes that are cross-listed, disaggregation of the CAEP Key Assessment data is not possible.

### **Elementary & Secondary Education: MA**

In reviewing assessment data for all student learning outcomes in the MA program, we observed that all students met or exceeded expectations for the 2018-2019, 2019-2020, and 2020-2021 academic years. For SLO 2 (“The student will write a detailed lesson plan, showing evidence of a minimum of three (3) observable qualities that directly connect to the New Mexico State Observation Protocol”) faculty assessed 30 student lesson plans and 100% met expectations. Two of the key assessments were not completed by all students enrolled in the corresponding courses due to COVID-19. However, of those completing the assessments all met or exceeded expectations. The MA examination serves as the cumulative assessment for the MA degree. During this reporting period 31 students were assessed during the MA exam. Of the 31 students, 42% (13) of students met expectations and 58% (18) of students exceeded expectations for a total of 100% meeting or exceeding expectations.

Elementary and Secondary Education program faculty meet consistently to review data from the assessments. Each semester minor changes are made to the courses to reflect what we are learning through the assessment data. For example, in Spring 2021, faculty reviewed the MA curriculum and assessment data and determined that there was no differentiation in coursework for elementary and secondary master’s degree students as had been possible when TEELP had a larger number of tenured and tenure-track faculty to teach differentiated graduate courses. As a result, program faculty voted to merge the two separate degree pathways into one: MA in Education. In this way, data can be collected and analyzed in a more stream-lined way to determine program strengths and areas for improvement.

### **Teaching, Learning, and Teacher Education: Ph.D. & Ed.D.**

Systematic collection of assessment data began in the 2020-2021 academic year. The CARC data/report cycle is from 2020-2021/2022-2023.

#### **Program Goal for Ph.D. & Ed.D.:**

Prepare teacher educators and teacher leaders who can conduct and analyze original research on significant issues related to teaching, learning, and teacher education. The TLTE Degree Program works with students to meet the following Student Learning Objectives (SLOs):

<b>Student Learning Objective</b>	<b>Course/Activity</b>	<b>Assessment</b>
1) Ph.D./Ed.D.: Students will demonstrate concepts, principles, and practices related to studies in teaching, learning, and teacher education	Course Grades for EDUC 643 (Curriculum Theory), EDUC 652 (Social Justice in Teacher Education)	90% of course grades are scores of B or better.  This SLO was met.

2) Ph.D./Ed.D.: Students will be able to construct effective arguments for a particular position.	Comprehensive Examination	80% of students complete the comprehensive exam to satisfaction of committee members and pass or pass with distinction. The exam committee consists of no less than 3 members.  This SLO was met.
3) Ph.D: Students will develop dissertation that addresses a problem in practice proposal acceptable to a committee.  Ed.D.: Students will develop a project that addresses a problem in practice acceptable to a committee.	Ph.D.: Dissertation Proposal Ed.D.: Project Proposal	90% of students pass the dissertation/project proposal hearing. Criteria for success include demonstration by the student that they can review the literature, develop a research question(s), and an appropriate data collection design and analysis plan to answer the research question(s).  This SLO was met.
4) Students will conduct and report research that contributes to the knowledge base in her/his selected topic.	Ph.D.: Dissertation and Defense Ed.D.: Project and Defense	90% of students who complete and defend the dissertation will pass.  This SLO was met.

The assessment findings indicate that the students are receiving adequate support to make progress and to successfully complete the programs.

### **Educational Leadership: MA (Non-Licensure)**

SLO 1. Students will demonstrate academic potential at entry to the educational leadership program.

The performance benchmark of “Group Average of 3.0 or better” was exceeded. Of all 9 MA candidates in Fall 2019 and Spring 2020, the mean undergraduate GPA was 3.22.

SLO 2. Students will demonstrate their proficiencies to understand apply knowledge/skills so that learning opportunities for all P20 students are enhanced.

The performance benchmark of 83% or more with a B or better on Key Assessments in core coursework, as submitted and assessed in Tk20 in 19-20

Courses in which SLOs for the academic year were met:

LEAD 503: 5 of 5 (100%) MA  
 LEAD 520: 3 of 3 (100%) MA  
 LEAD 529: 11 of 11 (100%) MA  
 LEAD 596: 7 of 7 (100%) Licensure  
 LEAD 594: 19 of 19 (100%) non-licensure

SLO 3. Students will self-assess their professional dispositions and proficiency in serving diverse populations.

The performance benchmark of 83% or more candidates and outside raters who score 3 or higher on a scale of 0-5 on the Self-Assessment of Dispositions in Tk20 during 18-19

Not met. Only one student completed the predisposition. No one did a post disposition. Also, no data were entered by outside raters.

Faculty will work more closely with their advisees to complete pre-dispositions. Then faculty who teach LEAD 594 and LEAD 596 will incorporate post-dispositions a part of the class to get better data.

SLO 4. Students will demonstrate use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies.

The performance benchmark of 83% or better pass rate on the MA examination Inquiry Project Paper and Presentation during the 19-20 AY was exceeded:

17 of 17 (100%) MA candidates passed the paper component of the exam: 13 of 17 (76%) met the expectations with a score of 83 to 96, and 4 of 17 (24%) exceeded with a score of 97 or better.

17 of 17 (100%) MA candidates passed the presentation portion of the exam with an average score of 4.41. The pass rate was 4.15 or better on a 5-point Likert-type scale with 4 being very good and 5 being excellent.

SLO 5. Students seeking administrative licensure will demonstrate candidate content knowledge on the state licensure test. The performance benchmark of 83% or better pass rate on the state licensure test (on a scale range of pass, does not pass) was met:

4 of 4 (100%) MA candidates who gave permission to the publisher (Pearson) to share their scores with UNM passed the test.

SLO 6. Graduate, their supervisors and subordinates will indicate satisfaction with the relevance and effectiveness of the leadership program.

Not met. This is because no data are currently collected by COEHS after students complete the program of studies. Program faculty has requested COEHS approval to obtain feedback/satisfaction data from alumni, leaders in practice, and their supervisors and teachers utilizing the national University Council of Educational Leaders (UCEA) Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE) [Leadership Survey Suite](#) of reliable and valid measures, as described in and as connected to CAEP standards for advanced-level licensure programs.



## **Educational Specialist (Ed.S.)**

SLO 1. Students will demonstrate academic potential at entry to the educational leadership program.

The performance benchmark of the group average of 3.0 or better was exceeded. Of the 14 Ed.S. candidates in Fall 2019, the mean undergraduate GPA was 3.52. The mean undergraduate GPA for the 17 candidates who were enrolled in the program leading to licensure was 3.54. Of the 3 Ed.S. candidates admitted in Spring 2020 the mean GPA was 3.59.

SLO 2. Students will demonstrate their proficiencies to understand and apply knowledge/skills so that learning opportunities for all P20 students are enhanced.

The performance benchmark of 83% or more with a grade of B or better on Key Assessments in core coursework, as submitted and assessed in TK20 during the 18-19 AY, was partially met:

LEAD 503: 17 of 17 (100%) Ed.S. Licensure  
 LEAD 520: 16 of 16 (100%) Ed.S. Licensure  
 LEAD 529: No assessments were configured in Tk20  
 LEAD 596: 14 of 14 (100%) Ed.S. with Licensure  
 LEAD 594: No scores were entered in Tk20

SLO 3. Students will self-assess their professional dispositions and proficiency in serving diverse populations.

The performance benchmark of 83% or more of candidates and outside raters who score 3 or higher on a scale of 0-5 on the Assessment of Dispositions in Tk20 during 19-20 AY was partially met. NO one did a pre- or post-disposition (0%).

Faculty advisors work more closely with their advisees to complete pre-dispositions. Then faculty who teach LEAD 594 and LEAD 596 will incorporate post-dispositions a part of the class to get better data.

SLO 4. Students seeking administrative licensure will demonstrate candidate content knowledge on the state licensure test.

The performance benchmark of 83% or better pass rate on the state licensure test (on a score range of pass, does not pass) was met by 33 out of 33 (100%). Ed.S. students passed the test with a score of 240 or better in Fall 2018 to Spring 2020. NOTE: This number reflects only those students who indicated to the test publisher (Pearson) that they wished to share the results.

SLO 5. Graduates, their supervisors, and subordinates will indicate satisfaction with the relevance and effectiveness of the leadership program.

The performance benchmark was partially met. No assessment of all graduates, their supervisors, and subordinates was conducted. For two cohorts, assessments of perceptions of alumni leaders in practice were conducted. COEHS has developed a survey to look at our administrators. This is a survey for completers and one for their

supervisors and subordinates. Program faculty has requested COEHS approval to obtain feedback/satisfaction data from alumni, leaders in practice, and their supervisors and teachers utilizing the national University Council of Educational Leaders (UCEA) Initiative for Systemic Program Improvement through Research in Educational Leadership (INSPIRE)

[Leadership Survey Suite](#) of reliable and valid measures, as described in and as connected to CAEP standards for advanced-level licensure programs.

Progress on all assessments is discussed with program faculty, cooperating principals, students, and other stakeholders at specified forums, including meetings with the Partnership Advisory, comprised of district leaders, NM PED representatives, former ALL students, and Ed Lead faculty.

### **Educational Doctorate (EdD) Results:**

SLO 1: Students will demonstrate concepts, principles, and practices related to the study of educational leadership.

The performance benchmark was that 83% of students enrolled in LEAD 609 required research methods course will meet or exceed expectations for this course by earning a grade of B or higher. Five of the six students earned an A, and one student earned an A-. 100% of the students met the benchmark.

SLO 2: Students will demonstrate the ability to prepare a proposal to conduct empirical research.

The performance benchmark for this assessment was met; 100% of the students met expectations by earning a pass on the comprehensive examination.

SLO 3: Students will develop a research proposal acceptable to a committee.

The performance benchmark for this assessment was met; 100% of the students met expectations by earning a pass on the dissertation proposal hearing.

As a result of this data, no program changes have been recommended at this time.

### **3C: Primary Constituents**

*Description of our primary constituents and stakeholders with explanations of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

**Elementary Education: BSED,**

**Elementary Education: MA with Alternative Route to K-8 Licensure,**

**Secondary Education: BAED/BSED,**

## **Secondary Education MA with Licensure, & Elementary & Secondary Education: MA**

The primary constituents for the licensure programs in Elementary and Secondary Education at the graduate and undergraduate levels are the K-12 students that our teacher candidates teach. Our stakeholders include the principals who hire our teachers, and the cooperating teachers who work with our students in preparation for licensure.

For our internal stakeholders, the student SLOs are listed in the syllabi for each course. CAEP is our external accreditor for the SLOs in each program and course and the program goals, learning objectives, and assessments are included in our CAEP report that is currently being drafted.

The New Mexico Public Education Department (NM PED) is also a key stakeholder in our work. We are accredited by NM PED and are required to implement the licensure requirements of the State of New Mexico in our programs as outlined in the New Mexico Academic Code (NMAC) set forth by the state legislature.

In the most recent *Martinez* and *Yazzie* lawsuits, the 6.65.3 NMAC Educator Preparation Program Accountability Amendment was written to “ensure educator preparation programs prepare educator candidates to address the needs of indigenous students, special education students, bilingual students, and English Language Learners from the first day the educator begins teaching.” We are working to ensure that our courses in the Elementary Education program align with and exceed these expectations.

Furthermore, as part of the ELED Undergraduate Program, a faculty program coordinator aligns the professional sequence expectations/requirements with elementary education faculty, university supervisors, Center for Student Success (CSS), cooperating teachers via orientations, and students via orientations and professional sequence seminars. On a regular basis, the program coordinator and university supervisors meet throughout the semesters to co-plan, co-create, and co-implement new initiatives within seminar and student field experiences. This team has been working together over the last two years in a focused effort to coordinate curriculum, expectations, assessments, and to improve communication with teacher candidates, who are our primary stakeholders.

For the past seven years, for example, Elementary Education has supported a specialized cohort called TECLA (Teacher Education Collaborative in Language Diversity and Arts Integration) that has placed teacher candidates in schools with Bilingual programs and significant numbers of English Language Learners with a curricular focus on how to best meet the needs of these students.

As part of the Albuquerque Teacher Residency Partnership (ATRP) we have a Design Team of representatives from our three partner organizations (UNM, Albuquerque Teachers Federation, and Albuquerque Public Schools) who meet twice per month to co-plan, co-create, and co-implement this teacher residency program. This Design Team has been working together for five years to support the ATRP Teacher Residency Program. ATRP held a Strategic Planning Session

in spring 2021 where a total of 60 stakeholders, including cooperating teachers, principals, school board members, legislators, grantors, school district administrators and staff, and UNM faculty, staff, and administrators attended over the course of two days to provide feedback on ATRP's mission, vision, core values, and assessment data. These stakeholders are valued constituents in our work.

### **Teaching, Learning, and Teacher Education: PhD & EdD**

The primary constituents of the Teaching, Learning, and Teacher Education (TLTE) degree holders are the students and families of New Mexico. Students holding doctoral degrees in TLTE become educational leaders in the state for public, private, governmental, and non-profit organizations to support education across the state. Over 80% of the TLTE students are full-time working professionals in varying fields in and out of education. By learning how to read, analyze, and implement educational research, our graduates have the tools to impact their professions and their communities in many positive ways.

### **MA in Educational Leadership Communication, Educational Specialist Communication, & Educational Doctorate (EdD) Communication**

The primary constituents for the Educational Leadership Administrative Licensure Program are the teachers and students with whom our administrative candidates work in schools and districts. Our stakeholders include the aspiring principals who work the teachers, the communities, and the students in preparation for their administrative licensure, and also the districts school boards and superintendents who hire these aspiring principals.

The New Mexico Public Education Department (NM PED) is also a key stakeholder in our work. NM PED accredits our program and we and are required to implement the licensure requirements of the State of New Mexico in our programs as outlined in the New Mexico Administrator Code (NMAC) set forth by the state legislature.

All program faculty participated in the assessment process on a regular and systematic basis through the gathering of multiple measures, analysis/interpretation of data, and recommendations for continuous progress improvement. Faculty participation in the assessment process is documented each in the November program minutes.

Results are communicated annually to the TEELP Department, the Administrative Advisory Committee that review the administrative courses, and the College Assessment Review Committee (CARC). The COEHS Assessment Director and Dean, act upon, and share these assessments for decision-making related to programs, resource allocation, future direction, and to make the case for support among various constituencies. Faculty consult with the Ed Lead Partnership Advisory for continuous progress improvement. We share structures to recruit and retain undergraduate and graduate students and specific measures and activities aimed at increasing equity and inclusion.

## **Criterion 4. Students (Undergraduate & Graduate)**

### **4A: Recruitment**

*Proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.*

All TEELP Programs actively coordinate with the COEHS Recruiting Office in the Center for Student Success to create informational flyers, brochures, and videos for our programs. These materials are widely distributed to various programs at UNM and also through our district partners. We hold informational sessions for each degree program and invite all interested participants to attend so we can answer their questions and guide them through the application process.

### **Elementary Education: BSED Bachelor of Science in Education (K-8), Elementary Education: MA with Alternative Route to K-8 Licensure, Secondary Education: BAED/BSED, & Secondary Education: MA + Licensure**

TEELP recruits students to its undergraduate and graduate licensure pathways by advertising specifically to content-area programs in Arts & Sciences, and Centers of Ethnic Studies Centers, and Programs such as Native American Studies, Africana Studies, and Latinx Studies. Our TEELP [website](#) contains information about our program for anyone outside of UNM who is seeking information on becoming a teacher. For our graduate master's programs, we have implemented the Accelerated Online Program (AOP) for the MA in Elementary Education and the MA in Secondary Education. We work with UNM's Center for Digital Learning and the AOP Support Team to recruit students from in-state and out-of-state. We also partner with the Albuquerque Teachers Federation to advertise our program offerings in both licensure and post-licensure areas. The undergraduate programs in Elementary and Secondary Education advertise and recruit through Central New Mexico Community College (CNM) transfer fairs, and Educators Rising High Chapters. The graduate licensure program recruits through advertisements in the Office of Graduate Studies. All programs hold recruiting sessions with prospective students and have recently added a presence on Facebook for Elementary Education, and videos on the TEELP website for Secondary Education.

Educational Assistants (EAs) are encouraged to complete the Elementary Education licensure requirements by allowing EAs to earn credit for their time in classrooms toward their field experiences as they complete their responsibilities as teacher candidates in classrooms. TEELP reaches out to EAs through communications distributed by local school districts.

The new graduate licensure pathway, the Albuquerque Teacher Residency Partnership (ATRP) will admit Cohort V in Spring 2022. There are 24 current Cohort IV ATRP Teacher Residents (14 Elementary Education Residents and 10 Secondary Education Residents). This unique partnership between TEELP, Albuquerque Public Schools, and the Albuquerque Teachers

Federation was formed in 2017 to assist APS in hiring well-prepared, qualified teachers specifically for their District. In addition, ATRP assisted career-changers to be able to choose teaching by providing a \$15,000 stipend paid by APS, along with tuition support from New Mexico Workforce Solutions. Since the inception of this program, APS has hired 44 ATRP-prepared teachers. ATRP teachers complete their field experiences in high-need, Title 1, ABC Community Schools, which prepares them to teach with communities and families in the forefront of their preparation and teaching.

One result of this successful partnership is the New Mexico Workforce Solutions has extended its support for tuition, books, fees, testing fees, background check fees, etc. to all graduate licensure students in TEELP. The COEHS is currently in discussions to have this benefit extended to all licensure students in the College.

### **Elementary & Secondary Education: MA**

TEELP recruits students to its graduate MA programs by advertising specifically to area teachers in school districts throughout the state. Additionally, because we offer the MA online pathway, we recruit MA students via the website. We target diverse populations of teachers to join the online MA and EdS Programs. The POLLEN Program specifically targets Native Americans for recruitment, as this is the focus for this pathway to administrative licensure. Albuquerque Public Schools (APS) recruits diverse populations for the ALL pathway to become APS administrators.

TEELP faculty and leaders meet consistently with area district administrators to distribute promotional information about our programs. Printed information and electronic recruitment materials are distributed to school districts. For the MARP pathway, teacher graduates from the program also serve as recruiters by speaking to colleagues about their experiences. We also recruit through the Office of Graduate Studies. Our website contains information about our program for anyone outside of UNM who is seeking information on MA degrees.

New Mexico educators can upgrade their own professional licensure if they obtain MA degrees. Therefore, we seek to recruit teachers interested in advancing their professional knowledge. Teachers in New Mexico are a diverse group of professionals, so every attempt is made to reach them with recruitment materials. Information is also shared with current teachers through communication channels of the Albuquerque Teachers Federation.

### **Teaching, Learning, and Teacher Education: PhD & EdD**

The primary recruitment activities take place through information on our TEELP website and discussions with our students in our master's degree programs to consider earning their doctoral degrees. The COEHS recruitment staff support recruitment efforts via video, focused outreach via Facebook and other online platforms. Faculty hold informational sessions through Albuquerque Public Schools in conjunction with Educational Leadership to recruit principals, other educational leaders, and teachers to become doctoral students.

### **Educational Leadership: MA (Non-Licensure) & Educational Leadership: MA Licensure**

Faculty conduct student recruitment in a variety of ways for the MA programs. Word-of-Mouth, UNM Educational Leadership website, and targeted information are the primary means of recruiting. Virtual and Face-to-Face information meetings are held approximately every six weeks prior to program application admissions deadlines.

#### Alliance for Leading and Learning (ALL):

APS recruits diverse, experienced, and passionate teachers and instructional coaches who demonstrate school leadership potential. Cohorts of up to 12 candidates are selected each year based on funding allocated by the district. Students in the APS ALL cohort are recruited largely through positive word-of-mouth communications about the benefits of being a participant in the program throughout the district. Additional recruiting occurs through district school announcements, direct communication to school principals and a well-attended information meeting held each spring. APS makes a conscious effort to attract candidates representing the diversity of students enrolled throughout the district.

The ALL cohort has great appeal to APS employees with school leadership career goals because of its reputation as rigorous, effective preparation for the school principalship, 50% tuition reimbursement for UNM graduate-level classes completed with a grade of B or better that lead to administrative licensure and a one-semester paid sabbatical internship with an emphasis on developing successful leaders for high-need schools. Students are also drawn to the efficiency of the program which leads to completion in just three semesters.

#### POLLEN

The POLLEN coordinator and the Native American network communicate about POLLEN through word of mouth through the Native American population. Another important point in recruitment is that the State of New Mexico provides funding for tuition and books; and Los Alamos National Labs (LANL) provides \$20,000 for the programs. Students also appreciate the small student to teacher ratio in POLLEN with cohorts of 8-12 students. We are currently working with our fourth and fifth cohorts. Over 70% of the completers are in administrative positions throughout the state.

#### **Educational Leadership: EdD**

We target APS administrators at the end of November to begin coursework in the summer. We host an informational meeting at an APS facility, along with the doctoral program in Teaching, Learning, and Teacher Education. We generally have at least 10 people who apply annually. We hold other virtual nights for others in higher education or other parts of the state. We typically admit 8-12 students who aspire to be central office administrators in K-12, administrators in higher education, or work in the PED.

#### **Educational Leadership: Ed.S.**

We hold informational meetings for teachers who are aspiring K-12 administrators. We also share announcements on our Educational Leadership website. Eighty-four percent of students are placed in leadership positions throughout the state; 27 of 34 POLLEN graduates currently serve

in administrative positions in New Mexico. We have been having virtual meetings for people interested in becoming K-12 administrators the last couple of years because of Covid.

#### **4B: Admissions**

*Admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs and evaluate the impact of these processes on enrollment.*

#### **Elementary Education: BSED Bachelor of Science in Education (K-8)**

Undergraduate Elementary Students are admitted each semester through a formal application process. We require the following criterion for admission into the undergraduate Elementary Education Program:

- Meet UNM College of Education and Human Sciences entry application requirements,
- Have completed a minimum of 26 university hours before applying to the College of Education and Human Sciences Elementary Education Program
- Have an overall GPA of 2.75 cumulative credit hours of university coursework,
- Completion of Introductory Courses, and
- Passed district-mandated background check procedures.

Each applicant is reviewed by the Center for Student Success (CSS) for the above criteria. The CSS provides the faculty with current spreadsheets of students admitted into Elementary Education, where students are in Tracks 1-4.

- Track 1: Students are ready to begin the professional three-semester sequence in the upcoming semester.
- Track 2: Students are 10-24 credit hours to complete prior to beginning the professional three-semester sequence.
- Track 3: Students have 25+ credit hours to complete prior to beginning the professional three-semester sequence.
- Track 4: Students have been denied due to low GPA and are encouraged to take additional coursework in other content areas to raise their GPA before applying again.

CSS conducts a preliminary review of each applicant and if a student is below the required 2.75 GPA, that student's admission status is considered provisional. Thereafter, that student's GPA is monitored for improvement and supports are recommended until the student attains a GPA of 2.75.

Prior to each teacher candidate entering the final semester of the program of full-time field experience through student teaching, each teacher candidate must pass the three PRAXIS Basic Skills Examinations (Reading, Writing, and Mathematics). Potential teachers have had to withdraw from the program because of not being able to meet this State-instituted requirement. It is our understanding that students for whom English is a second language especially have difficulties with the writing portion of the test. Others have difficulty with the mathematics portion of the exam, which includes algebra and geometry. These tests have impacted our ability



to prepare a greater number of teachers. Through the CSS and resources shared at orientation, students have support for preparing for these examinations. We do not have specific data on the passage rates of these tests because the State of New Mexico just instituted these PRAXIS examinations beginning January 1, 2021.

Once students are selected into the program, they are assigned placement in a school with a cooperating teacher. Students choosing bilingual education or Teaching English to Speakers of Other Languages (TESOL) are assigned to a specific cohort (TECLA). This arrangement allows students to take some of their courses with faculty who have expertise in working with English Language Learner (ELLs). Increasingly, all students will find themselves working with ELLs, so all faculty teaching methods courses or seminar are expected to address best practices in working with ELLs.

### **TECLA (Teacher Education Collaborative in Language Diversity and Arts Integration) Pathway to Elementary Licensure**

TECLA is an interdisciplinary pathway for elementary teacher candidates who are interested in teaching bilingual students and English Language Learners (ELLs) in elementary schools. TECLA encourages student teachers to first learn about the communities from which their students come, in order to build on the cultural knowledge, they bring to the classroom. The goals of the program include a) working at a school that genuinely represents the demographics of New Mexico and that implements a program that specifically addresses the needs of bilingual New Mexican children enabling teacher candidates to experience; b) learning through, and practicing teaching and learning in a context similar to that which they will soon become part of; c) improving the fieldwork teaching experiences of teacher candidates interested in working with bilingual children, so these children can learn content and improve language skills in the two languages meaningful in their lives; and d) developing a rigorous and efficient model of teacher preparation that can be disseminated and replicated at a larger scale. Due, in part, to the support for teacher residencies in New Mexico, TECLA will be phased out at the end of spring 2022 with a view towards taking its best practices and lessons learned into newly developing residencies.

### **Secondary Education: BAED/BSED**

Steps for Advising and Admission for the BAED/BSED:

1. The student meets with an Advisor at the CSS Advisement Center.
2. The student obtains an application packet from the CSS Advisement Center.
3. The student completes the application packet and provides additional information as required.
4. Upon receipt, the CSS Advisement Center reviews the packet to determine if the minimum requirements for the program are met, and, when appropriate, if the additional minimum requirements for teacher preparation program are also met.
5. The CSS Advisement Center refers the application to the Secondary Education faculty for review.
6. Program faculty review the application and determine admission approval or denial.
7. The CSS Advisement Center communicates the decision to the student by mail and email.

Note: Meeting minimum requirements does not guarantee admission. When more students

apply than can be accommodated, the program gives preference to students who demonstrate qualifications above minimum requirements.

8. Students in non-degree status who are admitted and plan to major or complete a program in the College must contact the Admissions Office to initiate a status change to a degree-seeking undergraduate.
9. Students who are denied admission are encouraged to request an appointment with the Program Coordinator to review their application and the reasons for not being admitted.

Students seeking admission to the Secondary Education Program must have a minimum 2.50 GPA for all coursework and 2.50 in the concentration-teaching field. Applicants must have no more than 6 credit hours remaining in addition to their required Teacher Education credit hours. Advisors will recommend the best date for application based on a student's eligibility. Prior to completing the final, full-time semester of field experience, teacher candidates must provide documentation of passing the PRAXIS Basic Skills Examinations in reading, writing, and mathematics, along with the content area test for their endorsement.

### **Elementary Education: MA with Alternative Route to K-8 Licensure & Secondary Education MA with Licensure**

We require the following criterion for admission into the MA with Alternative Route to K-8 Licensure:

- Meet UNM Graduate Studies requirements, and
- Hold a bachelor's degree from an accredited institution of higher education, and
- Have an overall GPA of 3.0 in the last 60 credit hours of university coursework, or faculty waiver of this requirement.
- Submit the following documentation:
  - Letter of Interest
  - Resume
  - Official transcripts from all institutions of higher education attended
  - Personal identity statement
  - Statement regarding working with students with special needs
  - A minimum of three letters of recommendation

In addition to the requirements above, Elementary Education graduate licensure applicants are required to submit a narrative on their personal identity and a narrative on working with students with special needs.

Secondary Education graduate licensure applicants are required to submit advising documents showing evidence of a content-area faculty member's review of the applicants' transcripts to ensure the applicant meets the necessary credit hour requirements to teach at the secondary level. Each Secondary Education graduate licensure applicant must also submit a writing sample for faculty review.

Each applicant to the Elementary or Secondary graduate licensure program is reviewed by a minimum of three faculty members, scoring each applicant in the UNM Office of Graduate Studies online application review system, App Review. Faculty score each applicant on their

GPA, expressed desires to become a teacher, experiences working with children, writing samples, and letters of reference.

Prior to each teacher candidate entering the final semester of the program of full-time field experience through student teaching, each teacher candidate must pass the three PRAXIS Basic Skills Examinations (Reading, Writing, and Mathematics). Potential teachers have had to withdraw from the program because of difficulties meeting this State-instituted requirement. It is our understanding that students for whom English is a second language especially have difficulties with the writing portion of the test. Others have difficulty with the mathematics portion of the exam, which includes algebra and geometry. These tests have impacted our ability to prepare a greater number of teachers. Through the CSS and resources shared at orientation, students have support for preparing for these examinations.

### **Elementary & Secondary Education: MA**

We require the following criterion for admission into the MA Program:

Meet UNM Graduate Studies requirements, and

- Hold a bachelor's degree from an accredited institution of higher education, and
- Have an overall GPA of 3.0 in the last 60 credit hours of university coursework.
- Submit the following documentation:
  - Letter of Interest
  - Resume
  - Official transcripts from all institutions of higher education attended
  - A minimum of three letters of recommendation

Each applicant is reviewed by a minimum of three faculty members, scoring each applicant in the UNM Office of Graduate Studies online application review system, App Review. Faculty score each applicant on their GPA, the letter of intent, resume, and Letters of Reference.

### **Teaching, Learning, and Teacher Education: PhD & EdD**

We require the following criterion for admission into the Ed.D. or Ph.D. in Teaching, Learning, & Teacher Education.

Admission requirements for the TLTE doctoral program:

1. Meet UNM Graduate School and program requirements, including an overall GPA of 3.0;
2. Hold a master's degree in education or related field;
3. Provide GRE scores; and,
4. Demonstrate evidence of potential to conduct scholarly research and produce academic writing.

These admission processes support student success in the program and provide the program with needed information to support students in the doctoral programs. The faculty use a holistic review for all applications, and not just a review of GPA and GRE scores. Faculty read all letters of interest and resumes and take into consideration the professional goals and experiences of applicants, along with their academic preparation for success in a doctoral program.

<b>Application for Admissions</b>	<b>Specific Instructions</b>
Program of Interest	Select: College of Education> COE Department of Teacher Education, Educational Leadership, and Policy> Teaching, Learning, & Teacher Education> MSET OR Teaching & Learning*  *Requires an additional category in the OGS Online Application
Test Scores	GRE Scores (Scores must not be older than 5 years at the time of application.)
Letter of Intent	<ul style="list-style-type: none"> <li>• Describe why you are applying for this doctoral degree and discuss in detail the goals of your professional future.</li> <li>• Describe how a doctoral degree in Teaching, Learning, and Teacher Education will contribute to your learning.</li> <li>• Indicate previous degrees, professional experiences, and a thorough description of your teaching and/or working in educational settings.</li> </ul>
Writing Sample	<ul style="list-style-type: none"> <li>• Provide a sample of writing that demonstrates your potential as a doctoral student and scholar, and your knowledge of issues related to teaching, learning, and/or teacher education.</li> <li>• This writing sample should demonstrate your current knowledge in the field of education, your skill in organizing your scholarly thoughts and statements, and your skills in writing.</li> <li>• (Example: An academic paper from your master’s program or a professional report.)</li> </ul>
CV/Resume	Prepare a detailed resume/curriculum vitae that includes your degrees, your professional experiences and accomplishments, and your community engagement with connections to teaching and learning.
Minimum Requirements	Minimum GPA: 3.0 Master’s degree in education or related field.
Special Requirements	Click on and complete the Statement of Honesty
Important Links	Specific Instructions
Recommendations	3 required. Enter recommender’s name and email into system. Once the recommender responds to the email, the form and letter will automatically be uploaded into the application file.

### **Educational Leadership: MA with Licensure**

Steps and processes involved in admission to any of the Educational Leadership MA and Ed.S. programs are outlined in the table below then followed by specific procedures which apply to the NAPS and POLLEN cohorts.

### Online Educational Leadership Certificate Program

Transition Point	Assessment Tools	Components
<i>I. Admission</i>	Application File Reviews and Approvals for Program Admittance by Educational Leadership Faculty	Graduate School Admission
		Official Transcripts
		Letter of Intent
		Writing Sample – Original Essay
		Three Letters of Recommendation
	Educational Leadership Professional Biographical Form	
	Orientation/Initial Advising Sessions for New Ed.S. Students	Review of Program Requirements; Distribution of Advisement Packets; Discussion of Understandings, Practices and Dispositions (UPIs) Tk20 Assessments Overview
<i>II. Mid-Point</i>	Program Progress Review	3.33 Cumulative GPA in Program of Study Coursework
	Dispositions Self-Assessment Completed in Tk20 by 5 <sup>th</sup> week of the 1 <sup>st</sup> semester in program	Eligibility check for Level III-A Teaching License
	Administrator Competencies Discussion with Advisor	Administrative Internship Entry Approval by Advisor
	Dispositions Review with Student, Field Supervisor and Cooperating Principal	Administrator Competencies Development through Coursework Completion and Two Semesters of Internship Experiences
<i>III. Exit</i>	START Plan Developed for Internship Seminar Requirement	START Plan Completion
		Determination of Administrator Competencies Development
	Supervision Log and Documentation of Internship Experiences (200 clock hours)	Internship Completion with Passing Grade
	Dispositions Self-Assessment Completed in Tk20 Last Semester in Program	Graduation from Program

### Online MA Educational Leadership Program

Assessment Tools	Components

Application File Reviews and Approvals for Program Admittance by Educational Leadership Faculty	UNM Graduate School Admission
	Official Transcripts
	Letter of Intent
	Writing Sample – Original Essay
	Three Letters of Recommendation
	Educational Leadership Professional Biographical Form

### **Alliance for Leading & Learning (ALL) and POLLEN Cohorts**

ALL is highly selective and limited to applicants who exceed the basic licensure requirements for all candidates in New Mexico. The ideal candidate must commit to becoming a principal or assistant principal, have professional integrity and resilience, demonstrate strong verbal and written communication skills, have a willingness and ability to be self-reflective, commit to being a collaborative learner, have the confidence to lead and skills as a problem-solver and in building relationships.

Applicants must hold an accredited master’s degree, have a minimum of seven years teaching experience, five of which must be with Albuquerque Public Schools (APS), and hold a Level 3A (the state requires only a Level 2) teaching license. Participants must also agree to a two-year contract of commitment to APS upon completion of the program. Applicants for all programs are chosen based on prior academic performance, documented teaching or professional experience and evidence of teacher leadership, professional recommendations from current supervisors, and the ability to communicate.

Prospective candidates must have a 3.0 overall GPA in their last two years of undergraduate work or in their master’s level work. Students applying for the APS ALL program first complete an APS-developed application which includes a letter of intent, writing sample, and letters of recommendation including one from a current supervisor. No GRE is needed for admission as we evaluate our candidates through a holistic lens.

A joint review committee composed of district partners, APS principals, APS co-instructors, and UNM faculty reviews and scores applications using a jointly developed rubric. Selected applicants are interviewed and ranked by members of the review committee using a scoring rubric developed by the partners. In choosing members of each cohort, the committee works to intentionally achieve diversity in school levels, leadership experience, gender, race, and ethnicity.

### **POLLEN Cohort**

The eligibility requirements for POLLEN cohort are as follows:

- 1) Valid Level IIA or IIIA New Mexico Teaching license.
- 2) Master’s degree from a regionally accredited college/university in an education related field of study.
- 3) Native American and interested in becoming a licensed school administrator or non-Native American who is serving in a Native-serving school such as Bureau of Indian Affairs or with 20% or higher Native student population.

- 4) Commitment to serve as a school administrator in a Bureau-funded school or district predominantly serving Native American students.
- 5) Letter of Intent stating commitment to serving Native American schools.
- 6) A letter of recommendation from a tribal leader, administrator, and former instructor.
- 7) UNM biographical form highlighting candidate's experiences.
- 8) Updated resume' or curriculum vitae.
- 9) Participation in an online interview with Ed Lead faculty to discuss educational background, professional experiences, and leadership knowledge.

### MA & EDS Online Admissions Data

	MA Educational Leadership			EDS Educational Leadership		
	Total Applications	Total Admits	% Admit	Total Applications	Total Admits	% Admit
Fall 2016	21	11	52%	21	20	95%
Spring 2017	11	12	109%	15	8	53%
Fall 2017	23	13	57%	21	19	90%
Spring 2018	7	6	86%	15	15	100%
Fall 2018	21	10	48%	20	18	90%
Spring 2019	8	7	88%	1	0	0%
Fall 2019	11	5	45%	14	14	100%
Spring 2020	4	3	75%	4	4	100%
Fall 2020	10	8	80%	20	19	95%
<b>Grand Total</b>	<b>116</b>	<b>75</b>	<b>64%</b>	<b>131</b>	<b>117</b>	<b>89%</b>

MA Educational Leadership numbers fluctuate, but ultimately decrease. EdS numbers also fluctuate. They stay a little more consistent because of the ALL and POLLEN funding which is usually in the fall. Spring 2017 shows a percentage over 100% because of a deferred applicant from Fall 2016.

### POLLEN Admissions Data

Pollen Cohort & Years	Pollen Candidates & Ethnicity	Admin Licensure Pass Rate	Gender	% Native American	EDS. With Licensure Completers
Cohort 1 2016-2017	13 (11 Navajo, 1 Pueblo, 1 Apache)	100% (N = 12)	M = 2 F = 11	100%	100%
Cohort 2 2017-2018	11 (6 Navajo, 3 Anglo, 1 Apache, and 1 Pueblo)	92% (N= 10)	M = 3 F = 8	73%	100%
Cohort 3 2018-2019	8 (3 Navajo, 2 Pueblo, 2 Anglo, 1 Apache)	100% (N=6)	M = 0 F = 8	80%	92%
Cohort 4 2020-2022	8 (4 Navajo, 2 Pueblo, 2 Anglo)	TBD	M = 2 F = 6	80%	TBD

Cohort 5 2021-2023	7 (3 Navajo, 1 Pueblo, 1 Asian, 1 Apache, 1 Hispanic)	TBD	M = 2 F = 5	65%	TBD
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We do not receive funding every year to run POLLEN, but when we do our numbers of Native American students stay within the range of 7-13. No GRE is needed for admission as we review applications with a holistic lens, considering applicants' backgrounds, educational experiences, and potential for leadership. EDLEAD faculty review all of the POLLEN applicants and interview them. We evaluate their confidence and commitment to Native American students. Faculty do not interview the online students, but we do look for their educational leadership working with all students including minorities and low-income students.

Representatives from APS screen the ALL Cohort applicants using their paper applications and APS interviews the candidates. APS specifically assesses their commitment to working with diverse student populations.

All of the EdLead faculty review the applicants to make sure we give minorities a special look to admit.

#### 4C: Data

*We provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e., time to degree, graduation rates, etc.) trends. and provide data and analysis on enrollment, retention and graduation rates for students by race/ethnicity and gender. We explain initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. Data was provided by the College of Education and Human Sciences Center for Student Success (CSS) Data Team.*

### Unique Enrolled Students by Major

	Elementary Education			Secondary Education		
	Pre - Major*	BSED	MA	Pre Major	BAED/ BSED	MA
<b>2015-2016</b>	412	227	105	220	45	95
<b>2016-2017</b>	374	235	95	191	45	77
<b>2017-2018</b>	338	207	104	205	58	58
<b>2018-2019</b>	278	156	102	184	59	66
<b>2019-2020</b>	270	182	78	179	65	55
<b>2020-2021</b>	249	190	98	164	80	60

\*Pre-Major students



**Elementary Education: BSED Bachelor of Science in Education (K-8)  
Unique Enrolled Students by Ethnicity**

	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	International	Ethnicity Unknown	Two or More Races	White
<b>Elementary Education*</b>									
2015-2016	66	11	15	368	1	2	6	18	257
2016-2017	60	14	13	356	0	4	4	18	235
2017-2018	48	9	14	321	1	5	1	13	237
2018-2019	37	7	11	278	1	7	1	7	187
2019-2020	34	8	10	264	0	9	4	9	192
2020-2021	44	11	11	290	0	7	4	11	159
<b>BSED Pre- Elementary Education</b>									
2015-2016	35	4	12	221	0	1	3	11	125
2016-2017	37	5	8	195	0	3	3	10	113
2017-2018	24	6	8	170	0	4	0	7	119
2018-2019	20	4	5	163	0	2	1	4	79
2019-2020	19	4	4	139	0	2	4	5	93
2020-2021	23	5	6	141	0	2	2	5	65
<b>BSED Elementary Education</b>									
2015-2016	17	6	1	108	0	1	3	5	86
2016-2017	11	7	3	130	0	1	1	5	77
2017-2018	11	3	3	113	0	1	1	3	72
2018-2019	10	2	3	79	0	1	0	1	60
2019-2020	7	4	3	95	0	2	0	3	68
2020-2021	11	3	5	105	0	2	1	5	58

\*Includes a combined total of students preparing to be admitted and those already admitted.

When reviewing this admission data, of note is the admission of more Hispanic students than White students. For example, in the last data set of 2020-2021, we admitted 105 Hispanic students and 58 White students.

To address the drop in enrollment from 2018-2019, various factors may have influenced students to not enroll in the undergraduate Elementary Education Program. First, there was a national and state shortage of teachers, no increase in pay for educators, and New Mexico teachers were

reprimanded if their students did not show adequate academic progress on testing. This negativity toward the teaching profession was evident in media outlets and likely negatively influenced student interest in becoming teachers. Program faculty worked with the CSS to establish a more streamlined admissions process whereby minimal requirements were established by the faculty for entry into the Elementary Education program but would be administered through the CSS. In 2019, the program coordinator assessed communication breakdowns between the CSS and Elementary Education faculty and then began setting up regular meetings to communicate with field placement, advisement, and admissions. In addition, regular meeting times were set up for student orientations, university supervision, seminar instruction to address issues in field experience.

In 2019 and 2020, current enrollment has increased because clearer communication pathways were established and resources such as handbooks and advisement sheets were updated.

#### Degrees Awarded by AY Year

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>BSED Elementary Education</b>	128	97	97	80	64	98

In Elementary Education graduation rates are consistent with enrollment.

#### Secondary Education: BAED/BSED

Enrollment in Secondary Education undergraduate licensure is growing. Of note is the diversity of our candidates. For example, in 2020-2021, Secondary Education admitted twice as many Hispanic students as White students (46 to 23).

#### Secondary Education BAED/BSED: Unique Students Enrolled by Ethnicity

Academic Years	Total Unique Students	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	White	International	Two or More Races
<b>2015-16</b>	63	3	5	0	22	0	19	1	13
<b>2016-17</b>	55	3	4	0	18	0	21	1	8
<b>2017-18</b>	68	3	1	0	30	0	21	2	11
<b>2018-19</b>	70	2	2	0	29	0	25	2	10
<b>2019-20</b>	77	4	1	0	33	0	23	4	12
<b>2020-21</b>	80	2	1	2	46	1	23	1	4

#### Degrees Awarded by AY Year

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Secondary Degrees					
BAED Secondary Education	27	22	27	23	23

BSED Secondary Education	6	12	7	8	6
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Graduation rates are consistent with enrollment data.

### **Elementary Education: MA with Alternative Route to K-8 Licensure & Secondary Education: MA + Licensure**

Because of UNM coding methods, the information we have access to from UNM analytics does not disaggregate for this licensure program but instead includes all MA students in the licensure and non-licensure pathways together. The data above is provided by the COEHS. However, with the new Elementary and Secondary Education Graduate Certificates, much more accurate data will be available in the future. These Certificates will be transcribed for each student and data will be disaggregated for graduate students in the certificate program and students in the MA in Education. As a result of implementing the graduate licensure certification, we will be able to accurately track those who enroll and those who complete the certificate program.

The decrease in enrollment can also be attributed to the loss of our connection with Teach for America (TFA) in Gallup because of personnel issues at our UNM Gallup Branch campus. We had historically enrolled 10-12 students per year from TFA. In addition, community colleges were granted the ability to issue post-baccalaureate licenses, which decreased our enrollment due to their reduced tuition costs to students.

However, our current enrollment for Fall 2021 is over 35 Elementary Education graduate licensure students and 27 Secondary Education licensure students. Elementary Education graduate licensure students who enroll at our Branch campuses and centers (Gallup, Taos, and San Juan) and other students around the state can complete Elementary Education graduate licensure through 100% online courses. We anticipate that this offering, along with the Elementary and Secondary Education Graduate Certificates will assist us in continuing to recruit more career-changers holding bachelors' degrees to enter teaching as a profession.

#### **MAw/ARL: Unique Students Enrolled by Ethnicity**

Academic Years	Total Unique Students	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	White	International	Two or More Races
2015-16	59	7	1	1	19	1	28	0	2
2016-17	57	9	2	2	11	0	31	0	2
2017-18	56	8	0	3	18	1	24	0	2
2018-19	58	3	0	3	7	1	28	0	2
2019-20	34	3	0	2	11	0	13	0	1
2020-21	37	1	0	0	18	0	13	3	1

### Secondary Education MA + Licensure: Unique Students Enrolled by Ethnicity

Academic Years	Total Unique Students	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	White	International	Two or More Races
2015-16	96	2	5	1	28	0	56	0	3
2016-17	76	2	4	0	24	0	43	0	3
2017-18	58	2	1	0	18	0	36	0	1
2018-19	75	2	2	1	29	0	38	0	3
2019-20	54	2	1	1	19	0	30	0	1
2020-21	60	5	1	0	16	0	35	1	2

### Elementary & Secondary Education: MA

Enrollment data for the MA degree indicates we are enrolling a significant number of Hispanic and other diverse students. Enrollment of Hispanic and other ethnic categories combined is balanced with White enrollment data. The data indicates a significant decrease in enrollment for 2019-2020. Regional competition has increased in recent years, and we have seen enrollment declines based on this factor. Additionally, there is an overall resetting in the teaching profession in New Mexico with more attrition in the first five years contributing to less demand for the career ladder MA degree.

Because of how UNM codes students in this program, the information we have access to from UNM analytics does not disaggregate between the MA and the graduate licensure programs. These numbers include both MA degree-seekers who are practicing teachers and graduate licensure teacher candidates.

### MA in Elementary & Secondary Education: Unique Students Enrolled by Ethnicity

Academic Years	Total Unique Students	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	White	International	Two or More Races
2015-16	105 ElEd	14	1	2	39	1	46	0	2
	95 SecEd	2	5	1	28	0	56	0	3
2016-17	95 ElEd	12	2	2	31	0	45	0	3
	77 SecEd	2	4	0	24	0	34	0	3
2017-18	104 ElEd	13	0	3	38	1	46	0	3
	58 SecEd	2	1	0	18	0	36	0	1
2018-19	102 ElEd	7	1	3	36	1	48	4	2
	66 SecEd	7	1	3	36	1	48	4	2
2019-2020	78 ElEd	8	0	3	30	0	31	5	1

	55 SecEd	8	0	3	30	0	31	5	1
2020-2021	98 ElEd	10	3	0	44	0	3	1	1
	95 SecEd	5	1	0	16	0	35	0	2

### MA in Elementary & Secondary Education: Degrees Awarded by AY Year

Degrees awarded in Elementary and Secondary Education seem lower than what would be expected with our admission rates because some students apply to the MA Degree pathway only to earn licensure and have up to seven years to complete the MA Degree.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
MA Elementary Education	38	34	21	38	27
MA Secondary Education	23	22	14	20	20

### Teaching, Learning, and Teacher Education: PhD & EdD

The following tables and narrative use data from reports compiled by the COEHS. This section includes data on enrollment and completion by ethnicity, gender, and year. Doctoral students were matriculated in both the MCTC and TLTE programs before Fall 2017. In Fall 2017, the revised TLTE program was implemented. Since that time, the total number of students in the TLTE doctoral program has increased.

Over the past five years, the number of international students has increased, from no students prior to 2017 to 2017-2018 with 3.8% and that number doubled in two years, and in 2019-2020 there were 7.4%. The number of students who have completed the doctoral degree in TLTE has also increased over the past five years.

#### TLTE: Unique Students Enrolled by Ethnicity

Academic Years	American Indian	Asian	Black or African American	Hispanic	Native Hawaiian	International	Two or More Races	White
2015-16	0	0	0	9	0	0	1	9
2016-17	0	0	0	10	0	0	1	9
2017-18	0	0	0	12	0	1	1	11
2018-19	0	1	0	11	0	1	1	16
2019-20	0	1	0	9	0	2	1	14
2020-21	0	1	0	8	0	2	0	14

Regarding Retention and Graduation Rates, TLTE retains its students and enrollment in the program, and it is growing. Retention rates are determined by the number of students actively taking classes in the program. We acknowledge TLTE is slow to move students to candidacy and graduation. In Fall 2021, the graduate faculty met to address this issue. As a result of this

conversation, advisors will be more diligent in communicating with doctoral students the importance of completing their comprehensive examinations and moving to candidacy in a timely manner. The TLTE faculty also formalized the comprehensive examination process and expectations for students. This information is available by clicking this link.

Academic Year	Retention	Graduation
2015-2016	20	1
2016-2017	15	1
2017-2018	22	2
2018-2019	23	1
2019-2020	25	3
2020-2021	32	1

### Educational Leadership: MA (Non-Licensure)

Ed Lead students earning an MA with non-licensure have fluctuating ethnic percentages over the years. We still need to do better in attracting more students into the program, especially Hispanics and American Indians. Our Hispanic numbers do parallel the number of Whites enrolled. Enrollment in the MA in Educational Leadership has dropped enrollment over the years. The number of Asians, Black, Hispanic, and White have dropped in enrollment. The number of American Indians have fluctuated but stayed mostly constant between 5 or 6 students. EDLEAD still needs to improve numbers, especially Hispanics.

*We would appreciate any recommendations or insights into improving the numbers of diverse candidates in our non-licensure pathways.*

### MA Ed Leadership: Unique Students Enrolled by Ethnicity

Academic Years	Total Unique Students	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	White	International	Two or More Races
2015-16	44	6	1	3	17	0	17	0	0
2016-17	51	3	1	4	20	0	22	0	1
2017-18	57	5	0	3	22	0	24	1	1
2018-19	57	6	0	4	21	0	25	0	0
2019-20	42	6	0	4	16	0	14	0	1
2020-21	27	5	0	1	10	0	9	0	1

### Ed.S.: Unique Students Enrolled by Ethnicity

Academic Years	Total Unique Students	American Indian	Asian	Black or Afro American	Hispanic	Native Hawaiian	White	International	Two or More Races
2015-16	48	10	0	0	18	1	18	0	1
2016-17	57	15	0	0	14	1	24	0	3

2017-18	56	10	0	1	19	0	23	0	3
2018-19	41	6	0	1	12	0	19	0	3
2019-20	27	1	0	1	9	0	15	0	1
2020-21	38	9	1	2	11	0	15	0	0

#### **4D: Advisement Practices**

*Advisement processes for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.*

#### **Elementary Education: BSED Bachelor of Science in Education (K-8) & Secondary Education: BAED/BSED**

Students in the Elementary and Secondary Education programs are advised by Center for Student Success (CSS) advisement and by program faculty. The CSS advisor is the students' initial contact and advises students on appropriate licensure coursework throughout their programs. CSS advisors also complete annual and final graduation checks.

The program coordinator and faculty of each program hold regular orientations to make sure all students receive the necessary information about enrollment and field experiences to be successful in their program. Seminar instructors and university supervisors also attend the program orientation sessions to reinforce and clarify this information regarding classes, licensure, assignments, and PRAXIS testing. University supervisors also help to clarify these assignments in the field with cooperating teachers and teacher candidates.

In Elementary Education the program coordinator and a faculty member from Language, Literacy, and Sociocultural Studies (LLSS) Bilingual Education and Teachers of English to Speakers of Other Languages (TESOL) programs met to provide regular information sessions with the CSS Advisors to outline these two Minors/Endorsements to current and potential students.

#### **Elementary Education: MA with Alternative Route to K-8 Licensure & Secondary Education MA + Licensure**

Because MA with Alternative Route to K-8 Licensure and Secondary Education MA + Licensure are graduate programs, all students are advised by program faculty. The coordinator of graduate licensure is the student's initial advisor through the two semesters of licensure coursework, then the student's MA advisor works with the student to complete the MA degree. Orientation sessions are held each semester for graduate licensure students to make sure all students receive the necessary information about enrollment and field experience to be successful in their programs.

In Elementary Education, to ensure inclusivity and equity in advising, the graduate licensure coordinator works with the Department Administrative Assistant to equitably distribute advising loads throughout the faculty in the Elementary Education Program.

In Secondary Education, graduate licensure students are advised by the faculty member in their content area. One challenge we have faced for the past several years is that we no longer have secondary math or science education faculty to advise students. This is especially problematic given the shortages in the state for math and science teachers at the secondary level.

Orientation sessions are held each semester for graduate licensure students to make sure all students receive the necessary information about enrollment and field experience to be successful in their programs.

### **Elementary & Secondary Education: MA**

The MA is a graduate program and students are all advised by program faculty. Upon acceptance students are assigned a faculty advisor. To ensure inclusivity and equity in advising, faculty work with the Department Administrative Assistant to equitably distribute advising loads throughout the faculty in the Program according to faculty content area expertise. Faculty typically advise between 15-25 graduate students in the MA program. Once graduate students are admitted and receiving initial advising from their assigned advisors, they are given the option to request specific faculty members as advisors. This flexibility ensures that students have mentorship and support from faculty members with particular areas of expertise.

### **Teaching, Learning, and Teacher Education: PhD & EdD**

All doctoral students in TLTE are advised by tenure-track/tenured faculty within the TEELP Department. When students enter the program, the graduate program coordinator advises students through their first few semesters until they have chosen the direction of their research and doctoral studies focus. After students have met with and studied under several faculty members, the students then select their formal doctoral advisors. Each student's formal advisor assists each doctoral student through their remaining coursework, comprehensive examination, and dissertation completion.

### **Educational Leadership: MA (Licensure and Non-licensure)**

#### **Online MA and Ed.S. Programs:**

<i>Admission</i>	Orientation/Initial Advising Sessions for New Ed.S. Students  Dispositions Self-Assessment Completed in Tk20 by 5 <sup>th</sup> week of the 1 <sup>st</sup> semester in program.	Review of Program Requirements; Distribution of Advisement Packets; Discussion of Understandings, Practices and Dispositions (UPIs) Tk20 Assessments Overview
<i>Mid-Point</i>	Program Progress Review	3.33 Cumulative GPA in Program of Study Coursework



		Eligibility check for Level III-A Teaching License
	Administrator Competencies Discussion with Advisor	Administrative Internship Entry Approval by Advisor
	Dispositions Review with Student, Field Supervisor and Cooperating Principal	Administrator Competencies Development through Coursework Completion and Two Semesters of Internship Experiences
<i>Exit</i>	START Plan Developed for Internship Seminar Requirement	START Plan Completion
		Determination of Administrator Competencies Development
	Supervision Log and Documentation of Internship Experiences (200 clock hours)	Internship Completion with Passing Grade
	Dispositions Self-Assessment Completed in Tk20 Last Semester in Program	Graduation from Program

### **ALL Cohorts**

Candidates for the program are notified in June of their selection. A program administrator in the department expedites applications for the graduate admissions and serves as a personal, direct point-of-contact support person during the admission process. ALL cohort members attend an orientation co-facilitated by the ALL program district director and UNM faculty liaison during the summer before classes begin in the fall semester. The orientation uses engaging, fun icebreakers to create a sense of excitement about the program, introduce new colleagues in a face-to-face setting, learn about support available, and set beginning expectations about the internship experience through an informal presentation by the course instructor and field supervisor. Syllabi for fall semester courses and textbook information is also given to the new cohort during this orientation.

### **POLLEN Cohorts**

Each POLLEN candidate is assigned to the POLLEN Coordinator who oversees the advisement, course scheduling, financial aid, licensure requirements, and graduation paperwork. Another faculty member actively assists students with administrative licensure internship placement in a school with a licensed principal. The advisor has open office hours each week and conducts in-person or Zoom visitations with students to ensure that all students complete required coursework.

### **4E: Student Support Services**

*Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.*

### **Elementary Education: BSED Bachelor of Science in Education (K-8) &**

### **Secondary Education: BAED/BSED**

Students in the Elementary and Secondary Education undergraduate programs are supported by a TEELP faculty member who serves as a program coordinator. The program coordinator holds orientation session each semester and supports each student with individual sessions when needed. The program coordinator also meets regularly with the CSS to collaborate on information communicated to students vis-à-vis the COEHS CAEP Accreditation Assessment Office, and the use of COEHS Tk20 Data Management and Learning Outcomes Assessment System.

The CSS assists students through initial PRAXIS test preparation. The program coordinator also collaborates with the CSS Field Services Center (FSC) regarding student placements in schools, obtaining the necessary background checks and liability insurance to complete the field experience requirements, placement in school field site, and by providing completion documentation for applications for licensure and employment. The CSS provides PRAXIS tutoring and preparation for all admitted students and those applying for admission. The literacy methods instructors conduct PRAXIS test preparation sessions each semester for the PRAXIS Teaching of Reading examination.

### **Elementary Education: MA with Alternative Route to K-8 Licensure Secondary Education MA with Licensure**

Students in the MA with Alternative Route to K-8 Licensure and the Secondary Education with Licensure Programs are supported by TEELP faculty who are their advisors. The coordinator of graduate licensure supports each licensure student with individual advising sessions and group orientation sessions held each semester. The CSS assists graduate licensure students through PRAXIS test preparation, obtaining the necessary background checks and liability insurance to complete the field experience requirements, and by providing completion documentation for applications for licensure and employment. Students are advised to use the UNM Office of Graduate Studies and the online graduate resource center (GrOWL) for ongoing support. In addition, UNM provides an Education Librarian to assist students in their research endeavors throughout their program.

### **Elementary & Secondary Education: MA**

Students in the MA are supported by TEELP faculty who are their advisors. Additionally, they receive different types of professional and academic support from faculty teaching the courses. The MA with a focus on Reflective Practice (MARP) pathway, is designed as a cohort model, to offer cohort wide and collegial support among the students as they move through the experience. Furthermore, each semester the two faculty members teaching the integrated courses serve as informal advisors and offer academic and professional mentorship before and after class sessions. Finally, through departmental communications the graduate students in the MA program receive information regarding registration, paperwork completion, and other deadlines and opportunities. Students are advised to use the UNM Office of Graduate Studies and the online graduate resource center (GrOWL) for ongoing support. In addition, UNM provides an Education Librarian to assist students in their research endeavors throughout their program.

### **Teaching, Learning, & Teacher Education: PhD & EdD**

Students are supported in various ways throughout their program. TLTE is a cohort program, so students are supported in their community of learners as they move through the program. Each student is supported by their advisor in coursework selection, writing support, and completion of comprehensive examination and dissertation. The program coordinator hosts doctoral student meetings once a semester and the department hosts an orientation each spring for incoming students. Students are advised to use the UNM Office of Graduate Studies and the online graduate resource center (GrOWL) for ongoing support. In addition, UNM provides an Education Librarian to assist students in their research endeavors throughout their program.

### **Educational Leadership: MA (Non-Licensure and Licensure)**

Ed Lead students are supported by their advisors and instructors. Advisors help the students choose their courses and help them complete their Inquiry Projects. Inquiry Projects are small research projects that include a literature review and data collect presented to a faculty panel. Advisors and instructors meet with students through email or Zoom. The ALL and POLLEN cohorts also have other support systems.

### **ALL Cohorts**

A key feature in the design and integration of elements of the partnership's desired learning has been achieved through a variety of coordinated, support activities. Programming is aligned to the competencies and indicators for instructional leadership, communication, professional development, and operations management which is demonstrated in feedback from leaders in practice and from practitioner mentors and co-teachers. Partners collaborate to recruit diverse candidates who reflect the demographics of the students they intend to serve as indicated in our Theory of Action which was collaboratively developed by the partners. Programming is responsive to the APS K-12 school system and the communities served as evidenced by the unique design of the ALL cohort, which brings together co-instructors, full-time UNM faculty with sitting APS principals. This core element of the ALLs program contextualizes student learning around the perspectives of these experienced co-teachers and mentors.

Embedded in all of this is the tacit understanding about the level of complexity of leading diverse schools. Partners demonstrate commitment to using data for continuous improvement as evidenced in the partners' continuous work to examine trend data from informal and formal evaluations of program inputs, outputs and outcomes in order to provide continuous improvement of the pre-service program and in-service networking support to early-career school administrators.

ALL builds aspiring principal competency to effectively lead schools that serve diverse populations through carefully embedded strategic learning experiences with special attention to the tasks of school finance and law, teacher evaluation, and democratic styles of leadership. The program provides multiple, field and classroom opportunities for aspiring principals to develop, practice, and demonstrate competencies in collaboration with others. Leaders in practice say that scenarios and case studies provided them with an opportunity to work together on problems-of-

practice that would have the greatest impact on improving the learning culture in their authentic settings. Partners ensure aspiring principals are effectively prepared, placed and supported through the district's work to ensure continuity of the pre-service and in-service experiences with ongoing professional development that blends theory and practice. Seminars are scheduled by the district on topics of relevance to newly placed, early-career principals.

## **POLLEN**

The Department Administrator provides support services for all POLLEN candidates including registration, graduation paperwork, and candidacy forms. Candidates have actively participated in several university programs including the Graduate Resource Center, Society of Native American Graduate Students, UNM Project ECHO professional development sessions, and the annual Gathering of POLLEN symposium. The POLLEN Coordinator along with the Internship placement coordinator also conducts school visitations to ensure that candidates are progressing in their START plans, graduation paperwork, and other scholarship logistics.

### **4F: Graduate Success**

*Success of graduates of the program by addressing the following topics:*

- *Ways we measure the success of graduates (i.e., employment, community engagement, graduate studies, etc.)*
- *Results of these measures*
- *Equity of student support and success across demographic categories.*

### **Elementary Education: BSED, Secondary Education: BAED/BSED, Elementary Education: MA with Alternative Route to K-8 Licensure, & Secondary Education MA + Licensure**

We measure the success of our licensure teacher candidates through their own reporting through exit surveys conducted by the COEHS and through surveys completed by principals who have hired our graduates. Unfortunately, these reports are not able to be disaggregated by our various licensure programs.

From 2014-2017, 295 surveys were emailed to completers of all COEHS licensure programs with a 50% response rate. Of these program completers, 86% stated they "would recommend" a UNM teacher preparation program to a friend. UNM completers rated their preparation the highest in "setting high expectations for all students," and "engaging in positive classroom interactions." Completers rated their preparation the lowest in "using student achievement data to design and implement activities which support student learning," communicating with families in appropriate ways, and "effectively utilizing current technology in instruction." In response to this data, faculty have discussed ways to integrate assessment, family communication, and technology into all parts of teacher preparation from methods coursework to seminar and field experiences.

Regarding their preparedness to meet the needs of diverse students and their families, 91% rated themselves “moderately prepared” or “highly prepared” to meet the needs of culturally diverse students; 77% rated themselves “moderately prepared” or “highly prepared” to meet the needs of linguistically diverse students.

We learned from employer (mainly principal) responses from 2014-2017, that 100% of employers would recommend hiring a graduate from UNM to their colleagues, with 86% recommending hiring a UNM graduate to a “high” or “exceptional” degree. Employers rated graduates highest in the areas of “communicating content in lessons,” “demonstrating respect for all student groups,” and “effectively utilizing current technology in instruction.” Employers rated UNM graduates lowest in the following areas: “establishing clear expectations for student behavior, and “differentiating the learning environment to meet student needs.” Regarding UNM graduates’ abilities to meet the needs of diverse students and their families: 98% rated graduates “moderately prepared” or “highly prepared” to meet the needs of culturally diverse students and 95% rated graduates “moderately prepared” or “highly prepared” to meet the needs of linguistically diverse students.

In a more recent survey of 2018-2019 program completers of all UNM licensure programs, 83% of pending graduates “would recommend” a UNM teacher preparation program to a friend, and 80% of program completers “would recommend” UNM teacher preparation programs to a friend. However, 100% of employers (mainly principals) would recommend hiring a teacher who graduated from UNM. This data is not disaggregated by program, so these percentages apply to all teacher preparation programs in the college.

The following results are from a survey that was created by the College of Education and is intended to gauge employers’ perceptions of COE graduates. It contains questions measuring demographics as well as employers’ satisfaction with various aspects of their employees.

Employers are defined as principals or other school leaders working in New Mexico public or charter schools.

Each principal was given the names of the teachers in their school who reported UNM as their preparation institute and had been licensed in the last three years. This information was obtained by submitting a request to the New Mexico Public Education Department. In many cases, schools had more than one principal identified, and the survey was sent to all principals.

Overall, 100% of Employers would recommend hiring a graduate from UNM. 86% of principals would recommend to a “high” or “exceptional” degree.

UNM graduates were rated highest in:

- Communicating content in lessons.
- Demonstrating respect for all student groups.
- Effectively utilizing current technology in instruction

UNM graduates were rated lowest in:

- Establishing clear expectations for student behavior.
- Differentiating the learning environment to meet student needs.

Regarding graduates' ability to meet the needs of diverse students and the families:

- 98% rated graduates moderately or highly prepared to meet the needs of culturally diverse students.
- 95% rated graduates moderately or highly prepared to meet the needs of linguistically diverse students.

Due to this feedback, differentiating learning environments and setting clear expectations have been implemented in the curriculum in both seminar and methods coursework.

For the graduate licensure Albuquerque Teacher Residency Partnership (ATRP), in a survey conducted in 2020 to measure the success of ATRP Teacher Residents who were hired the following school year, 86% of principal respondents agree or strongly agree that ATRP Residents were a) skilled at creating rapport with students, b) presented content to students in meaningful ways, and c) effectively communicated with families. In addition, 71% agreed or strongly agreed that Residents effectively implemented classroom management strategies.

For the Albuquerque Teacher Residency Partnership, we conduct several constituent surveys. Below is a brief summary of those results:

*Cohort Numbers:*

- Cohort I: 16 (Entering Year 3 of teaching at APS)
- Cohort II: 12 (Entering Year 2 of teaching at APS)
- Cohort III: 16 (10 earned TESOL certificates) (Entering their first year of teaching at APS)
- Cohort IV: 25 (53% identify as a person-of-color) (Will begin teaching in APS in Fall 2022)

From 2019-2021, Albuquerque Public Schools has hired 44 ATRP Residents as classroom teachers who persist as teachers today. Results from the Principal Satisfaction Survey conducted in June 2021 included 100% of Cohort III Principals rated the performance of their Teacher Residents and the Co-Teachers in their schools as “Excellent.”

For the cooperating teachers who coach these ATRP Teacher Residents, the cooperating teacher observation scores on the ELEVATE NM teacher observation rubric averaged 3.219/4.0 (4= Innovating; 3= Applying). These same cooperating teachers indicated that 100% of them are “Satisfied” or “Extremely Satisfied” with ATRP regarding organization, communication, and implementation of ATRP.

The ATRP Teacher Residents themselves on the ATRP Teacher Resident Satisfaction Survey stated that 100% of Residents “Agree” or “Strongly Agree” with the strengths of the ATRP Program, the mentoring they received, and their improvement of skills over time.

### **Elementary & Secondary Education: MA & Teaching, Learning, and Teacher Education: PhD & EdD**

Our Elementary, Secondary, and doctoral graduate success is measured by successful completion of the degree. There are no post-graduation tracking systems in place in the COEHS for former doctoral students. Informally, faculty advisors continue to be in contact with graduates in an at-will basis.

Our MA graduates typically remain classroom teachers, incorporating their increased knowledge and skills into their work with K-12 students. Our doctoral graduates hold positions with their school districts as classroom teachers, principals, or district leader.

**Educational Leadership: MA (Non-Licensure and Licensure)**

**Summary of Accreditation Reviews: Highlights from NCATE and CAEP Reviews  
Assessment of Candidates’ Professional Dispositions**

All candidates self-assess their proficiency on entry to the program and upon exit related to the professional dispositions in the New Mexico Administrator Competencies. The assessment of dispositions provides information for guided reflection of a candidate's professional understandings, practices, and identities, particularly as they relate to serving diverse populations. The performance benchmark for all candidates was met with 100% scoring 3 or higher, on a 5-point scale, on the post-disposition’s assessment. This represented an increase from candidates’ self-assessment at program entry.

**Assessment of Candidates’ Proficiency on Key Assessments**

UNM also collects data during the program from Key Assessments in coursework. The data is used to examine learning outcomes and improve core courses. Key Assessments include 90-Day School Improvement Plans, Capstone Projects and START plans from the field internship. Data is collected on the key assessments through the secure UNM TK20 portfolio system and evaluated using collaboratively developed rubrics which are routinely discussed during program and accreditation meetings. The TK20 system is also available to students as a portfolio to document their best work. Inter-rater agreement on the analytical rubrics provides relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

**NMTA Test Data**

The Educational Administrator test consists of 100 selected response questions with a passing score of 240.

Academic Year of Test	Test Count	Pass Count	Pass Rate
2016-2017	75	74	98.7%
2017-2018	77	76	98.7%
2018-2019	48	48	100.0%
2019-2020	14	14	100.0%
2020-2021	9	9	100
<b>Grand Total</b>	<b>223</b>	<b>221</b>	<b>99.1%</b>

EDLEAD has an average of 99.1% passage rate over the past 5 years. These are only the scores that are sent to UNM. *We would like the reviewers’ perspectives on ways we could receive this testing data directly from NM PED, rather than rely on students to self-report to UNM.*

The following table lists average scores for the overall test, and the four subsections that make up the overall score.

Academic Year of Test	Overall Average Score	Foundations of Educational Leadership - Average Score	Promoting Continuous School Improvement - Average Score	Instructional Leadership - Average Score	Managing School Org., Oper., & Resources - Average Score
2016-2017	269.5	266.3	273.7	271.5	266.6
2017-2018	267.7	267.1	273.8	269.6	260.6
2018-2019	267.8	266.7	272.1	270.5	262.5
2019-2020	261.9	263.2	267.3	267.1	250.4
<b>Grand Total</b>	<b>267.9</b>	<b>266.5</b>	<b>272.9</b>	<b>270.3</b>	<b>262.5</b>

*First-Attempt Passage Rates on State Leadership Licensure Exams – 87%*

Candidates demonstrate content knowledge on the state licensure test after completion of the program of studies. Candidates apply to the New Mexico Public Education Department to take the State Content Knowledge Assessment in Educational Administration leading to Level Three-B Pre-K-12 Administrator Licensure, with an expected 83% or better pass rate on a score range of pass/does not pass. The pass rate among those who agreed to share their results with UNM and assumed leadership in the first 8 cohorts of the UNM/APS partnership was 87%.

*Job Placement Statistics for Program Graduates Following Preparation – 87%*

Through the long-standing partnership, 109 candidates have completed the UNM/APS partnership program of whom 43 (39%) are now sitting principals, nine of whom have been retained as long as 8 years; 34 (31%) serve as Assistant Principals and 19 (17%) are in other administrative positions as instructional managers, academic deans or district resource teachers. Thirteen (12 %) resigned or moved out of district. Timeline to completion of the program of studies was a fast-tracked three semesters of study, compared to four semesters for traditional post-masters' students. The APS District Director reported that most candidates were hired and placed in leadership roles within two years of completion.

*Key Findings from Follow-Up Studies of Program Graduates*

Quality feedback from program participants and instructors/mentors was collected over a period of multiple years starting with the first ALL Cohort in 2011. An external evaluation conducted by McREL International (2017) utilized interviews, focus groups, surveys, and review of artifacts regarding the quality of the coursework and clinical experiences. McREL conducted formative evaluations of Cohorts 1-6 with a summative evaluation in 2017. Survey data from NAPS completers reveals that the partnership is successful in preparing candidates to take on the internship and eventually the principalship. Respondents indicated high satisfaction, with 83% or more respondents agreeing or strongly agreeing on statements about the relevance and effectiveness of the partnership program. Table 1 displays the participants, data collection methods and response rates of the summative evaluation with Cohort 6.



**Table 1: Evaluation methods and rates of participation**

Participant Group	Data Collection Method	Target Number	Actual Number
University of New Mexico (UNM) Instructors/APS Co-Instructors	Interview	11	10
	Artifacts	6 (course syllabi)	5
Cooperating Principals	Survey	11	11
Aspiring Principals (Cohort 6)	March Survey (fall 2016 courses)	11	11
	May Survey (spring 2017 courses)	11	11
	June Survey (summer 2017 courses)	11	11
	Focus Group (spring 2017 courses)	11	11
	Focus Group (summer 2017 courses)	11	10
Principal Support Specialists	Focus Group	4	4

### *Quality Measures – Evaluation of Candidates and Leaders in Practice*

Principal supervisors evaluate candidates on an annual basis using the state’s evaluation system and during confidential briefings conducted by the district’s executive leaders. Of note is that none of the UNM/APS completers have been put on costly improvement plans.

Quality of leader practices is also evaluated externally using the INSPIRE Leaders in Practice Survey. The survey was most recently administered in Spring 2019 to NAPS cohort members who completed the program of studies from 2015 to 2019. Of the 23 respondents to the (46% response rate of 50 students surveyed), most strongly agreed that the principal preparation program (PPP) prepared them well for the duties and responsibilities of a school leader/principal and that the PPP has a good reputation among most educators in the state. Respondents strongly agreed that the PPP helped them acquire specific leadership skills required of principals which included: acting in an ethical and professional way, leading school operations and management, providing instructional leadership, promoting a professional, supportive, and equitable organizational culture, and engaging families and communities. They were less likely to agree that they were prepared to function strategically.

Most respondents agreed or strongly agreed that their schools were making progress in school improvement, student and family engagement, teacher collaboration, problem solving, efficacy, and district support (with the lowest agreement on district encouragement “to take risks in order to make changes”). ALL Cohort members reported high satisfaction with the partnership program:

- The teaching of classes with a college professor and school principal was great. Literature used in all our classes paralleled that of the district use.
- The most important benefit to the program was having a co-taught classroom where a university professor taught alongside a working school administrator. Having a full-time semester long internship at a school site was a huge benefit as well.
- I think that the cohort model in my leadership program was one of the best to follow. It was especially helpful to have a UNM professor alongside a veteran school administrator.

- The coordination of the University with the school district provided practical and essential information for navigating through district expectations and procedures.

These student comments, and many others like them, provide evidence that students feel well prepared for school leadership upon leaving the program and advocate for this powerful approach to principal preparation.

### **Analysis of A Variety of Data Sources: Growth Toward Instructional Goals**

Instructional goals were identified in concert with the APS District Director as follows: 1) understanding of the role of APS assistant principals/principals; 2) understanding of the issues and challenges APS assistant principals/principals face; 3) awareness of the resources available to APS assistant principals/principals; 4) knowledge of APS-specific processes (e.g., union negotiated agreements, Board of Education policies and procedural directives); and 5) skills aspiring principals expect to use in their internships.

To monitor aspiring principals' growth toward the five goals, the co-instructors created assignments or conducted informal assessments. APS instructors described the methods they utilized in the classroom, namely in-depth group discussions incorporating actual scenarios, utilizing APS resources, and sharing specific APS and self-developed processes with aspiring principals. For instance, one APS co-instructor described having the aspiring principals simulate a professional development plan (PDP) meeting with a teacher using authentic classroom observation data. A UNM co-instructor assigned written reflections and provided guiding questions to frame group discussions. Another used exit tickets to assess aspiring principals at the conclusion of each session.

### **Summary of Program Reviews: Self-Study of Program Objectives ([Wallace Foundation Grant](#))**

The Wallace Foundation invited the Albuquerque Public Schools (APS) to participate in a collaborative study of its principal pipeline in the fall of 2019 (See Appendix A). Summarization of the data and evidence were used to document the results of the self-study, to rate the findings, and identify steps for a work plan for the pathway to the principalship.

Based on the results of the self-study of seven domains, using a rating scale of beginning, emerging, advancing, refining, Domain 2, High-quality pre-service principal preparation, fell within the advancing and refining categories. Evidence that the UNM/APS partnership is successfully recruiting and preparing future administrators for APS was identified in Domain 2: High-quality pre-service principal preparation where pre-service principal preparation is provided by university partners, nonprofit partners, and in-house district programs.

The Wallace Foundation noted that APS has incorporated research on districts with partnership pipelines by reshaping its principal preparation through new or revamped in-house programs and data informed partnerships with other preparation providers. District staff used data and their school visits to identify potential leaders from the standards based UNM/APS cohort preparation

program. The Wallace Foundation further noted: The partnership has aligned relevant domains to district leader standards; the partner program is responsive to district input and needs, particularly in coursework; APS policy calls for assessing programs in relation to research evidence on effective preparation and ensuring a logical sequence of content; there is a coordinated recruitment and selection process to recruit and select promising educators who reflect its student populations into leader preparation programs; authentic, school-based leadership training is provided with skilled support and guidance from experienced principals, coaches, or mentors; aspiring principals learn the job of the principal by undertaking authentic leadership tasks during their pre-service preparation; and regarding completer placement, the partnership program provides an increasing proportion of newly placed principals.

### **POLLEN**

The POLLEN cohort serves as one of the most successful school administrator licensure programs in the country as the following statistics demonstrate the UNM EDLEAD faculty commitment to Native serving schools:

- 97% On time Completion Rate
- 96% Licensure Test Pass Rate—1st Attempt
- 87% Placement in Leadership Position
- 87.5 % Retention as a principal or assistant principal.

Three POLLEN graduates are currently active in our Native American Leadership in Education (NALE) doctoral program. As one POLLEN cohort member summarized his plight in giving back to his community as, "This program [POLLEN Program] will move mountains in relation to supporting student success. Knowing where you come from as an Indigenous educator within the community, you know exactly the demographic perception, achievement, and process data that you are working with. Adding the mixture of the 16 pillars of well-being in regard to student's well-being, you know the walk of life they come from. Data is not only assessment numbers, but with all forms of assessments we do on a daily basis. This program has reignited my flame to stand up, speak for, and push for equality for education for ALL of our students, for they are our future and most treasured profession." -POLLEN Alumni (McREL International p. 43).

#### Reference:

McREL. (2017, October). Unpublished report. Supporting transformative action in reciprocity together at the University of New Mexico's College of Education: Year 2 external evaluation report. Denver, CO: McREL International, Mid- Content Regional Education Laboratory.

## Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

### 5A: Composition

*We provide Faculty Credentials for all current faculty and discuss the composition of the faculty and credentials (i.e., proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.*

The TEELP Department has a total of 23 full time faculty members: 17 tenured/tenure-track faculty members, 3 lecturers, and 3 visiting lecturers. Four tenure track faculty members have stated that they will retire/resign at the end of this academic year or by the end of 2022; two visiting lecturers will not be able to continue to work as visiting lecturers due to university policy. Part-time instructors teach the majority of the teacher preparation licensure courses in TEELP, including the Secondary Education Program Coordinator, who is a part-time instructor. Below are the numbers of tenure/tenure-track faculty, lecturers, and visiting lecturers in TEELP.

Program	Tenure/ Tenure-Track Faculty	Lecturers	Visiting Lecturers
Educational Leadership	5	2	0
Elementary Education	6	1	3
Secondary Education	6	0	0

For faculty vitas, click this [link](#).

We have 16 female faculty and 6 male faculty. According to ethnicity, we have 15 faculty who identify as White, 8 Hispanic, 1 Native American and 1 Asian. Regarding tenure rank, TEELP has 5 Professors, 9 Associate Professors, and 2 Assistant Professors.

### 5B: Course-Load

*Process for determining and assigning faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). We describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.*

All tenured/tenure track faculty in COEHS are on a 2/2 teaching load each academic year (40% teaching, 40% scholarship, 20% service). Lecturers are on a 4/4 teaching load. This follows the college policies. There are some departmental administrative duties conducted by faculty that need and should be provided a course release at the discretion of the Department Chair (i.e., program coordination).

Faculty to student and faculty to course ratio is 23:1 student to full-time faculty member. This includes graduate student to full time faculty member ratios. The Program Coordinators for Ed Lead, Teaching and Learning graduate programs (MA and TLTE), and Graduate Licensure did not receive course releases in Fall 2021. The interim department chair continues to serve as the graduate (MA in Education and TLTE) coordinator.

### **5C: Professional Development**

*Professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level.*

*Measures taken to ensure appropriate support, mentoring, workload, and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.*

Faculty are invited and encouraged to attend professional development activities that are provided by the University and the College, for example, sessions offered by the Center for Teaching and Learning. Depending on the College budget, faculty receive travel funds to help cover the costs of attending professional conferences that support their teaching and scholarship.

We have an Associate Dean for Diversity in the COEHS who provides professional development opportunities for faculty, along with university supports from the Division for Equity and Inclusion for faculty from under-represented populations. These opportunities include participation in webinars and other similar experiences provided by the university.

## Criterion 6. Research, Scholarship, & Service

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students.

### 6A: Scholarly & Creative Works

*Scholarly and creative works and accomplishments of the faculty, explain how these support the quality of the unit, and particular areas of strength.*

Faculty submitted their scholarly and creative works for the academic years of 2019-2020 and 2020-2021. Each faculty member described the ways in which their productivity supports the quality of our department. Our faculty impact many and various areas of education through their scholarly and creative works. Particular areas of strength of the faculty in our department include expertise in the areas of cultural and linguistic diversity, culturally relevant and sustaining pedagogies, transformational learning and leadership, and meaningful collaboration with many community partners.

Name	Citation	How This Work Supports the Quality of the Unit
Allison M. Borden	Borden, A.M. (2020). Learning by doing: Practices in a democratic school in Guatemala that foster citizenship development and civic engagement. In C.A. Mullen (ed.), <i>Handbook of social justice interventions in education</i> . <a href="https://doi.org/10.1007/978-3-030-29553-0_65-1">https://doi.org/10.1007/978-3-030-29553-0_65-1</a>	Supports the preparation of transformational leaders for social justice
	Williams, S. S., Romans, R., Perrone, F., Borden, A. M., & Woodrum, A. (2020). A Case Study of Lessons Learned from a Decade of Success in Preparing and Supporting Quality School Leadership Through District–University Partnerships. <i>Journal of School Leadership</i> . <a href="https://doi.org/10.1177/1052684620980362">https://doi.org/10.1177/1052684620980362</a>	Documents the successful ten-year leadership preparation partnership between the UNM’s EDLEAD program and the Albuquerque Public Schools
	Paper presentations at annual conferences and meetings: AERA 2021 (virtual); CIES 2020 (virtual); UCEA 2019; NNER 2019; AERA 2019	Dissemination of knowledge; demonstrates engagement of program faculty in broader professional conversations; provides professional development for program faculty
Alicia Fedelina Chávez	Minthorn, R., Secatero, S., and Chávez, A. F., (Eds). (forthcoming). <i>Indigenizing Educational Leadership through Indigenous Based Education</i>	Connects to our work with Native American schools and colleges as well as our work with Native American Leaders in Education (NALE) cohorts of doctoral students and POLLEN students – Native American educators

		working toward principal licensure.
	Chávez, A. F., Longerbeam, S. D., Montoya, C. N., Lewis-Jose, P. C., Muniz, H., Rosette, Z. J., Belone, D., & Higgins, C. (2020) Storied Sketches: Making Meaning of Culture’s Role in Teaching. <i>International Journal of Teaching and Learning in Higher Education</i> , 32(1), 125-137.	Connects to our work with college faculty on teaching across cultural strengths.
	Longerbeam, S. & Chávez, A. F., (Eds). (forthcoming). <i>Comadres: A Guide to Forming and Sustaining Intercultural Relationality in Higher Education</i> .	Connects to our work with both Higher Education masters and doctoral students and work with faculty, student affairs, and other higher education leaders and faculty on collegiate teaching, serving students, administering colleges, and student development.
Shiv Desai	Desai, S.R., Abeita, A. & Gonzalez, M. Ref.: Ms. No. GRED-2020-0092 Celebrating the “Aha” Moments of Ethnic Studies: Using Body-Soul Rooted Pedagogy to Highlight Practices of Healing and Wellness Review of Education, Pedagogy, and Cultural Studies. Accepted July 19, 2021.	Connects to our work to Ethnic Studies pedagogy and implementation.
	Desai, S.R. (in press). From being system-involved to changing the system: Infiltrating the system. <i>Education and Urban Society</i> . Accepted May 15, 2020.	Connects to my work on juvenile justice system.
	Desai, S.R. (2020). Remembering and honoring the dead: Dia de los Muertos, Black Lives Matter and radical healing. <i>Race, Ethnicity and Education</i> , 23(6), 768-783.	Connects to my work on juvenile justice system.
	Desai, S.R. (2020). Unloved, Unwanted, and Unsure: The Counternarratives of Incarcerated Youth. <i>Teachers College Record</i> , 122(8), pp. 1-26.	Connects to my work on juvenile justice system.
	Desai, S.R. (2019). “Hurt people, Hurt people”: The Trauma of Juvenile Incarceration. <i>Urban Review</i> . 51(4), 638-658.	Connects to my work on juvenile justice system.
	Desai, S. R. (2019). Youth participatory action research: The nuts and bolts as well as the roses and thorns. In K.K. Strunk & L.A. Locke (Eds.) <i>Research methods for social justice and equity</i>	Connects to my work on juvenile justice system.

	<i>in education</i> (pp. 125-135). New York: Palgrave Macmillan.	
	Desai, S., Secatero, S., Sosa-Provencio, M., & Sheahan, A. (2019). Nourishing resistance and healing in dark times: Teaching through a <i>Body-Soul Rooted Pedagogy</i> . In L. Tett & M. Hamilton (Eds.), <i>Resisting neoliberalism in education: Local, national, and transnational perspectives</i> (pp. 103-17). Bristol, UK: The Policy Press.	Connects to our work on Body-Soul Rooted Pedagogy.
Leila Flores-Dueñas	Flores-Dueñas, L., Hernández-Durán, R., Vásquez, I., (Eds.) (May 2021). <i>Chamisa: A Journal of Literary, Performance and Visual Arts in the Greater Southwest</i> . Southwest Hispanic Research Institute (SHRI). University of New Mexico.	Connects to our larger southwest community and reveals cultural practices, oral histories in New Mexico
	Sánchez, R. M., Kingsley, K. V., Pauly, N., LópezLeiva, C., Flores-Dueñas, L., Sweet, A., Celedón-Pattichis, S., Putnam, H. (2020). Towards Social Justice Through Arts and Language Based Learning. In C. Clausen & S. Logan (Eds.). <i>Integrating social justice education in teacher preparation programs</i> . Hershey, PA: IGI Global.	This research project highlights the culturally relevant work of our student teachers in the Teacher Education Collaborative in Language Diversity and Arts Integration Program (TECLA) in bilingual Title I schools.
	Pando, M., Blum-Martinez, R., Sims, Christine, Araujo, B., LópezLeiva, C., Flores-Dueñas, L., Haase, M., & Valenzuela, E. (Submitted Sep 2020 – (Under Review). <i>Colegas colaborando: Faculty "laboring together" for equity through culturally and linguistically responsive and sustaining initiatives</i> . [NABE <i>Journal of Research and Practice</i> . This research documents how four NM state universities are collaborating to improve teacher education for bilingual educators across the state, to address the <i>Martinez v. State of New Mexico/Yazzie v. State of New Mexico</i> ruling.	This research documents how four NM state universities are collaborating to improve teacher education for bilingual educators across the state, to address the <i>Martinez v. State of New Mexico/Yazzie v. State of New Mexico</i> ruling.
	Sánchez, R., Kingsley, K. V., Pauly, N., Flores-Duenas, L., LopezLeiva, C., Welch, I, Waldschmidt, E., & Baker, A. (2019). I'm not an artist at all, how am I gonna integrate art? A Teacher Education Redesign Emphasizing Arts Integration. In B. Reck, & D. Davis-Cotton (Eds.), <i>Leveraging Learning Through Arts Integrated Teaching</i> .	This research project highlights the culturally relevant and rigorous work of our Teacher Candidates in the Teacher Education Collaborative in Language Diversity and Arts Integration Program (TECLA) in bilingual Title I schools. Addresses



		educational gaps of New Mexican students as outlined in <i>Martinez v. State of New Mexico/Yazzie v. State of New Mexico</i> .
	LópezLeiva, C., Sánchez, R., Pauly, N., Sweet, A., Kingsley, K., Flores-Dueñas, Eileen Waldschmidt, and Celedón-Pattichis, S. (2020) A Key (TECLA) Elementary Teacher Education Model Focused on Cultural and Linguistic Diversity through an Arts-Integration Approach. In K. Sprott, J. O'Connor, C. Msengi (Eds.) <i>Designing Culturally Competent Programming for PK-20 Classrooms</i>	This research project highlights the culturally relevant and rigorous work of our Teacher Candidates in the Teacher Education Collaborative in Language Diversity and Arts Integration Program (TECLA) in bilingual Title I schools. Addresses educational gaps of New Mexican students as outlined in <i>Martinez v. State of New Mexico/Yazzie v. State of New Mexico</i> .
Deena Gould	Gould, D., Knowlton, K., & Wylie, R. (2021). My robot can fly: An integrated STEM lesson for preschoolers to learn about structure, function, biomimicry, and science in society. <i>Science and Children</i> , 58(5) 24 - 29.	Connects to our work in science teacher education at the early elementary school level.
	Gould, D., Rillero, P., & Robles, R. (2021). Preservice elementary teachers using graphing as a tool for learning, teaching, and assessing science. <i>Innovations in Science Teacher Education</i> . 6,(1).	Connects to our work in science teacher education at the elementary school level.
Laura Haniford	Haniford, L., Ramirez, L.A., Allison, V.A. (2021). Considering implications for self in leaving teacher education administration. <i>Studying Teacher Education</i> .	Explores the challenges of mid-level teacher education administration and proposes solutions.
	Allison, V.A., Haniford, L., Ramirez, L.A. (2020). Breaking out of well-worn grooves: Rekindling teaching passion with fresh pedagogical practices. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), <i>Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing</i> . EdTech Books. <a href="https://edtechbooks.org/textiles_tapestries_self_study/chapter_8">https://edtechbooks.org/textiles_tapestries_self_study/chapter_8</a>	Represents my efforts to learn and practice new strategies with preservice teachers.
	Haniford, L., Torrez, C.A. (2020). The self you have to live with: Reconstructing our identities in light of the history of teacher education. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), <i>Textiles and</i>	

	<p><i>Tapestries: Self-Study for Envisioning New Ways of Knowing</i>. EdTech Books.  <a href="https://edtechbooks.org/textiles_tapestries_self_study/the_self_you_have_to">https://edtechbooks.org/textiles_tapestries_self_study/the_self_you_have_to</a></p>	
	<p>Ramirez, L.A., Haniford, L., Allison, V.A. (2020). Exploring new ways of knowing as ex-administrators: Re-(k)newing our-selves as teacher educators. In C. Edge, A. Cameron-Standerford, &amp; B. Bergh (Eds.), <i>Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing</i>. EdTech Books. EdTech Books.  <a href="https://edtechbooks.org/textiles_tapestries_self_study/chapter_112">https://edtechbooks.org/textiles_tapestries_self_study/chapter_112</a></p>	
	<p>Sánchez, R., Haniford, L. (2020). Cartography of leadership in teacher education: Papertending as a reflective response. In C. Edge, A. Cameron-Standerford, &amp; B. Bergh (Eds.), <i>Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing</i>. EdTech Books.  <a href="https://edtechbooks.org/textiles_tapestries_self_study/chapter_5">https://edtechbooks.org/textiles_tapestries_self_study/chapter_5</a></p>	
William Holmes	<p>Holmes, W.T. (2021). Self-reflections on the amount of superintendent talk and impact on stakeholders from Wyoming superintendents. <i>AASA Journal of Scholarship &amp; Practice</i>, 17(4), 60-70.</p>	<i>Research on the superintendency</i>
	<p>Holmes, W.T. (2021). Stronger together moving to school and community embeddedness. <i>Principal Leadership</i>, 21(9).</p>	<i>Support for Principals – Practitioner</i>
	<p>Holmes, W.T. (2021, April). <i>Wyoming superintendent self-reflections on oral language use</i>. Paper submission to American Educational Research Association (AERA), Virtual Conference.</p>	<i>Conference Presentation – Engagement with colleagues from across the field.</i>
Karla Kingsley	<p>LópezLeiva, C., Sánchez, R. M., Pauly, N., Sweet, A., Kingsley, K. V., Flores-Dueñas, L., Waldschmidt, E., Putnam, H., Celedón-Pattichis, S. (2021). Teacher candidates fostering cultural and linguistic identity through arts integration (pp. 35-59). In C. Clausen &amp; S. Logan (Eds.). <i>Integrating social justice</i></p>	<p>These peer-reviewed articles and book chapters were conducted as a member of the Teacher Education Collaborative in Language Diversity and Arts Integration (TECLA) Project. I work with seven colleagues in two colleges to research and deliver professional</p>

	<p><i>education in teacher preparation programs</i>. IGI Global. <a href="http://doi:10.4018/978-1-7998-3652-0">http://doi:10.4018/978-1-7998-3652-0</a></p>	<p>development to preservice and inservice teachers. The emphasis is on supporting English learners and emerging bilingual students.</p>
	<p>Sánchez, R. M., Kingsley, K. V., Pauly, N., LópezLeiva, C., Flores-Dueñas, L., Sweet, A., Celedón-Pattichis, S., Putnam, H. (2020). Towards social justice through arts and language-based learning (pp. 101-123). In C. Clausen &amp; S. Logan (Eds.). <i>Integrating social justice education in teacher preparation programs</i>. IGI Global. DOI: 10.4018/978-1-7998-5098-4.ch005</p>	
	<p>Pauly, N., Kingsley, K. V., &amp; Baker, A. (2019). Culturally sustaining pedagogy through arts-based learning: Preservice teachers engage emergent bilinguals. <i>Learning Landscapes</i>, 12(3), 205-221. <a href="https://doi.org/10.36510/learnland.v12i1.988">https://doi.org/10.36510/learnland.v12i1.988</a></p>	
	<p>Kingsley, K. V., &amp; Ramsey, Z. (2020). Innovative online instruction: Synthesizing TPACK and video game consoles (pp. 257-260). In R. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, &amp; C. Mouza (Eds.). <i>Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field</i>. Association for the Advancement of Computing in Education.</p>	<p>These peer-reviewed publications align with our Departmental and College Vision Statements related to our efforts to improve the practice of preservice and practicing teachers and staff in K12 schools. They address issues of equitable access to technology and digital content for diverse students. This research addresses needs in NM related to the Martinez/Yazzie legal mandate in coordination with the Public Education Department.</p>
	<p>Kingsley, K. V. (2020). From hybrid instruction to remote emergency teaching: Perspectives of a teacher educator in New Mexico. <i>Digital Culture and Education</i>. ISSN: 1836- 8301 Available <a href="https://www.digitalcultureandeducation.com/covid-19-conversations">https://www.digitalcultureandeducation.com/covid-19-conversations</a></p>	
	<p>Goodrich, K. M, Kingsley, K. V., &amp; Sands, H. C. (2020). Digitally responsive school counseling across the ASCA National Model. <i>International Journal for the Advancement of</i></p>	

	Counselling. <a href="https://doi.org/10.1007/s10447-020-09396-9">https://doi.org/10.1007/s10447-020-09396-9</a>	
Molly Keyes	Conference Presenter NMPTA State Conference Spring 2021	Connects the work of teacher education and advocacy to the larger state population. Formed partnerships with parents and other community supports for schools.
Marjori Krebs	Edited Book: Torrez, C. A., & Krebs, M. (Eds.) (2020). <i>The teacher residency model: Core components for high impact on student achievement</i> . Lanham, MD: Lexington Books.	Connects to our work with the Albuquerque Teacher Residency Partnership
	Edited Book: Krebs, M., & Torrez, C. A. (Eds.). (2019). <i>Narratives and strategies for promoting Indigenous education: Empowering teachers and community in Zuni</i> . New York: Routledge.	Engaging with the members of the Pueblo of Zuni to expand teacher preparation opportunities
	Creative Work: Potter, T., & Krebs, M. (2019). <i>Lobo Louie &amp; Lobo Lucy visit The University of New Mexico</i> . Herndon, VA: Mascot Books.	To connect young learners to the UNM campus.
	Creative Work: Potter, T., & Krebs, M. (2020). <i>Boomer &amp; Sooner visit the University of Oklahoma</i> . Herndon, VA: Mascot Books.	To connect young learners to the UNM campus.
	Book Chapter: Krebs, M., & Florez, V. (2020). The importance of partnerships: A focus on the Albuquerque Teacher Residency Partnership. In C.A. Torrez & M.	Communicate the partnership work of ATRP.
	Refereed Proceedings: Krebs, M., & Torrez, C. (2020). Mentoring Teacher Residents: A Full-Time Partnership. <i>The Chronicle of Mentoring &amp; Coaching</i> . 4(13), 203-206.	Share the key mentoring concepts of ATRP based on focus group research.
	National Presentation: Krebs, M., & Torrez, C. (February 2021). Failing Forward: Lessons Learned Through Teacher Residency. <i>Association of Teacher Educators</i> . Anaheim, CA.	Share the lessons learned from our first 3 years of ATRP.
	National Presentation: Torrez, C., Krebs, M., & Stansbury, A. (February 2021). At Home With: Remote Learning—Old and New. <i>Association of Teacher Educators</i> . Anaheim, CA.	Share the work of our teacher candidates in remote learning and APS@Home television broadcasts.
	National Presentation: Krebs, M., & Torrez, C. (October 2020). Mentoring Residents: A Full-Time Partnership. <i>Mentoring Institute</i> . Albuquerque, NM.	Sharing the mentoring strategies for engaging residents in full-year clinical preparation.

	National Presentation: Torrez, C., & Krebs, M. (August 2020). "Making a Difference"--Newcomers, Refugees, and Immigrants: A School/University/Community Partnership. <i>Association of Teacher Educators</i> . Summer Conference/Virtual.	Sharing research on how cooperating teachers and teacher residents work with newcomers, refugees, and immigrants through community schools.
	Invited National Presentation: Krebs, M. (September 2020). TESOL Endorsement for Teacher Residents. <i>National Network for Educational Renewal (NCTR): Promising Practices Webinar</i> . Virtual Conference.	Sharing our acquisition of funding for the TESOL endorsement for our residents.
	Invited National Presentation: Krebs, M., & Florez, V. (July 2020). Teacher Academies - A Demonstration Site for School-University Partnerships. <i>National Network for Educational Renewal</i> . Virtual Conference.	Sharing the partnership work to create the teacher residency.
	Invited National Presentation: Krebs, M., & Blea, M. (February 2020). Community Schools in Action. <i>National Center for Teacher Residencies</i> . Memphis, TN.	Share with other NCTR partners the key components in Community Schools, where our ATRP Residents complete their clinical preparation.
Ruby Lunch-Arroyo	Garza, D., Lynch-Arroyo, R., Olimpo, J. (in submission) Empowering Current and Future Educators: Using a Scalable Action Research Module as a Mechanism to Promote High-Quality Teaching and Learning in STEM	Integrated in course curriculum development
	Medina-Jerez, W., Lynch-Arroyo, R., Tchoshanov, M. (in submission) Mathematics and Science Teacher Educators' Professional Practices and Challenges: A Cross-National Comparison	Integrated in course curriculum development
	Lucero, L. & Lynch-Arroyo, R. (in revision) Dispositional Positioning in the Mathematics Equation: The Gender Variable	Integrated in course curriculum development
	Lynch Arroyo, R. L., Tchoshanov, M, Medina-Jerez, W. (in revision). Math is Beautifully Intimidating: Conflict between Teacher Affective Self-Reported Disposition and Observed Positioning-by-Others	Integrated in course curriculum development

Russ Romans	Williams, S., Perrone, F., Woodrum, A., Borden, A. & Romans, R. (2019). <i>A decade of success in preparing and supporting quality school leadership through district-university partnerships</i> . Presentation at the UCEA Convention. Hilton New Orleans Riverside	Inform academic community about APS/UNM principal pipeline partnership
	Lecturer-of-the-Year Nominee	Recognition of teaching excellence in the program
	Williams, S. S., Romans, R., Perrone, F., Borden, A.M., & Woodrum, A. (2020). A case study of lessons learned from a decade of success in preparing and supporting quality school leadership through district-university partnerships. <i>Journal of School Leadership</i> , 1-26. DOI: 10.1177/1052684620980362. First published online 12-17-2020.	Inform academic community about APS/UNM principal pipeline partnership
Rebecca M. Sánchez	National Endowment for the Humanities: Landmarks of American History and Culture Grant \$185,000	Enhance professional development for in-service teachers.
	<i>New Mexico Arts Grant \$6000</i>	<i>Support innovative undergraduate teacher education model.</i>
	Sánchez, R. (2020). Performing School Failure: Using Verbatim Theatre to Explore school grading policies. (2020). <i>Learning Landscapes</i> , 13. 203-218.	<i>Expand knowledge on impact of policy environment on in-service teachers.</i>
	Collier, M., Sánchez, R., Kingsley, K., Pham, Y., & Sánchez, A. (2019). Hero's journey: A yearlong curriculum to prepare middle-school students for the world. <i>Voices From the Middle</i> , 26(3). 52-56.	<i>Connects theory to practice.</i>
	LopezLeiva, C., Sánchez, R., Pauly, N., Sweet, A., Kingsley, K., Flores-Dueñas, L., Waldschmidt, E. (2020). A Key (TECLA) Elementary Teacher Education Model Focused on Cultural and Linguistic Diversity through an Arts-Integration Approach. In K. Sprott, Lamar, J. O'Connor University & C. Msengi (Eds.), <i>Designing Culturally Competent Programming for PK-20 Classrooms</i> .	<i>Describes teacher education model utilizing best practices.</i>
	Sánchez, R. & Haniford, L. (2020). Cartography of Leadership in Teacher Education: Papertending as a Reflective Response. In C. Edge, A. Cameron-Standerfod,	<i>Expands knowledge about policy environment in teacher education.</i>

	& B. Bergh (Eds.), Textiles and Tapestries. EdTech Books. Part II.	
	Sosa-Provencio, M. A. & Sánchez, R. (2020) Serna v. Portales: Changing the music and asserting language rights for New Mexico's children. In R. Blum-Martinez & M. J. Garcia (Eds.), <i>The shoulders we stand on: The history of bilingual education in New Mexico</i> . Albuquerque, New Mexico: University of New Mexico Press.	<i>Reveals historical legacy around language and education in New Mexico.</i>
	Sánchez, R., Kingsley, K., Pauly, N., LopezLeiva, C., Flores-Dueñas, L., Sweet, A., Putnam, H. (2020). Towards Social Justice Through Arts and Language Based Learning. In C. Clausen & S. Logan (Eds), <i>Integrating Social Justice Education in Teacher Preparation Programs</i> . Penn: IGI Global.	<i>Expands knowledge about quality teacher education initiatives for undergraduate licensure students.</i>
Shawn Secatero	Secatero, S. (in press, Fall 2021). The Corn Pollen Model: A Holistic Pathway in Healing. In Vallejo P. & Werito. <i>State of Navajo Education in the Southwest: Challenges and Innovations in Dine' Education</i> . University of Arizona Press, Tucson, Az.	Connects to my research in holistic leadership an education in Native-serving schools and how we can better address the retention rates of our students.
	Secatero, S. & Williams, S. (2019, October). The Corn Pollen Model: A Holistic Pathway to Well-Being and School Leadership. Presentation at the 2019 National Indian Education Association Conference. Minnesota Convention Center. Minneapolis, MN.	Connects to my work in Native leadership in schools using holistic education and leadership concepts and promoting culturally responsive leadership in our program.
	Martinez, G., Minthorn, R., Flowerday, T., Belone, L., & Secatero, S. (2019, October) The Yazzie-Martinez vs. State of New Mexico. Pre-Conference Session at National Indian Education Association Conference. Minnesota Convention Center. Minneapolis, MN.	Promotes research advocacy in Native serving schools including legal ramifications for equality and equity.
	Secatero, S. (2019, October) Creating a Successful Dual Enrollment Partnership with Native Serving Schools and Institutions. Presentation at the 2019 National Indian Education Association Conference. Minnesota Convention Center. Minneapolis, MN.	Dual Enrollment partnership with New Mexico State Grants and my work in recruiting future teachers for Native serving schools.
	Martinez, G. M., Belone, L., Secatero, S. L., Werito, V. R., Flowerday, T. L., Minthorn, R. Z. & Sims, C. P. (2020, Apr 17 - 21) <i>Grounding the Academy with Indigenous</i>	Supports the overall arching decisions of the Yazzie Martinez case vs. State of New Mexico and how our Native school districts

	<p><i>Perspectives in New Mexico: Responsibility and Reciprocity</i> [Roundtable Session]. AERA Annual Meeting San Francisco, CA <a href="http://tinyurl.com/svlpbhh">http://tinyurl.com/svlpbhh</a> (Conference Canceled).</p>	<p>were disproportionately underserved through this ruling.</p>
	<p>Minthorn, R., Martinez, G., Belone, L., Werito, V., Flowerday, T., Gutierrez-Gomez, C., Sims, C., Secatero, S., Tsinnajinnie, L., Lee., L., Cajete, G., Bird, C. (2021). Community inspired approaches to Indigenous education in New Mexico. In J.W. Tippeconnic III &amp; M.J. Tippeconnic Fox (Eds), <i>On Indian Ground: The Southwest</i>. Charlotte, NC: Information Age Publishing.</p>	<p>Supports our on-going research and presentations at Native serving schools by meeting with Native community members and constituents to help improve educational outcomes.</p>
Mia Sosa-Provencio	<p>Sosa-Provencio, M., Iglesias, Y., Cusimano, J., &amp; Ramsey, Z. (Chapter Accepted). Inoculating Against COVID-19 Disconnection within the White Dominant Spaces of Teacher Education and Fashioning Liberation Along the Way: <i>Testimonio</i> Inquiry as Antiracist Teacher Preparation Re-centering Knowledge and Power. In Jiening, R., Hersi, A., &amp; Martinez-Alba, G. (Eds.). <i>Association of Teacher Educators' Antiracist teacher education: Theory and practice</i>.</p>	<p>This chapter outlines student-centered and culturally relevant approaches to teacher education in order to build antiracist pedagogies in Teacher Education as well in their future classrooms. Furthermore, I am working with three doctoral students in order to support their scholarly pursuits in the form of a national, peer-reviewed publication.</p>
	<p>Sosa-Provencio, M. A. &amp; Sánchez, R. (2020). Serna v. Portales: Changing the music and asserting language rights for New Mexico's children. In R. Blum-Martínez &amp; M. J. Habermann López (Eds.), <i>The shoulders we stand on: The history of bilingual education in New Mexico</i>. Albuquerque, New Mexico: University of New Mexico Press.</p>	<p>This chapter represents collaboration across the departments of Language Literacy and Sociocultural Studies and Teacher Education Educational Leadership and Policy in the College. This chapter outlines the history of advocacy to secure bilingual education for New Mexico's children. This commitment to bilingual education is likewise something that is part of what we do in the College.</p>
Allison Stansbury	<p>Torrez, C., Krebs, M., &amp; Stansbury, A. (February 2021). At Home With: Remote Learning—Old and New. <i>Association of Teacher Educators</i>. Anaheim, CA.</p>	<p>Connection to EDUC 581, 582, 594, and 594 Field Experience and Seminar and remote/ hybrid/ in person learning</p>



E. Diane Torres-Velásquez	Torres-Velásquez, E. D., Rodríguez, C., Hinojosa, D. G., & Bono, M. M. (2019). Education, law and the courts: Communities in the struggle for equality and equity in public education. <i>Association of Mexican American Educators Journal</i> , 13(3) 6-17.	Connects our work to the Martínez & Yazzie lawsuits and explains public education as a fundamental right in New Mexico, the provisions of our NM state constitution for a sufficient education, Multicultural Education, culturally sustaining and relevant pedagogies, and full rights for students with disabilities, students in poverty, students learning English as a second language and Native American students.
	Torres-Velásquez, E. D., Rodríguez, C., Hinojosa, D. G., & Bono, M. M. (2019). Guest Editor, Special Issue, <i>Association of Mexican American Educators Journal</i> , 13(3).	Connects our work to the Martínez & Yazzie lawsuits and explains public education as a fundamental right in New Mexico, the provisions of our NM state constitution for a sufficient education, Multicultural Education, culturally sustaining and relevant pedagogies, and full rights for students with disabilities, students in poverty, students learning English as a second language and Native American students.
	Torres-Velásquez, E. D., Sleeter, C. E., & Romero, A.F. (2019). <i>Martínez v. State of New Mexico</i> and multicultural education: Divide and conquer? We don't think so! <i>Association of Mexican American Educators Journal</i> , 13(3) 170-194.	Connects our work to the Martínez & Yazzie lawsuits and explains public education as a fundamental right in New Mexico, the provisions of our NM state constitution for a sufficient education, Multicultural Education, culturally sustaining and relevant pedagogies, and full rights for students with disabilities, students in poverty, students learning English as a second language and Native American students.

	Torres-Velásquez, D. (2019) <i>Green Fire Times</i> Right to a Sufficient Education: Post 2019 Legislative Session Analysis.	Connects our work to the Martínez & Yazzie lawsuits and explains public education as a fundamental right in New Mexico, the provisions of our NM state constitution for a sufficient education, Multicultural Education, culturally sustaining and relevant pedagogies, and full rights for students with disabilities, students in poverty, students learning English as a second language and Native American students.
	“The Beauty of Diversity” UNM Early Childhood Conference, August 2019, UNM Continuing Education Center.	Connects our work to social justice, equity and inclusion.
	“Multicultural Education and Martínez v. NM” New Mexico Legislative Finance Committee Meeting, August 2019, Angel Fire, New Mexico.	Connects our work to multicultural education, social justice, equity and inclusion.
Cheryl Torrez	Torrez, C. A., & Krebs, M. (Eds.) (2020). <i>The teacher residency model: Core components for high impact on student achievement</i> . Lanham, MD: Lexington Books.	Connects to our work with the Albuquerque Teacher Residency Partnership (ATRP)
	Krebs, M., & Torrez, C. (eds.). (2019). <i>Narratives and Strategies for Promoting Indigenous Education: Empowering Teachers and Community in the Zuni Pueblo</i> . London: Routledge/Taylor & Francis.	Connects to work and grant supported work with the Zuni Pueblo and Zuni Public Schools
	Krebs, M., & Torrez, C. (2020). Mentoring teacher residents: A full-time partnership. <i>The Chronicle of Mentoring and Coaching</i> , 4(13), 203-206.	Connects to work with ATRP
	Haniford, L., & Torrez, C. A. (2020). The self you have to live with: Reconstructing our identities in light of the history of teacher education. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), <i>Textiles and tapestries: Self-study for envisioning new ways of knowing</i> . (pp.456-464). EdTechBooks	Focuses on work as teacher educators in current contexts
	Torrez, C.A., & Krebs, M. (2021). “We’re making a difference”—Newcomers, refugees, and immigrants: ATRP-A school/university/community partnership. In	Connects to our work with ATRP

	M. Reardon and J. Leonard (Eds.), <i>School-University-Community Collaboration and the Immigrant Educational Experience</i> . Information Age Publishing.	
Eileen Waldschmidt	LópezLeiva, C., Sánchez, R., Pauly, N., Waldschmidt, E., Sweet, A., Kingsley, K., Flores-Dueñas, L., Celedón-Pattichis, S., & Putnam, H. (2021). Teacher candidates fostering cultural and linguistic identities through arts-integration. In K. Sprott, J. O'Connor, & C. Msengi (Eds), <i>Designing Culturally Competent Programming for PK-20 Classrooms</i> (pp. 35-59). IGI Global. Retrievable from: <a href="https://www.igi-global.com/viewcomplimentarytitle.aspx?titleid=263990">https://www.igi-global.com/viewcomplimentarytitle.aspx?titleid=263990</a>	Connects to our work with the Teacher Education Collaborative for Language Diversity and Arts Integration (TECLA)
	Sánchez, R., Kingsley, K.V., Sweet, A., Waldschmidt, E., LópezLeiva, C., Flores-Dueñas, L., Pauly, N., Celedón-Pattichis, S., Putnam, H. (2020). Toward social justice through arts and language-based learning. In C. K. Clausen & S. R. Logan (Eds.) <i>Integrating Social Justice Education in Teacher Preparation Programs</i> (pp. 101-123). IGI Global. DOI: 10.40118/978-1-7998-5098-4.	Connects to our work with the Teacher Education Collaborative for Language Diversity and Arts Integration (TECLA)
Krystal Wood-Kofonow	Wood-Kofonow, K. (2019). Curricular Strategies for Manifesting an Identity in Writing. In Whitmore, K.F. & Meyer, R.J. (Eds). <i>Reclaiming literacies as meaning-making: Manifestations of values, identities, relationships, and knowledge</i> . New York, NY: Routledge.	Helping students grow as writers incorporating their funds of knowledge and lived experiences into their written work.
	Wood-Kofonow, K. (2019, April). <i>Talking Points Journal</i> , 31(1). Reclaiming Agency in My First and Second Grade Multiage Classroom.	Journal article based on research in child-centered teaching practices, specifically literacy and writers' workshop.
	Meyer, R.J. & Wood-Kofonow, K. (2016). The search for joy and the realities of wounds in early literacy. In Meyer, R. J. & Whitmore, K.F. (2016). <i>Reclaiming early childhood literacies: Narratives of hope, power, and vision</i> . Routledge, UK.	Early literacy best practices for child-centered differentiation and engagement. Valuing cultural and linguistic diversity in the classroom.
Arlie Woodrum	"New Mexico In Focus" April 2021; Invited guest on this PBS Current Issues Program	Connects to our work with the public face of Teacher Education and Educational Policy

## 6B: Research Expenditures

*A summary of our research related expenditures, including international, national, local, and private grants/funding. We explain how faculty-generated revenue is utilized to support the goals of our department.*

Below is a summary of the grant funding from various entities from 2020 and 2021 for the Department of Teacher Education, Educational Leadership & Policy. This faculty-generated revenue supports the goals of the department by focusing on improving and serving educational institutions locally, regionally, nationally, and globally.

ACCOUNT_DE Cash Inflows Operating Activities				
Sum of CURR		FISCAL_YEAR		
ACCOUNT	ACCOUNT_DESC	2020	2021	Grand Total
0410	Federal Grants Contracts Gen	1,705,386	1,810,753	3,516,139
0420	State Grants Contracts Gen	96,600	507,424	604,024
0440	Local Grants Contracts Gen	431,231	465,212	896,442
0460	Nongovernmental Grants Contra Gen	364,429	212,037	576,467
07ZZ	Reimbursement Holding		-	-
0810	Gain on Sponsored Project Gen	(1,553)	(4,472)	(6,025)
08Z0	Miscellaneous Gen	-		-
<b>Grand Total</b>		<b>2,596,093</b>	<b>2,990,954</b>	<b>5,587,046</b>

These grants support our work with future teachers, current teachers, future leaders, and current leaders in various aspects of their schooling and their careers. For the last few years under previous leadership the Department received no F&A funds for discretionary use to support the goals of the unit.

## 6C: Research Involvement

*Overview of our involvement with any research labs, organizations, institutes, or other such centers for scholarly and creative endeavors.*

Each faculty member submitted a summary of their individual meaningful research involvement with organizations and entities within and outside the University of New Mexico. Faculty summarized the research focus of each of their projects and provided additional information as needed to describe their work. This information is provided in the table below.

Faculty Name	Organization	Research Focus	Additional Information
Allison M. Borden	Colegio Naleb' and the Carlos Martínez Durán Foundation, Guatemala	Citizenship development and democratic processes	
Shiv R. Desai	Albuquerque Public Schools	Ethnic Studies implementation	

Leila Flores-Dueñas	Albuquerque Public Schools	TECLA – Teacher Education Collaboration for Language Diversity and Arts Integration-responds to the need of designing teacher education programs that are purposeful and congruent in supporting the development of Teacher Candidates’ (TCs) readiness to teach and work with culturally and linguistically diverse learners	Student research presented to local media, APS School Board, and school communities.
	New Mexico Department of Higher Education (NMHED) Bilingual, Indigenous Languages and TESOL Teacher Pipeline Project	Co-PI Project with the University of New Mexico (UNM), New Mexico Highlands University (NMHU), New Mexico State University (NMSU), and Western New Mexico University (WNMU).	This research addresses how four NM state universities can collaborate to improve teacher education for bilingual educators across the state and to address the <i>Martinez v. State of New Mexico/Yazzie v. State of New Mexico</i> ruling.
	Teacher Education Collaborative in Language Diversity and Arts Integration (collaboration with UNM Fine Arts, COEHS LLSS Dept, COEHS TEELP faculty)	UNM TECLA Program Preparing High Quality Teachers during COVID-19 and Beyond	
	Bank Street “Prepared to Teach” Project	Teacher Residency Structures Committee	The dissemination of these research structures assists UNM and APS to

			improve and extend our own teacher preparation residencies.
Marjori Krebs	Albuquerque Public Schools	ATRP focus groups and survey research on Teacher Residencies	n/a
Ruby Lynch-Arroyo	UNM	<i>Marginalization in Research Administration Survey.</i>	Ruby Lynch-Arroyo, Co-PI
	UNM	<i>Creative Solutions to Critical Problems Facing Vulnerable Populations: An Innovative Alliance in Creative Technology and Engineering Innovation (CTEI) in Northern New Mexico.</i>	Ruby Lynch-Arroyo Senior Personnel
	UNM	<i>Marginalization in Research Administration Survey.</i>	Ruby Lynch-Arroyo, Co-PI
Rebecca Sánchez	Albuquerque Public Schools	TECLA Undergraduate Teacher Education with Arts Integration	n/a
	<i>The Montessori Elementary School- Albuquerque</i>	<i>Global Awareness with 8<sup>th</sup> Grade Class and Teacher Professional Development with schoolteachers</i>	
Shawn Secatero	UNM Society of Native American Graduate Students	Graduate	Advisor and mentor to UNM Native American graduate students. (2017-present) Sponsor conferences.

	Rising Eagles Dual Enrollment (REDE) Program	Undergraduate	Teach education courses for dual enrollment students who would like to pursue teaching as a future career.
	Native American Superintendents and Principals Academy in partnership with William Holmes, Assistant Professor	Graduate	Establish a year long superintendent and principals' academy for Native serving schools in N.M.
	US. Dept of Education Grant. AIPEC (American Indian Professional Educators Collaborative) 2016-current.	Served as Co-Project Investigator to study the implications of rising teachers who would like to pursue master's degrees in educational leadership with licensure.	Incorporated data and statistics of success factors of 10 AIPEC participants into the POLLEN cohort evaluation, articles, and research presentations.
	NALE (Native American Leadership in doctoral Education) 2016-current.	Serve as coordinator of the NALE program to study Native American doctoral students who are enrolled in an indigenous based education cohort.	We have 3 cohorts consisting of 21 Native doctoral students in our educational leadership program
	Los Alamos National Laboratory Foundation (2020-current.	POLLEN funding as part of external grant for aspiring teachers to become school principals in native schools.	We have 7 teachers who were chosen to receive tuition funding and to sponsor leadership symposiums.
Allison Stansbury	Albuquerque Teacher Residency Partnership	Provide required ATRP data and analyses to various funders and supporters	APS, MACP Philanthropies, NMPED, NM Workforce Connections, ABC Community Schools

Mia Sosa-Provencio	Albuquerque Public Schools	Community Schools' role in teacher education	I investigate the role community schools
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	Rio Grande High School	<p>Youth schooling experiences in RGHS/UNM partnership</p> <p>Ravens Rising &amp; RGHS weekly Curriculum Roundtables w student teachers and their cooperating teachers</p>	<p>may play in Teacher Education.</p> <p>I also research schooling experiences of youth, their leadership role in partnership with UNM, and educational aspirations.</p> <p>I am also working with Laura Haniford to establish a stronger relationship between the COE and Rio Grande HS through <i>Ravens Rising</i>, a RGHS to UNM professional educator pathway program for HS youth.</p>
Diane Torres-Velásquez	Albuquerque Public Schools	ATRP Focus Groups on Residencies	<i>n/a</i>
	The University of New Mexico	Intersectional Data on Students at Hispanic Serving Institutions (HSI)	Article to be published in special AERA issue on HSI's
	School Zone Institute	Architecture and Children	<i>n/a</i>
Cheryl Torrez	Albuquerque Public Schools	ATRP Residencies	<i>n/a</i>
Krystal Wood-Kofonow	Albuquerque Public Schools & UNM	Reclaiming Agency: Teacher and Student Decision Making in Creating Curriculum	N/A
Arlie Woodrum	UNM and APS	On-going research on issues of race during Reconstruction	<i>n/a</i>



## 6D: Student Opportunities

*Opportunities for undergraduate and graduate students to be involved in research and creative works through curricular and extracurricular activities.*

Each faculty member submitted a description of their research conducted with and by their graduate and/or undergraduate students. This information is provided in the table below.

<b>Faculty Name</b>	<b>Course Name &amp; Number OR Extracurricular Activity</b>	<b>Graduate/ Undergraduate</b>	<b>Brief description of student research/ creative works</b>
Allison M. Borden	LEAD 603: Introduction to Data Analysis for Organizational Leaders	Graduate: EdD	Students complete a secondary data analysis assignment to explore the relationship between data analysis and policy development, implementation, and/or recommendations
	LEAD 609: Quantitative Methods for Analyzing and Transforming Organizations	Graduate: EdD	Students complete a secondary data analysis assignment to explore the relationship between data analysis and policy development, implementation, and/or recommendations
Alicia Fedelina Chávez	LEAD 602: Indigenous Leadership in Educational and Community Contexts. Native American Educational Leadership (NALE) Cohort Course	Graduate: EdD	Students conduct historical research on Indigenous Educational contexts, write up and present.  Students were invited to publish as chapters in the <i>Indigenous Educational Leadership</i> book

			listed in the previous section.
	LEAD 693: Developing an Indigenous Education Dissertation Proposal. Native American Educational Leadership (NALE) Cohort Course	Graduate: EdD	Students worked on developing a research proposal for independent research for their dissertations
	LEAD 650: Leader as Researcher: Gathering, Understanding, and Sharing Knowledge through Indigenous Research Paradigms, Native American Educational Leadership (NALE) Cohort Course	Graduate: EdD	Students conceptualized, wrote up, and presented an Indigenized and Tribalized research component (method, methodology, research philosophy etc.) and were invited to have it included in the <i>Indigenizing Educational Leadership book listed in the previous section.</i>
Leila Flores-Dueñas	TECLA Students EDUC 401/411, 402/412, EDUC 516 Integrating Curriculum and Inquiry in the Classroom	Undergraduate students in Teacher Education Collaboration for Language Diversity and Arts Integration (TECLA) – Our undergraduates do research and inquiry with classroom children and with various community organizations. They present this work to school district and university stakeholders to respond to the need of designing teacher education	Students conduct 3 sessions of Field Notes as a first step in action research.

		programs that are purposeful and congruent in supporting the development of Teacher Candidates' (TCs) readiness to teach and work with culturally and linguistically diverse learners.	
Deena Gould	EDUC 513: The Process of Inquiry and Reflection in the Classroom	Graduate	Students conduct all steps in action research which include a literature review, a research plan, data collection & analysis, and interpretation /findings.
Laura Haniford	EDUC 520: Teacher Effectiveness and Student Learning	Graduate	Students conduct an action research project in their own classrooms.
	EDUC 590: Master's Capstone	Graduate	Students write up the report of their action research from the previous semester in EDUC 520.
Karla V. Kingsley	MSET 571: Multimedia Literacy for Educators	Graduate	Students conduct research on a topic related to technology and multimedia; they write a paper connecting what they learned to their own classrooms and/or their educator preparation programs.
	Grant research: I am the Principal Investigator on the Eco-Champs Sustainability Grant (2020-2021)	Undergraduate	I coordinate this grant with preservice teachers and their mentor teachers to design and deliver STEAM-based environmental

			education projects. Students coordinate with local community organizations to plan lessons and enrichment activities focused on sustainability and Conservation.
Marjori Krebs	EDUC 516: Integrating Curriculum and Inquiry in the Classroom	Graduate	Students conduct 3 sessions of Field Notes as a first step in action research.
	EDUC 661: Teacher Leadership in Teacher Education	Graduate	Students conduct interviews with two educational leaders as a first step in qualitative data collection and analysis.
Russ Romans	LEAD 596: Administrative Internship	Graduate	Students document a minimum of 100 hours of administrative experience each semester
Rebecca M. Sánchez	EDUC 321: Teaching Social Studies K-8	Graduate/undergraduate	Students worked on creative projects and art installations at local elementary and middle schools.
	EDUC 516: Processes of Reflection & Inquiry	Graduate	Teacher/students completed a teacher action research study.
	Research Assistant Mentorship	Graduate	Graduate student has been mentored in National Endowment for the Humanities scholarly PD development.

Shawn Secatero	National Indian Education Association	Research on holistic education and leadership for Native Serving schools.	Present research of UNM COEHS cohorts through workshops.
	New Mexico State University Grants	Dual Credit – Native high school students in service area.	Promote teaching as a future career
	Utah State University Blanding	Holistic Leadership and Education and serve as a consultant.	Mentoring doctorate student
	UNM Native Educational Sovereignty in Education and Leadership (NEST-L) Program	Holistic Leadership and Education – Currently creating a leadership Institute at the UNM COEHS.	Founder of NEST-L program to consolidate research areas, cohorts, and activities.
	POLLEN Program (Promoting our Leadership, Learning, and Empowering our Nations) Cohort (2020-21)	Kellogg Foundation (2016-2019) and New Mexico Public Education Dept. Grow Your Own Teacher Legislation. Establishing an Educational Specialist program for rising teachers to becoming school principals in Native-serving schools.	Served as POLLEN coordinator since 2016 and published 4 articles and presented at local, state, and national conferences. We have 4 cohorts and graduated 31 teachers to become school principals.
	US. Dept of Education Grant. AIPEC (American Indian Professional Educators Collaborative) 2016-current.	Served as Co-Project Investigator to study the implications of rising teachers who would like to pursue Master’s Degrees in Educational Leadership with licensure.	Incorporated data and statistics of success factors of 10 AIPEC participants into the POLLEN cohort evaluation, articles, and research presentations.
	NALE (Native American Leadership in doctoral Education) 2016-current.	Serve as coordinator of the NALE program to study Native American doctoral students who are enrolled in an indigenous based education cohort.	We have 3 cohorts consisting of 21 Native doctoral students in our educational leadership program
	Los Alamos National Laboratory Foundation (2020-current)	POLLEN funding as part of external grant for aspiring teachers to	We have 7 teachers who were chosen to receive tuition funding and to

		become school principals in native schools.	sponsor leadership symposiums.
Allison Stansbury	EDUC 595: Advanced Field Experience	Graduate	Students complete a professional development plan that requires their collection of qualitative/ quantitative data to measure progress towards meeting Elevate NM Teacher evaluation/ observation standards.
Mia Sosa-Provencio	EDUC 438 Reading and Writing in the Content Area  EDUC 553 Engaging Literacy through Latin American Testimonios  EDUC 513: Process of Reflection and Inquiry	Undergraduate Graduate  EDUC 438 and EDUC 553 are taught as one unit with differentiated expectations according to undergraduate or graduate enrollment.  Graduate, part of the MA of Reflective Practice (MARF) Program	Students conduct and disseminate a student-centered inquiry projecting into their own schooling experiences and effective teaching strategies for bilingual and diverse youth.  Students, who are practicing teachers seeking their MA, conduct practitioner inquiry in their own schools and particularly classrooms.
Diane Torres-Velásquez	EDUC 513: The Process of Reflection and Inquiry	Graduate	Students pose questions about their teaching, curriculum and teaching environment, and collect data to

			inform their teaching.
	EDUC 520: Teaching and Learning	Graduate	Students pose questions about their teaching, curriculum and teaching environment, and collect data to inform their teaching.
	EDUC 652: Social Justice for Educators	Graduate	Students conduct an oral history interview of a social justice advocate. They learn to collect stories of their family and to use in their teaching.
	EDUC 652: Social Justice	Doctoral/Graduate	Students conduct an oral history interview of a social justice advocate. They learn to collect stories of their family and to use in their teaching.
	EDUC 652: Social Justice	Doctoral/Graduate	Students follow the legislative process and a bill, memorial or joint resolution and create a TED Talk explaining the rationale for the bill, its potential and path during the legislative session.
Cheryl Torrez	EDUC 500: Research Applications to Education	MA/Graduate	Students engage in a variety of research methodologies, develop a literature review
Eileen Waldschmidt	EDUC 403: Learning Environments III	Undergraduate	Students complete a Professional Development Plan to

			improve their teaching practice
Krystal Wood-Kofonow	EDUC 330L: Teaching of Reading to Culturally and Linguistically Diverse Students I	Undergraduate Graduate	Literature Funds of Knowledge Project-students investigate their funds of knowledge and write a paper/build a project to present to the class. They discuss application of this project to their students.  Culturally Responsive Literature Project-research and review existing culturally responsive literature and brainstorm themes and topics missing from the collection
Waunita (Penny) Zink	EDUC 401L/411L: K-8 Seminar & K-8 Field Experience	Undergraduate	Learning to Teach Remotely-A Pilot Practicum for Preservice Elementary School Teachers

### **6E: Community Service**

*Description of faculty members' service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.*

Each faculty member summarized their service activities to both internally within the UNM community, and externally with community agencies and organizations. Each faculty member described their roles and contributions with these entities This information is provided in the table below.



<b>Faculty Name</b>	<b>Organizations/Roles Internal to UNM</b>	<b>Organizations/Roles External to UNM</b>
Allison M. Borden	<p>President, Executive Committee of the Faculty Concilium, Latin American and Iberian Institute (2019-2021)</p> <p>Chair, Search Committee for Director of Latin American and Iberian Institute, spring 2020</p> <p>Member, selection committee for Chester C. Travelstead Faculty Fellowship, spring 2019 and spring 2021</p>	<p>Virtual presentations for professional development sessions in Guatemala (2020 and 2021)</p> <p>Chair, 2020 UCEA Jay D. Scribner Mentoring Award selection committee</p> <p>Member, 2020 AERA Division A Excellence in Research Award selection committee</p> <p>Mentor, Boyd National Politics Workshop, AERA Division L, 2020</p> <p>External reviewer for research proposals, Research Grants Council, Hong Kong, 2019 and 2020</p> <p>External reviewer of manuscripts for journals and proposals for research conferences (AERA, UCEA, CIES) 2019-2021</p>
Alicia Fedelina Chávez	I do a great deal of consulting and faculty seminars on college and school teaching across cultural strengths for academic departments, groups of faculty, and for the Center for Teaching Excellence at UNM	I do a great deal of consulting and faculty seminars on college and school teaching across cultural strengths for schools and colleges across the state of New Mexico.
Shiv R. Desai	Chair of Diversity Committee Co-Chair of University Diversity Curriculum Committee	Bernalillo County Juvenile Detention Alternative Initiative Committee Member, Racial/Ethnic Disparities and Deep End Committees
Leila Flores-Dueñas	COEHS Center for Student Success/Student Recruitment	American Education Research Association (AERA)/Presentation Reviewer
	New Mexico Hispanic Women's Council Scholarship/ Director of Scholarship/Mentorship Program & Liaison to University of New Mexico (UNM) Scholarship Office	New Mexico Hispanic Women's Council Scholarship/Liaison Central New Mexico Community College (CNM) Scholarship Office

	UNM Centro de la Raza and UNM Health Sciences Summa Academia and APEX/ Teach and mentor UNM and UNMH graduate students how to be successful in graduate school.	
	UNM Southwest Hispanic Research Institute – Advisory Board Member	
	UNM Department of Chicana and Chicano Studies Advisory Board	
	UNM Faculty Senate Research Policy Committee/Member	
	UNM Latin American Programs in Education (LAPE) Advisory Board – Teaching English Instructors. Professional Development with international educators.	
Deena Gould	Chair of the Publications Advisory Committee of the National Association for Research in Science Teaching	Chair of the Publications Advisory Committee of the National Association for Research in Science Teaching
Laura Haniford	Ravens Rising at Rio Grande High School	With Dr. Mia Sosa-Provencio, Lauren Padilla-Garcia at RGSB, working to establish a pathway from high school to teacher preparation program. Working with Educators Rising program at RGHS.
William Holmes	Member IAIE	UCEA Plenum Representative – UNM
	Project ECHO: New Mexico Principal Support Empowerment and Leadership ECHO New Mexico Superintendent Support Empowerment and Leadership ECHO	Member – New Zealand Society for Educational Leadership
		Member – New Mexico Association of Elementary Principals
		Member – ABC Community School Partnership Collaborative Leadership Committee
Molly Keyes		American Federation of Teachers- Fed Rep and volunteer
		Volunteer school and student support during the Covid-19 crisis (volunteered

		as a substitute teacher during the school day and performed normal job duties during evening and nighttime hours)
Karla V. Kingsley	UNM Institute for the Study of “Race” and Social Justice: I am a Board Member; I also serve on the admissions committee for the graduate certificate in RSJ (campus-wide)	Editorial Board Member, <i>Journal of Research on Technology in Education</i> (journal focused on the integration of technology and multimedia in PK -20 settings) with the International Society for Technology in Education (ISTE)
		Editorial Board Member, <i>Intervention in School &amp; Clinic</i> (scholarly journal focused on students with disabilities) with the Council for Exceptional Children (CEC)
Marjori Krebs	Admissions & Registration Committee (2014-present)	Board Member. WINGS for Life International (2017-present)
	National Accreditation Council (NCA) for the Higher Education Learning Commission (HLC) Criterion IV Subcommittee: Teaching & Learning: Evaluation and Improvement (2015-2019)	Secretary/Governing Board Member. <i>National Network for Educational Renewal</i> (2018-present)
	Scholarship Committee (2014-2020)	Secretary/Treasurer. <i>American Educational Research Association Special Interest Group, School-University-Community Collaborative Research</i> (2017-2019)
	CAEP Management Team (2021-present)	Lead Engagement Reviewer. Cognia School Accreditation Organization (2016-present)
	Graduate Committee (2016, 2020-present); Chair (2016, 2021-present)	Co-Chair. ABC Community Schools Collaborative Leadership Focus Group Committee (2021-present)
	Promotion & Tenure Committee (2016-present) (Chair 2018-2019)	Vice President/Member. Heart Gallery of New Mexico Foundation (2009-present)
	CAEP Graduate Licensure Representative (2020-present)	Member. ABC Community Schools Board. (2020-present)
	Assessment Coordinator for Elementary Education (2016-2020)	Member. Albuquerque Teachers’ Federation Foundation Board of Directors (2018-present)
	CAEP Graduate Licensure Representative (2020-present)	
	Coordinator. MA with Alternative Route to K-8	

	Licensure (Elementary Education) and MA + Licensure (Secondary Education). (April 2019-present)	
	Chair. Albuquerque Teacher Residency Partnership Design Team. (Chair 2019-present; Member 2017-2019)	
	Co-Chair. Academic Program Review (APR). (2021-present)	
	Member. Search Committee. Open Part-Time Instructor Positions (Spring-Summer 2021)	
	Chair. Program Coordinator/Center for Student Success Ad-Hoc Working Group (March 2021)	
	Member. Search Committee. Elementary Education Lecturer II/III (2019)	
	Member. Search Committee. K-12 Lecturer III (2019)	
Patrick Lopez	EDLEAD Program Coordinator	
	CARC Committee Member	
	APR Co-Coordinator	
	CAEP Advance Member	
Ruby Lynch-Arroyo	Interview Committee Participant (2019)	
Russ Romans	Graduate Committee	Program Liaison to Albuquerque Public Schools New and Aspiring Principals Program
	Educational Leadership Program Student Recruiting Project	
	Community Round Table Member	Highland High School, APS
Rebecca Sánchez	UNM Honorary Degree Committee	Manuscript Reviewer- Equity and Excellence in Education
	COEHS Faculty Governance Committee	Conference Reviewer- S-STEP Self-Study of Teacher Education
	2019-2020-COEHS Undergraduate Committee	Guest Teacher- The Montessori Elementary School
	2019-2020-COEHS Center for Collaborative Research and Community Engagement	

	2019-2020- COEHS Overhead Funds Allocation Committee	
Shawn Secatero	UNM COEHS Scholarship Committee	Member: Review scholarship applications and policies. 2019-present
	UNM COEHS Diversity Committee	Member: Advocate for equity and social justice issues within the College for students and faculty. 2015-2020.
	UNM Institute for American Indian Education	Member: Research and advocate for Native serving schools in New Mexico and Navajo Nation. 2016-2020.
	UNM Striking Eagle Native American Invitational and Education Fair	Executive Director. 2011-present.
Allison Stansbury		PTA President for Bandelier Elementary School (APS)
Mía Sosa-Provencio	Faculty advisor for EDUC 1120 PT instructors	Rio Grande High School Community School Council Board Member, 2020-present
	Martinez/Yazzi Ad Hoc Committee, Spring 2019	Journal of Latinos and Education Reviewer, 2018-present
	COE Scholarship Committee Fall 2018-Fall 2020	Committee, Anna Julia Cooper Award, Caribbean Philosophical Association, 2016 to present
	COE Diversity Committee, Fall 2018-Fall 2021	Families United for Education (FUE) Member, 2009-present
Diane Torres-Velásquez	COEHS Diversity Committee	Editorial Board Journal of Hispanic Education: Sage
	UNM Diversity Committee	President, Latino Education Task Force
Cheryl Torrez	COEHS Graduate Committee; member and chair; UNM OCAC online course reviewer	Association of Teacher Educators; Board of Directors member
Eileen Waldschmidt	Phi Kappa Phi UNM Chapter: Scholarship and Awards Officer, and Treasurer	
Krystal Wood-Kofonow	UNM Project ECHO- Literacy consultant volunteer	Philanthropic Education Organization-member and scholarship coordinator
		Be the Change volunteer- building schools and training teachers in developing countries, making education accessible for all

		Teach Social Justice. Org open-source curriculum manager
Waunita (Penny) Zink	COEHS Undergraduate Committee	Prepared to Teach Community of Practice Mentor Committee

## **Criterion 7. Peer Comparisons**

**The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)**

### **7A: Analysis**

*We chose 3 peer departments from the Peer Comparison Template (Appendix E) to contrast with our department. Below we provide an analysis of the comparison, describing aspects of our program that are unique compared to these peers.*

The TEELP Department at the University of New Mexico sought to compare our programs to three universities deemed “comparable” by the Office of the Provost: New Mexico State University (NMSU), Arizona State University (ASU), and University of Nevada Las Vegas (UNLV).

UNM has a total student enrollment of 22,175 and is ranked #196 by *U.S. News and World Report*. TEELP has an enrollment of 655 students, offers three undergraduate degrees and seven graduate degrees. TEELP employs 30 faculty with a faculty to student ratio of 1:22.

NMSU has a comparable total student enrollment with 25,321. Their School of Teacher Preparation, Administration, and Leadership hosts six teacher preparation programs and one administration preparation program (Early Childhood, Elementary, Secondary, Special Education, Physical Education, and Educational Leadership) resulting in a much larger number of undergraduate and graduate degrees and certificates: 6, 17, and 7 respectively. When comparing enrollments, NMSU has a much larger undergraduate enrollment than UNM, because all teacher preparation programs are in one school, whereas TEELP only houses two undergraduate and two graduate teacher preparation programs. NMSU has a smaller graduate enrollment, even though they deliver more graduate degree programs.

ASU’s Mary Lou Fulton Teachers’ College has almost four times the total student enrollment of UNM. Their Teachers’ College delivers 21 undergraduate degrees and 28 graduate degrees along with 8 graduate certificate programs. ASU’s Department enrollment is 9,137, which is almost 20 times the enrollment of TEELP. Because of this tremendous size disparity, this comparison is difficult to conduct.

UNLV has a total student enrollment of over 8,000 more students than UNM and 700 more students in their teacher and leader preparation program than TEELP. UNLV offers Elementary, Secondary, Early Childhood, and Special Education degrees. Their educational leadership program is housed in its own department. UNLV offers three MA degrees (Curriculum, Special Education, and Early Childhood) and five graduate certificate programs (Special Education, Elementary Education, Secondary Education, Preschool, and Infancy) with over 200 more graduate students than UNM. The number of faculty in this department is unknown.

## Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

### 8A: Budget

*Analysis of the department budget, including support received from the institution and external funding sources.*

- *We discuss how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit’s degree/certificate program(s) and courses.*

Beginning in Fall 2021, graduate students in the AOP Online Master’s in Education will have differentiated tuition. We offer coursework in the summer and begin new doctoral coursework in the summer to allow students to take advantage of being able to take 9 credits and pay for 6 credits. *We would welcome a conversation on differential tuition for students seeking licensure to assist with the shortage of teachers and principals in the state.*

Sum of CURR_YEAR_TO_DATE_ACTIVITY ACCOUNT_DESC	FISCAL_YEAR 2020	2021	Grand Total
Allocations Pooled Allocation Gen	2,298,546	2,902,863	5,201,409
Course Lab Fees Gen	3,305	2,885	6,190
Gifts Gen	31,850	1,225	33,075
Graduate Online Degrees		12,278	12,278
Instruction and General - Recoup	18,151	(94,256)	(76,105)
Intradepartmental Allocations	66,364	(96,390)	(30,026)
Nongovernmental Grants Contra Gen	40,843	3,241	44,084
Registration Fee Revenue Gen	(75)		(75)
Trsfr From I G Gen	8,941		8,941
Trsfr To Public Service Gen		(3,018)	(3,018)
<b>Grand Total</b>	<b>2,467,925</b>	<b>2,728,828</b>	<b>5,196,753</b>
ACCOUNT_DESC_1	(Multiple Items) -X		
Sum of CURR_YEAR_TO_DATE_ACTIVITY ACCOUNT_DESC_2	FISCAL_YEAR 2020	2021	Grand Total
Communication Charges	13,333	13,160	26,493
Other Expense	12,787	13,772	26,558
Payroll Benefits	45,726	688,188	733,915
Plant Maintenance	14,133	5,186	19,319
Research Costs	14,055	16,490	30,545
Salaries	2,302,383	1,961,630	4,264,013
Salaries Contingency	-	-	-
Services	6,391	3,621	10,012
Student Costs	6,440	3,313	9,753
Supplies	25,509	19,578	45,087
Travel	25,485	(15)	25,470
<b>Grand Total</b>	<b>2,466,242</b>	<b>2,724,923</b>	<b>5,191,166</b>
<b>Net</b>	<b>1,683</b>	<b>3,905</b>	<b>5,588</b>

### 8B: Staff

*We discuss our department staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

The department has a Department Administrator (grade 13) that is full-time in the college but since March 2021 she has been serving as the Dept. Administrator in the Department of



Individual, Family & Community Education as well, so the equivalency is .50 FTE. In November 2021 we hired a 1.0 FTE Coord, Education Support (grade 9) that is solely dedicated to TEELP. We are searching for a 1.0 Coord, Academics (grade 10) that will be split between the Department of Individual, Family & Community Education and TEELP. This is part of Dean's goal for a shared service model to increase staff efficiency. Once that hire is complete, the total FTE dedicated to TEELP will be 2.0 FTE. *This lack of staffing has resulted in work slow-downs and extra stressors on personnel. We appreciate any recommendations that the review committee may have.*

### **8C: Advisory Board**

*If the department has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.*

The unit currently has no advisory board specifically for TEELP. Ed Lead holds meetings with an Advisory Panel made up of district representatives, district principals, former students who are school administrators, and Ed Lead faculty.

## **Criterion 9. Facilities**

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

### **9A: Current Space**

*Updated listing from UNM's current space management system of the spaces assigned to our department (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). We discuss our department's ability to meet academic requirements with current facilities.*

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*
- *Explain the unit's unmet facility needs.*
- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

According to the Dean's Office records, TEELP has these spaces as "shared spaces" designated for TEELP and the College: EDUC 201, TECH 130, and Hokona 122.

We have no spaces that are not documented in UNM's space management system. After review by a representative from the Dean's Office it was determined that there are no unmet needs by TEELP. There were no facility needs raised or noted during the last APR.

Regarding unmet facility needs, Elementary and Secondary faculty have advocated for a full science laboratory space for secondary science students to learn to conduct safe, engaging experiments in a model laboratory classroom. We have not been able to secure this space.

Ed Lead faculty present the following as a review of their facility needs: A lack of classroom space has been a long-standing problem for the entire COEHS, but most especially for the Educational Leadership Program. Too often the classrooms in which the unit's courses are taught are entirely inappropriate for student numbers and/or for course content. Nearly all the unit's courses are taught in Hokona Hall, a remodeled dormitory where classrooms are small and both poorly heated in the winter and poorly air-conditioned in the summer. Classrooms in the Education Classrooms Building are frequently too large for doctoral courses, without windows, and again heating and air-conditioning are recurrent problems. The classrooms in the Education Classrooms Building have projector systems and computer screens, though those in Hokona do not.

The computer laboratories in the Technology Center have recently had all their computers replaced. This has alleviated many concerns, particularly for the delivery of our quantitative research courses.

### **9B: Future Space Needs**

*Discuss future space management planning efforts related to the teaching, scholarly, and research activities of the unit and include an explanation of any proposals that will require*

*new or renovated facilities and how they align with UNM's strategic planning initiatives. Explain the potential funding strategies and timelines for these facility goals.*

There are no current plans within TEELP for any future space management planning efforts.

### **Conclusion. Strategic Planning**

**Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criterion, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.**

The COEHS is in the early stages of a college-wide strategic planning process. In tandem with these efforts, we anticipate new Departmental strategic planning and direction.

As a TEELP Department, we are proud of the work of our students and faculty. The faculty's teaching, scholarship, and service are strong and produce positive outcomes, with successful students becoming excellent teachers and educational leaders in the state and the nation. We serve a diverse student body and work to support our students in meeting their individual needs and career goals.

The department is developing a teacher residency partnership within our Sandoval County Collaborative (Bernalillo Public Schools, Rio Rancho Public Schools, and UNM). This Collaborative is developing a new teacher residency, in accordance with NM HB13 and pending PED guidance. Additionally, the incoming MARP cohort classes will be held at the RRPS training facility. We are also seeking to place teacher candidates in Sandoval County schools in which our Educational Leadership graduates/students are serving as principals and leaders.

We are collectively working to increase our student enrollment numbers, and with that goal, we will need additional tenure-track faculty and lecturers to teach our courses, lead the state in educational research, and provide program cohesiveness and sustainability. In our current situation, with half our faculty as lecturers and temporary-part time faculty, we lack sustainable program vision and implementation, and maintainable practices.

## Appendices

### Appendix A: Schools Where K-12 Licensure Students Complete Field Experiences

#### SCHOOLS WHERE LICENSURE STUDENTS COMPLETE FIELD EXPERIENCES

School Name	District Name
Adobe Acres ES	Albuquerque Public Schools
Albuquerque HS	Albuquerque Public Schools
Armijo ES	Albuquerque Public Schools
Arroyo Del Oso ES	Albuquerque Public Schools
Atrisco Heritage Academy	Albuquerque Public Schools
Bandelier ES	Albuquerque Public Schools
Bellehaven ES	Albuquerque Public Schools
Chamiza ES	Albuquerque Public Schools
Chaparral ES	Albuquerque Public Schools
Cibola HS	Albuquerque Public Schools
Cleveland MS	Albuquerque Public Schools
Cochiti ES	Albuquerque Public Schools
Collet Park ES	Albuquerque Public Schools
Comanche ES	Albuquerque Public Schools
Coronado ES	Albuquerque Public Schools
Corrales ES	Albuquerque Public Schools
Cottonwood Classical Preparatory School	Albuquerque Public Schools
Del Norte HS	Albuquerque Public Schools
Dennis Chavez ES	Albuquerque Public Schools
Desert Ridge MS	Albuquerque Public Schools
Double Eagle ES	Albuquerque Public Schools
Duranés ES	Albuquerque Public Schools
East San Jose ES	Albuquerque Public Schools
Edward Gonzales ES	Albuquerque Public Schools
Eisenhower MS	Albuquerque Public Schools
Emerson ES	Albuquerque Public Schools
Freedom HS	Albuquerque Public Schools
George I. Sanchez	Albuquerque Public Schools
Georgia O'Keeffe ES	Albuquerque Public Schools
Governor Bent ES	Albuquerque Public Schools
Hayes MS	Albuquerque Public Schools
Highland HS	Albuquerque Public Schools
Hubert H Humphrey ES	Albuquerque Public Schools
Inez ES	Albuquerque Public Schools
Jackson MS	Albuquerque Public Schools
James Monroe MS	Albuquerque Public Schools

Janet Kahn School of Integrated Arts ES	Albuquerque Public Schools
Jefferson MS	Albuquerque Public Schools
John Baker ES	Albuquerque Public Schools
La Cueva HS	Albuquerque Public Schools
La Mesa ES	Albuquerque Public Schools
Lavaland ES	Albuquerque Public Schools
Lew Wallace ES	Albuquerque Public Schools
Longfellow ES	Albuquerque Public Schools
Lowell ES	Albuquerque Public Schools
Lyndon B Johnson MS	Albuquerque Public Schools
MacArthur ES	Albuquerque Public Schools
Manzano HS	Albuquerque Public Schools
Marie M Hughes ES	Albuquerque Public Schools
Mark Twain ES	Albuquerque Public Schools
Mary Ann Binford ES	Albuquerque Public Schools
McKinley MS	Albuquerque Public Schools
Mitchell ES	Albuquerque Public Schools
Monte Vista ES	Albuquerque Public Schools
Montessori Of The Rio Grande	Albuquerque Public Schools
Montezuma ES	Albuquerque Public Schools
Mountain View ES	Albuquerque Public Schools
NACA Elementary School	Albuquerque Public Schools
NACA Middle School	Albuquerque Public Schools
Navajo ES	Albuquerque Public Schools
North Star ES	Albuquerque Public Schools
Osuna ES	Albuquerque Public Schools
Painted Sky ES	Albuquerque Public Schools
Polk MS	Albuquerque Public Schools
Reginald Chavez ES	Albuquerque Public Schools
Rio Grande HS	Albuquerque Public Schools
Roosevelt MS	Albuquerque Public Schools
Rudolfo Anaya ES	Albuquerque Public Schools
S Y Jackson ES	Albuquerque Public Schools
Sandia Base ES	Albuquerque Public Schools
Sandia HS	Albuquerque Public Schools
Siembra Leadership High School	Albuquerque Public Schools
Sierra Vista ES	Albuquerque Public Schools
South Valley Academy	Albuquerque Public Schools
Sunset View ES	Albuquerque Public Schools
Susie Rayos Marmon ES	Albuquerque Public Schools
Tierra Antigua ES	Albuquerque Public Schools

Tomasita ES	Albuquerque Public Schools
Tony Hillerman Middle	Albuquerque Public Schools
Tres Volcanes Community Collaborative K-8 School	Albuquerque Public Schools
Valle Vista ES	Albuquerque Public Schools
Valley HS	Albuquerque Public Schools
Van Buren MS	Albuquerque Public Schools
Ventana Ranch ES	Albuquerque Public Schools
Volcano Vista HS	Albuquerque Public Schools
West Mesa HS	Albuquerque Public Schools
Zia ES	Albuquerque Public Schools
Zuni ES	Albuquerque Public Schools
Belen MS	Belen
Gil Sanchez ES	Belen
La Merced ES	Belen
Country Club ES	Farmington
Esperanza ES	Farmington
Milan ES	Grants-Cibola
Gallina ES	Jemez Mountain Public Schools
Pinon Elementary School	Los Alamos
Ann Parish ES	Los Lunas
Desert View ES	Los Lunas
Los Lunas HS	Los Lunas
Los Lunas MS	Los Lunas
Peralta ES	Los Lunas
Sundance ES	Los Lunas
Tome ES	Los Lunas
Valencia MS	Los Lunas
Moriarty ES	Moriarty-Edgewood School District
Mountainair Elementary School	Mountainair
Hozho Academy	Other: Charter School
North Valley Academy	Other: Charter School
South Valley Preparatory School	Other: Charter School
Southwest Primary Learning Center	Other: Charter School
Taos International Charter School	Other: Charter School
The GREAT Academy Charter High School	Other: Charter School
Holy Ghost Catholic School	Other: Private School
Menaul School	Other: Private School
Sacred Heart Catholic School	Other: Private School
ST. Anthony's Indian School	Other: Private School
St. Mary's Catholic School	Other: Private School
St. Michael Indian School	Other: Private School

To'Hajiilee Community School  
 Mimbres School UNM  
 Cielo Azul ES  
 Colinas Del Norte ES  
 Enchanted Hills ES  
 Lincoln MS  
 Maggie Cordova ES  
 Puesta Del Sol ES  
 Rio Rancho Elementary  
 Rio Rancho High School  
 Sandia Vista ES  
 V Sue Cleveland HS  
 Santa Fe HS  
 San Antonio ES  
 Enos Garcia ES  
 Taos Charter School  
 Wingate HS  
 Shiwi Ts'ana Elementary School

Other: Pueblo  
 Other: University of New Mexico  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Rio Rancho  
 Santa Fe  
 Socorro  
 Taos Municipal Schools  
 Taos Municipal Schools  
 Wingate  
 Zuni

**Appendix B: Peer Comparison Template for Use with Criterion 7**

University	Total University Environment	Unit Undergraduate Degrees/ Certificates offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/ Certificates Offered	Unit Graduate Student Enrollment	Total # Of Unit Faculty	Rank	Faculty to Student Ratio
<b>University of New Mexico</b>	22, 175	2 BSED 1 BAED	206	3 MA 1 PhD 2 EdD 1 EdS	449	23	#196	1:28— See Criteria 7 1:22
<b>Arizona State University</b>	74, 878	21 BAED	2,361	8 Cert 6 MA 13 MED 1 MPE 2 EdD 6 PhD	9,137	714	#117	1:16
<b>University of Nevada Las Vegas</b>	30, 457	Elementary BSED Secondary BSED Early Childhood BS Special Education BSED	993 Total: 394 EI BSED 365 Sec BSED 147 Early Ch BS 87 Spec. Ed BSED	MED: Curriculum, SpecEd, Early Child GCerts: SpecEd, ElemTeach, SecTeach, Preschool, Infancy	314 MED Curriculum 193 MED SpecEd 72 MED Early Child 29 GCerts	38 full time faculty	#112	Unknown due to number of temp faculty
<b>New Mexico State University</b>	25,321	• 5 BS • 1 BAS	423	• 15 MA • 7 Grad Cert • 2 PhD w/ 9 Concentrations	140	33	#227	1:17