
NEW MEXICO STATE UNIVERSITY

LESC PRESENTATION



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NMSU EDUCATOR PREPARATION PROGRAM OVERVIEW



The New Mexico State University Teacher Education Program is a comprehensive program designed to prepare teachers who are capable of working effectively with PK-12 students of diverse backgrounds.

Our programs of study were created with the New Mexico State Public Education Department competencies as a foundation, aligned to InTASC standards and the Council for the Accreditation of Educator Preparation (CAEP).

NMSU COLLEGE OF EDUCATION DEMOGRAPHIC DATA

Within TEP Enrollment (Traditional)			
Program	Academic Year		
	15-16	16-17	17-18
ECED	15%	14%	15%
ELED	33%	37%	38%
SED	16%	23%	19%
SPED	36%	25%	28%
Total	100%	100%	100%

Teaching Major Genders (Everyone)			
Gender	Academic Year		
	15-16	16-17	17-18
Female	79%	79%	81%
Male	21%	21%	19%
Total	100%	100%	100%

Teaching Major Ethnicities (Everyone)			
Ethnicity	Academic Year		
	15-16	16-17	17-18
Hispanic	61%	63%	66%
White	31%	29%	28%
Other Minority	8%	8%	6%
Total	100%	100%	100%

STATE OR INSTITUTIONAL POLICIES INFLUENCING LICENSURE PROGRAMS



In the year 2015, the New Mexico State Legislature amended Senate Bill 329. This bill required that all universities change the minimum requirements for persons seeking licensure in Elementary, Early Childhood, Special and Secondary Education.

All four programs have reduced the number of credits needed for completion of a degree to 120 hours for Elementary, Early Childhood, and Secondary; 129 hours for Special Education



STATE OR INSTITUTIONAL POLICIES INFLUENCING LICENSURE PROGRAMS

- The NM Public Education Dept. has decided to no longer be a NCATE/CAEP state. However we **applied for national accreditation through CAEP** and will hear soon.
- We also attended to the separate approval process through the State. Currently successfully presented to the PPCS and had **all four programs approved**.
- Through these processes, **all of our programs have been aligned to InTASC** and CAEP Standards.

The **Office for Teacher Candidate Preparation** (OTCP) is comprised of faculty from all the licensure programs (Secondary, Elementary, Early Childhood, and Special Education). During the 2015-17 academic years, the representatives of OTCP spent focused time on reading and discussing the new CAEP Accreditation Standards toward the development of our identity and role in the educational community.

- Aligned and changed coursework
- Revamped assessment strategies to improve the measurement of exiting teacher candidates for “day one” readiness.
- Created new performance measures that would provide better evidence of candidate performance
- Developed a more accessible data collection system
- Hired Assessment Program Manager: Dr. Rachel Boren
- Allocated time to review data on regular basis
- Aligned evaluation forms, observation tools, supervision processes
 - Our evaluation of student teachers is embedded within NMTEACH evaluation
- Served as liaison between public schools and College of Education
- Visit to model teacher preparation programs

CHANGES WE’VE MADE

OUR STRENGTHS

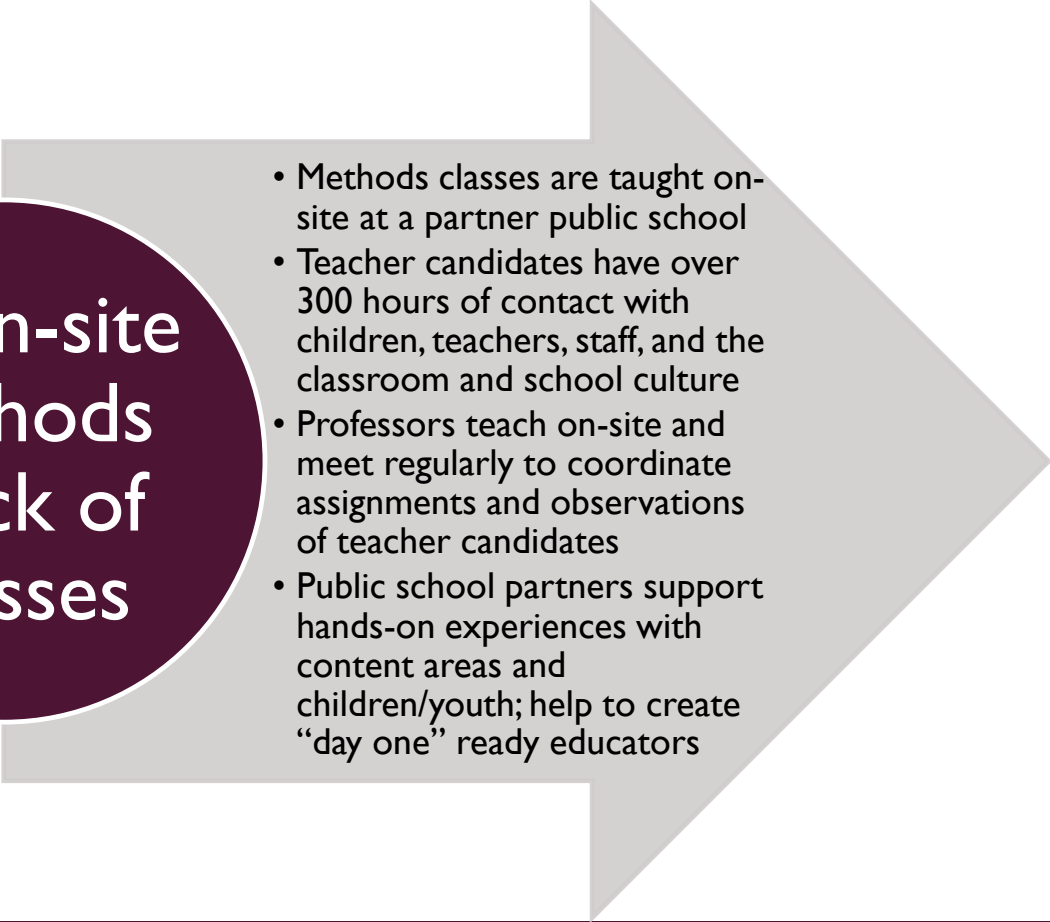

The mission of the Office of Teacher Candidate Preparation (OTCP) is to prepare educators to serve the people of New Mexico by fostering a deep understanding of learners and communities for equity and engagement. Our faculty and students cultivate these understandings through six broad categories:

- Professional Identity and Knowledge of Self
- Structures of Education and Schooling
- Collaborative Relationships with Students, Families, and Communities
- Student-Centered
- Engagement of Learners
- Curricular Decisions

2) DEVELOPED
OUR THEORY OF
ACTION

DULCE

***DEEP
UNDERSTANDING
OF LEARNERS AND
COMMUNITIES FOR
EQUITY &
ENGAGEMENT***



3) On-site Methods Block of Classes

- Methods classes are taught on-site at a partner public school
- Teacher candidates have over 300 hours of contact with children, teachers, staff, and the classroom and school culture
- Professors teach on-site and meet regularly to coordinate assignments and observations of teacher candidates
- Public school partners support hands-on experiences with content areas and children/youth; help to create “day one” ready educators

MORE CHANGES

OUR STRENGTHS

ELEMENTARY/BILINGUAL/TESOL & SPECIAL EDUCATION

All of our elementary education students:

- Receive a diversity of placement in two on-site blocks with over 300 hours of practicum experience with highly prepared teachers
- Learn how to work with different schools, districts, and communities
- Experience teaching in both rural and urban settings
- Engage with different principals and teachers improving their chances of employment

ELEMENTARY/BILINGUAL/TESOL & SPECIAL EDUCATION

In order to meet the high needs of teachers prepared to work with English Learners, and to serve our mission as a Land Grant and Hispanic Serving Institution, the Elementary TEP incorporated Bilingual and TESOL coursework into the Elementary Ed. Major.

- We embedded 12 credit hours of Bilingual/TESOL coursework into two semesters of practicum methods courses.
- All of our Elementary and Special Education students will graduate with a Bilingual and/or TESOL endorsement
- Collaboration between state universities to align English Language Learner Preparation Programs

EARLY CHILDHOOD CHANGES: SUMMARY AND RATIONALE



- Moved to 2 block-of-classes model with students in the schools for one year before student teaching
- Added an additional field component in an early intervention site for diverse learners
- Plan to develop an ECED course in technology move to K-3rd methods block and site-based program
- Revised teacher candidate evaluation to show a progression of academic knowledge demonstration and skill development during multiple field experiences



SECONDARY CHANGES: SUMMARY AND RATIONALE

- 1) Reduce Course requirements on degree plans to align with the 120 credit hour limit – worked with Content Areas to design new degree plans for Secondary Majors.
- 2) Revised the lesson plan rubric to make it more substantive and align with what teacher candidates need to demonstrate about the lesson planning process.
- 3) Implemented six-week lead teaching schedule with the provision of lesson plans receiving approval at least one week in advance.
- 4) Require all secondary students to take a data literacy course as a part of the new degree plans.
- Tammy Benally, 2016 Outstanding COE Senior

AREAS FOR IMPROVEMENT

Licensure Exams

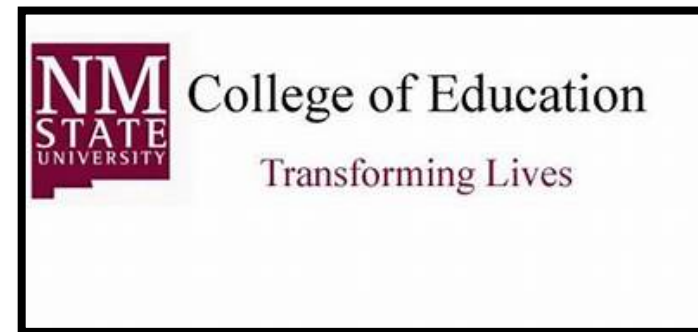
- The pass rate of the NES-EAS exams for our candidates has fluctuated over the last 3 years, but appears to be increasing. The mean scaled scores of our institution are 1.62% behind those of our entire state.

Clinical Educators

- As required by CAEP, we should nurture a sustained cadre of public school clinical educators

Technology

- Based on feedback from completer and employer surveys and student teaching assessments, we need to better prepare our teacher candidates to use technology effectively as an educational tool.



Offer NES tutoring through the CORE center in the College

Provide NES workshops for teacher candidates by our program directors.

Collaborate with the Math and English Departments on campus to identify concepts addressed on exams to add to their curriculum in Gen Ed courses

Offer one-credit beginning Fall 2018 that focuses specifically on NES test preparation

Work with teacher candidates to implement class norms and expectations in the use of technology

Integrating the new STEM Tech Center at NMSU that houses flight simulators, VR goggles, and a computer lab with a mission-focused curriculum

Strengthen recruitment efforts – Educators Rising

Work with public schools to identify clinical educators that will work as ongoing coop teachers

Continue to seek funding to support teacher preparation

GOALS FOR ADDRESSING AREAS OF IMPROVEMENT