

## **SECONDARY EDUCATION**

### **Bachelor's and Master's Degrees and Alternative Licensure Certificates**

#### **1. What was the BA/BS and Certificate in Secondary Education created to do in the first place?**

Beginning in 1893 the bachelor's degree was designed to prepare teachers for careers in teaching at the secondary level, grades 7-12. Since its inception the program was and still is based on a three stage structure within the professional education core: a cognitive foundation, developmental practice, and application. Since 1988, WNMU Gallup has offered the program at a master's level for initial licensure.

By constitutional mandate, 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 mandate is carried out through classes offered face-to-face, online, via instructional television, lecture capture, and desktop conferencing through Zoom.

Since its inception the program has served and continues to serve the critical need for teachers in rural, under-resourced, low income New Mexico communities with high percentages of minority students.

#### **2. What is the program doing now?**

The Secondary Education Program is an integral part of the University's vision to educate, with rigor and compassion, diverse learners who achieve career goals, gain civic literacy, practice social responsibility, and engage in lifelong pursuit of learning through encouraging the exchange of ideas, fostering the cultural, emotional, intellectual, physical, and social growth of students, furthering an appreciation for the benefits and opportunities derived from community involvement, and advocating and working for the advancement of social justice, equity, and diversity through education.

To further an appreciation for the benefits and opportunities that can be derived from community involvement, secondary education teacher candidates are actively involved in the community with local school districts through field experiences, service learning projects, and, in some cases, through after-school programs. Through their coursework and field experiences, secondary teacher education candidates are prepared to work in a multicultural community of diverse backgrounds, perspectives, and ideas in order to meet and address the challenges of a changing world.

The Alternative Licensure Program requires, as a condition of continued employment, that candidates complete 18 hours in an alternative licensure program within a two-year time frame. Many of these candidates teach in the most rural, poor, and underserved communities of New Mexico. At WNMU Gallup, this program was developed in direct response to a request from the Gallup-McKinley School district. Most of the students in the Gallup program begin as alternative licensure candidates embedded in a Master of Arts in Teaching degree program. This means they teach full time in their own classroom while completed program coursework. Previously, most teacher candidates at WNMU Silver were full-time students in both the undergraduate and graduate programs, with maybe five students total enrolled in the Alternative Licensure Program. Currently, we have 21 students enrolled in the alternative licensure program who are in the secondary program, with 9 in Gallup, and 12 in Silver City, Las Cruces, Deming, Gadsden, Cliff, and Bayard. In response to the increase in alternative licensure candidates and the state-mandated decrease in program time from three years to two years, and to better support the success of our alternative licensure students throughout this 2-year period, we made the decision to visit the candidates in their first and/or second semester of teaching so as to provide help and assistance as they navigate teaching and the program.

The WNMU Gallup Peace Corps Fellows Program offers the only rural secondary education program among the 40+ US Peace Corps-partnered universities, and the only secondary education program serving schools and communities with primarily Native American and Hispanic K-12 students.

Various other changes have been made to the program over the years. In 2003, the undergraduate secondary program at WNMU Silver City was integrated with the Career and Technical Education program. This provided opportunities for teacher candidates in academic areas and teacher candidates in career and technical education to work together on a variety of projects in order to learn about the content of each other's areas and to develop a better rapport to help each other once they graduated and were employed in area schools. The CTE program is currently on hold following the 2014 Program Prioritization initiative.

Since 2004 the Network for Teacher Licensure (NeTL) has been under development to put all programs fully online on a rotational basis. As programs and courses have changed, faculty have developed online versions to accommodate the needs of our rural and distance population, as well as our alternative licensure population.

Increased assessment measures have been implemented to satisfy accreditation requirements of CAEP and the NMPED, as well as address the standards embedded within InTASK. As a result, the School of Education now has a well-defined culture of assessment.

In 2007 faculty took on the role of lead clinical faculty for practice teachers. This requires faculty to visit, observe, and provide feedback for practice teachers in the field, in addition to teaching full course-loads. While this is a wonderful opportunity for faculty to be in the

classroom with practice teachers, it puts a burden on the faculty member because many of the practice teachers are not located within the local area. With the increase in Alternative Licensure candidates who will be practice teaching during the coming academic year, an additional burden will be placed on faculty. This may require hiring adjuncts to supervise practice teachers. In the meantime, a decision was made in the 2016/17 year to only visit practice teachers within a two-hour drive from campus. In addition, an adjunct who was a former principal has been hired to supervise Gallup practice teachers in all areas.

Instructional changes to courses have continued to be implemented as new research reveals changes that should occur. Diversity, cultural responsiveness, and social justice are themes that are woven throughout all courses today in a variety of ways from service learning, to field experience activities, and other course requirements entailing rigorous discussion-, project-, and discussion-based activities.

In 2010, a co-teaching model was added to practice teaching which provides a win-win for the practice teacher and the students. Two teachers in one classroom providing instruction helps students increase their PARCC scores and develop a better foundation in the subjects where this practice is used.

Since 2011, the Common Core State Standards have been implemented in curriculum classes to provide teacher candidates with the knowledge and skills needed to prepare students to meet the challenges of high stakes testing that is now a given role in education.

In 2013, the traditional portfolio based on PED competencies was eliminated in favor of a performance-based Teaching Event. More than 25 states are using similar activities to assess the abilities of their teacher candidates in the classrooms. Candidates now spend 60 hours per semester in a field-based activity with one teacher in the content area and develop their Teaching Event as part of this experience.

In an effort to further increase the number and quality of STEM teachers, joint proposals have been submitted with the College of Arts and Sciences and other. Two years ago, a grant was received from the Public Education Department's NM Prep program in collaboration with New Mexico State University, The Three Rivers Foundation and the Northwest Regional Educational Cooperative to train STEM teachers through an alternative licensure arrangement.

### **3. Should it be doing what it is doing now?**

YES! WNMU's Secondary Education program is on target with other secondary teacher education programs around the country in terms of preparing teacher candidates with Common Core State Standards, accountability for the increased learning of their students, performance-based assessments where students demonstrate their abilities in a classroom, and our attention to providing needed reforms for both students and for the program so that all are successful.

WNMU has a reputation in the southwestern part of the state for preparing quality secondary teachers and our intent is to continue to uphold that reputation.

#### **4. If not, what should it be doing?**

Teacher education across the country at all levels is suffering from critics of the program, from negative publicity, from crime in schools, and from continual assaults on teachers' knowledge, skills and abilities to the point that enrollments are dropping. In New Mexico it is easier to become an engineer than to become a secondary teacher, so changes need to be made at the state level to make teacher education a more appealing and financially equitable occupation. At the university level, a continued emphasis on student recruitment and retention must remain a priority. Reducing the number of hours needed to complete a degree to 20 has helped in recruiting. This has also included the reduction of additional general education credits through SB 329.

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

Continued aggressive marketing by the University marketing team and Admissions representatives should be an integral part of this recruitment and retention effort. Faculty do some recruiting, but given their time constraints, it is often difficult to mount a sustained marketing effort focusing on high school students and entering freshman students who express an early interest in education in general, and in secondary education in particular.

Continue expansion of the Network for Teacher Licensure (NeTL), including development of a new area in community college teacher preparation. The existing courses in secondary education and creation of new ones would be applicable to this new program.

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## **DATA**

Statistics below compare enrollment between Fall 2011 and Fall 2017 for Secondary Education program students, including Alternative Licensure Students.

Secondary Education Program Enrollment Data garnered from the Program Review Enrollment Report posted by Adele Springer in Canvas, Spring 2017 – [Download Program Review Enrollment Reports v2 for 201210 to 201710.xlsx](#) (2.03 MB):

### **Fall 2011 and fall 2017 Comparison:**

**Fall 2011:** 69 Students (Secondary Curriculum, including practicum field labs and practice teaching courses)

**Fall 2017:** 105 Students (Secondary Curriculum, including practicum field labs and practice teaching courses)

**Growth:** 52% (Secondary Curriculum, including practicum field labs and practice teaching courses)

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**Fall 2011:** 40 Students (Secondary Curriculum, NOT including practicum field labs and practice teaching courses)

**Fall 2017:** 65 Students (Secondary Curriculum, NOT including practicum field labs and practice teaching courses)

**Growth:** 63% Students (Secondary Curriculum, NOT including practicum field labs and practice teaching courses)