

ELEMENTARY EDUCATION PROGRAM

Bachelor's, Master's Degrees and Alternative Licensure Certificate

1. What was the Elementary Education Program created to do in the first place?

Since 1893 our unit has the goal of preparing teachers for licensure in the state of New Mexico. Providing a program of Elementary Education has been part of this goal.

2. What is the program doing now?

Preparing teachers to provide access to all students so they have opportunities for academic success. The Elementary Education program is available at both the undergraduate and graduate levels including alternative licensure at the following campuses: WNMU Silver, WNMU Gallup, WNMU Truth or Consequences, WNMU Lordsburg and WNMU Deming. The Elementary Education program is available in several formats to assist students graduating as quickly as possible. The formats are: online, face-to-face, zoom desktop conferencing and lecture capture. These multiple options are available on a regular basis. The program is based on a three-stage structure within the professional education core: a cognitive foundation, developmental practice, and application.

Within this structure, the cognitive foundation includes theories, philosophies, and content of the competencies addressed in the program. The developmental practice includes field experience activities that provide opportunities for teacher candidates to observe, to assist classroom teachers and to develop and teach lessons prior to practice teaching. These developmental practice activities are conducted through the WNMU Early Childhood Center and area public schools in Grant, Luna, Hidalgo, Sierra, Socorro, Catron, Cibola, Bernalillo, and McKinley counties as well as some out of state and also in Zuni Public Schools.

The majority of master's and alternative licensure candidates work full time as the classroom teacher of record while taking graduate education courses. They teach in underserved and under-resourced schools in Luna, McKinley, Hidalgo, Sierra, and Cibola Counties as well as Zuni Public Schools and US Bureau of Indian Education. These are some of the economically poorest counties in the USA. As a condition of the employment by the New Mexico Public Education Department, alternative licensure candidates MUST be enrolled in a planned, approved university program. Hence staffing a predictable rotation of courses is essential for candidates concurrently employed as classroom teachers in the required two-year time frame. The application component provides students with classroom assignments for practice teaching in area schools where the teacher candidates are monitored and the New Mexico mandated competencies are reinforced.

The School of Education has a mission to serve students and schools in western New Mexico from Gallup in the north to Animas in the south as well as Deming and Truth or Consequences in the east. This service is carried out through classes offered face-to-face in Silver City with access to our satellite campuses in Gallup, Deming, Truth or Consequences and Lordsburg. Instructional Television (ITV), now called Polycom Zoom for Desktop conferencing classes are broadcast to where students need them such as: Magdalena, Quemado, Reserve, Socorro, Arrey, Columbus, Truth or Consequences, Albuquerque, Lordsburg, Las Cruces, Anthony, Gallup and locations out of state such as Arizona and Texas. This provides elementary teachers for local schools who are knowledgeable about their specific geographical areas.

The online courses offered by Elementary Education faculty in Silver City also serve Gallup students and all students in our attendance area and beyond. Additionally courses are offered via lecture capture to meet students' attendance needs.

Elementary Education Faculty in addition to all duties as per MBO (and its five areas) supervise student teachers. This supervision is in addition to all contractual duties. Some of these student teachers are in a traditional undergraduate or graduate programs. Other students are enrolled in the Alternative Licensure Program (ALP). Elementary Education faculty (as well as all Education faculty) supervise ALP students during the practice teaching semester. Also, to scaffold these ALP students in their first semesters in the program (since they are teaching in schools real students, without a license or background in Education) faculty supervise ALP students to provide assistance and feedback that is from a different perspective from their school mentors' advice and feedback. Our feedback does not relate to their job security or contracts or assume that the student understands the concepts discussed in faculty meetings, in-services, professional development community conversations, textbooks or other situations. Students identified as needing more assistance are supervised more to assist the ALP students and the K-12 students. The ALP students is given a plan of assistance in subsequent semesters and the growth is monitored.

3. Should it be doing what it's doing now?

Yes. Additionally more training for local teachers and professional development schools are needed. The co-teaching model currently being used has been a very exciting implementation, which helps teachers, student teachers and K-12 students' academic success. All the ideas above have worked towards the current increase in numbers in Elementary Education Curriculum classes. The lecture capture option has also assisted with retention and graduation.

4. If not, what should it be doing?

The Elementary Education program continues to request advocacy for this program from our SOE administrator to VPAA, President, VPSAEM and VPEA for transparency for all decisions made that affect faculty. The reason for this is that when faculty who teach in the Elementary Education program are clear on the university goals and objectives they are better able to focus on the courses they teach and implement the university goals and objectives in these courses and support student learning outcomes. When goals and objectives are clear there is a better possibility for high morale and assessing these. Valuing people (in this case faculty) and the substantial contributions they make to the university will support this high morale. As discussed in Faculty Senate and agreed to by the VPSAEM at Faculty Senate, it has been discussed that academic advising for students be moved to academic affairs. A presentation was made by the School of Nursing at General Assembly to share the model that they use. The funds that come along with these advisors from Student Affairs and for their positions will be needed in the division of Academic Affairs in all departments, not just Education. Elementary Education faculty, advisors and students will all be served well by this change, focus and advocacy.

Attend faculty professional development for elementary education faculty to offer the most innovative, recent and research-based elementary education program. The VPEA and that unit has requested the assistance of SOE faculty and the Elementary Education faculty and advisors to prepare curriculum for programs coming to WNMU via MOUs, etc. Continued transparency, communication and follow through on registering students and paying faculty for the curricular development, preparation and implementation is requested.

5. How should it do what it should be doing?

Hire a Gallup academic advisor for Elementary and other Education programs. The numbers of graduates and students in the SOE at WNMU Gallup are larger when there are faculty members and staff there to teach, advise and supervise practice teachers. There has been a direct correlation between numbers of students and number of faculty. When faculty numbers diminished so did student numbers. Students went to other institutions.

Silver City faculty members were hired under a contract for teaching and advising in Silver City. It is the original intent of the contract. Despite there being no search for an empty position in Gallup for secondary and elementary education, this does not change the original intent of the faculty contract in Silver City. Silver City faculty have taken on additional duties of what Gallup faculty did with no increase in pay for several years. It is thanks to the hard work and commitment of faculty and staff in the SOE that students are advised well, retained and graduated from their respective programs. As the program leader of Elementary Education, I have observed faculty advisors in Elementary Education repeated and consistently advise students without the commensurate valuing of their expertise and knowledge through pay. This is a common practice, to pay people for their work. This situation will soon be exacerbated by the SOE being required to do the same amount of work with fewer

faculty, due to administration deciding to distribute the work responsibilities of the SOE among the remaining faculty once the current Associate Dean of the School of Education retires.

Advising for Gallup students by Silver faculty is not part of the original intent of the Silver City faculty contract. However, Silver City faculty members have been doing this advising to retain and graduate students, per the university goals. Now that there is one Gallup faculty (down from over 10), Silver City faculty members have a much larger responsibility for advising Gallup students. Silver City faculty are to be compensated for these additional responsibilities that are not part of the original intent of the contract.

Elementary education faculty members and advisors offered and approved in the short term to advise students in Gallup in order to meet students' needs due to the shortage of Gallup faculty. Elementary faculty and advisors have had an increase in responsibilities for advising Gallup students. Students' needs are being met as the SOE Elementary Education Program is student-centered. Now that it is three years later, there are more students and continued increased responsibility. The university and administration continue to reap the benefits of faculty being student-centered.

- Continue to offer a variety of modalities to take Elementary Education courses (as stated above) to meet students' attendance and retention needs.
- Offer quality courses that implement the latest in pedagogy, methodology, technology, and research through professional development.
- SOE Open House to welcome students each semester and announce to community and state we are here for students.
- There appears to be a push from Universidad Pedagógica del Estado de Sinaloa for their students to have programs, courses and certificates and degrees provided from WNMU. SOE Faculty have already met and plan more meetings to have curriculum, timelines, and rotations ready as set out by the MOU, Dean of CPS and VPEA and VPAA.

DATA

Elementary Education Undergraduate Majors

Fall 15 – 86

Fall 16 – 82

Students Registered

Total

Fall 2013 to Summer 2014	ALP=16	MAT=20	Undergraduate=48	84 students
Fall 2014 to Summer 2015	ALP=22	MAT=18	Undergraduate=63	103 students
Fall 2015 to Summer 2016	ALP= 18	MAT=15	Undergraduate=53	86 students
Fall 2016 to Spring 2017	ALP=23	MAT=11	Undergraduate=50	84 students

Degrees and Certificates Awarded

Fall 2011 to Summer 2016 = 85 graduates according to program review document

Bachelors=28

MAT=35

ALP Certificates=22

Student Credit Hour Production

EDUC 472/572 and EDUC 473/ 573

Fall

Spring

2014=24

2014=27

2015=60

2015=60

2016=57

2016=51

2017=63

2017=51

Average course enrollment from Fall 2013 to Spring 2017 is: 16.375 (range is from low of 8 to a high of 21)