Northern New Mexico College
College of Education
Conceptual Framework

KNOWLEDGE PRINCIPLE
2. *Instruction*: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
5. *Assessment*: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
1. *Curriculum*: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
3. *Teaching*: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
9. *Collaboration*: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
4. *Learning*: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
8. *Professionalism*: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

KNOWLEDGE PRINCIPLE
6. *Professionalism*: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. *Diversity*: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

CELEBRATING THE UNIQUENESS OF NORTHERN NEW MEXICO'S MULTICULTURAL MULTILINGUAL STUDENTS AND COMMUNITIES

INSTRUCTION
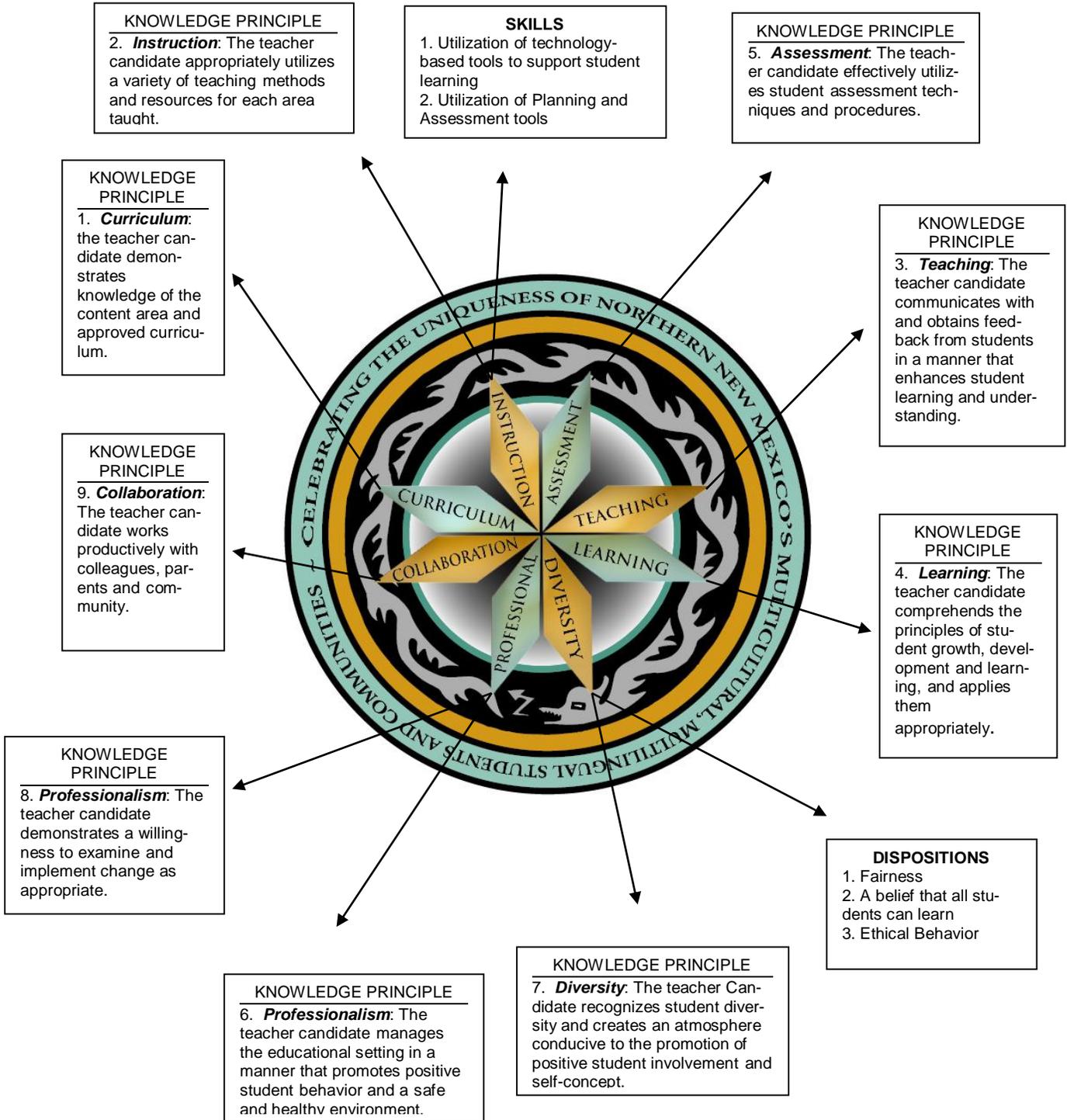ASSESSMENT
CURRICULUM
TEACHING
COLLABORATION
LEARNING
PROFESSIONAL
DIVERSITY

Northern New Mexico College
College of Education

Conceptual Framework

The conceptual framework is a statement of the philosophy, values and research base of the College of Education at NNMC. It contains the vision, mission and purpose of our educational programs, and an affirmation of the rationale for the programs, policies, curriculum, teacher candidate performance standards, faculty scholarship, service and performance and unit accountability to NNMC and the larger higher education and teacher education communities.

The conceptual framework provides the underlying philosophies that provide a coherent, shared vision for the unit's work to prepare teachers to work effectually in P-12 schools. It established the path for programs, policies, curriculum, teacher candidate and faculty performance, service and scholarship and accountability to the unit's mission and vision. The conceptual framework is research and knowledge-based, consistent with the institutional mission, and evaluated by facul-

ty, the institution, and the College of Education community advisory committee, the Professional Teacher Education Advisory Council.

Northern New Mexico College is a historic Hispanic Serving Institution founded in 1909 as the "Spanish American Normal School at El Rito." Northern was founded by the New Mexico Constitution with a mission to produce bilingual teachers for northern New Mexico. Northern has continued to evolve, from a secondary boarding school to a vocational training school to New Mexico's first community college in 1977, and finally to a baccalaureate degree granting institution in 2004. Northern continues to evaluate and revise its programs to continue to meet the educational needs of Native American, Hispanic and immigrant students in the region who are underserved and low income. The multicultural, multilingual diversity of the region is a strength that the College of Education seeks to use as the foundation of its work in preparing teachers to positively impact the learning of students in the region and beyond. Northern recognizes the historical importance and fragility of the cultures in this region and seeks to place education in the context of place and history. Northern strives to make available to students a high quality, low cost education that will increase the number of students attaining degrees in the fields of education, science, technology, engineering or mathematics.

Northern's historical mission to prepare teachers for northern New Mexico continues to be a major emphasis in the work of providing educational opportunities for students. Excellence in the preparation of educators is foundational to economic and educational growth in the region. This is the rationale behind the pursuit of excellence and the highest quality of experiences and the high expectations of competency-based performance in teacher candidates. The expectation that high quality teachers can change the educational attainment and performance of students across the region drives the unit's intense efforts to develop teacher education programs and policies that reflect the conceptual framework. Northern New Mexico College is committed to the establishment of a culture which promotes quality student learning that addresses student and employee needs while maintaining the community college mission. The College provides accessible, affordable, community-based learning opportunities that meet the educational, employment, and enrichment needs of our culturally diverse region.

Vision

The New and Revised College of Education Vision, September 20, 2012:

The College of Education of Northern New Mexico College embraces the college vision of having a culture of quality learning and responsiveness to students and extends it to include the preparation of high quality and innovative educators that celebrate the uniqueness of Northern New Mexico's multicultural and multilingual students and communities so that the children of Northern New Mexico will receive the highest possible transformative education that will support them as they grow to become competent, caring, and contributing members of society.A

The New and Revised College of Education Mission, September 20, 2012:

Mission

Our mission is to prepare the highest quality learning leaders teachers for northern New Mexico and beyond in
partnership with northern New Mexico school districts and communities.

Conceptual Framework Representation

The conceptual framework of the College of Education at Northern New Mexico College is represented by two enduring symbols. The *Vallero Star* a motif of the Rio Grande Hispanic weaving tradition and the *Avanyu,* an enduring Native American Pueblo symbol of water and life. The *Vallero Star* is an eight pointed star that began appearing in Mexican, Navajo, and Rio Grande weaving in the mid to late 1800's. The origin of the star can be traced back to the fifteenth century Spanish carpet trade. The weaving motif symbolizes the importance of building community by the sharing of knowledge, skills and dispositions that serve the greater good. The eight teacher competency areas, Curriculum, Instruction, Teaching, Learning, Assessment, Professionalisim, Diversity, and Collaboration as well as the skills of Planning and Technology and the Dispositions of Fairness, A Belief that All Students Can Learn, and Ethical Behavior are each represented as a point of the star. The *Avanyu*, Pueblo symbol of the unity of water and life, is used as a circle to encapsulate the importance of the sharing of knowledge, skills and dispositions represented by the *Vallero Star*. The *Avanyu* symbolizes the importance of water to a desert people and epitomizes the need for creativity and reflection for survival. We believe that creativity and reflection are characteristics that are necessary in the development of expert teachers.
The outermost circle of the framework contains the words, "Celebrating the uniqueness of northern New Mexico's multicultural, multilingual students and communities," representing the joy of working in a region that celebrates long held traditions that espouse the building of community as the foundation for hope and success for all students.

Philosophy of the College of Education

A high quality education in a diverse society dictates that teacher candidates must develop respect for multicultural and multilingual communities. Regardless of the personal disposition or cultural background of individual teacher candidates, their understanding will integrate a respect for the complexity of individual learning, the value of inclusive participation in education, and an understanding of the value of collaborative, professional participation with students, parents and fellow educators.
 Teachers in a pluralistic society cannot adequately meet the needs of a 21st century without clear understanding of standard based education, knowledge of assessment as a tool for informing instructional planning, measuring learning and ensuring fairness for all learners.
Teacher candidates must develop a respect for the interplay between theory and practice in order to become intentional educators. Thus, teacher candidates must have multiple exposures to field experiences that promote theoretical and practical reflection based on classroom observation and practice.
Teachers of high quality understand the value of standards of practice, both state standards and national professional standards. Standards provide an important source of information for teacher

preparation programs, providing a framework to develop formative and summative assessment of student learning, and development of teacher candidate practice.

Teachers respect that all human processes are a function of the complex interplay of mind, emotions, body and spirit. Everything an educator puts into and sees emerging from students, from the simplest to the most complex cognitive expression, is a product of the unique and dynamic brain state that exists within each person. Teachers respect and value the knowledge that there are many factors that govern the learning we desire to build in students.

Educators reflect on and use the interplay of experience with theoretical knowledge to build the knowledge, skills, and dispositions required to engage students and encourage learning. Theory explains a great deal about the art of teaching; however, it must be put into practice in order to become relevant. The interaction between college faculty, candidates and students in the classroom (through field practice) becomes the catalyst for the formation of a philosophy of education that will change throughout a teacher's lifetime.

Purpose

NNMC-COE's purpose is to prepare professional teachers who can work effectively in P-12 schools and who are committed to student-centered learning. Our programs address candidate proficiencies consistent with the knowledge, dispositions and skills required by the New Mexico Public Education Department's *Teacher Competencies for Licensure Levels.* The competencies also align the *Interstate New Teacher Assessment and Support Consortium Standards* (INTASC).

Teacher Candidates and the program will be evaluated using the unit's assessment system. Data on the teacher candidate's qualifications, performance and knowledge and demonstration of dispositions and skills will be collected at entry, mid and end points during the program and following the program. Clinical experience performance and reflection will be assessed to determine a candidate's competence and preparedness before completion of the program. Evaluations will include performance-based, portfolio, reflective and state-mandated assessments.

Our faculty will promote an educational environment where faculty and students interact within a shared belief that teaching, learning and knowledge have meaning and value. Teacher Candidates will assimilate knowledge and acquire skills supported by reflective practices and collaborative learning communities.

Goals:

 The goals of the College of Education are aligned with INTASC standards and the New Mexico Entry Level Teacher Competencies. These goals are shown in the introductory graphic of the Conceptual Framework and are divided into three categories, Knowledge Principles, Skills and Dispositions.

1. NNMC COE Knowledge Principle 1 *Curriculum*: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
    INTASC Standard One: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

2. NNMC COE Knowledge Principle 2 *Instruction*: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
   INTASC Standard Four: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

3. NNMC COE Knowledge Principle 3 *Teaching*: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
   INTASC Standard Six: The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

4. NNMC COE Knowledge Principle 4 *Learning*: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
   INTASC Standard Two: Student Learning. The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

5. NNMC COE Knowledge Principle 5 *Assessment*: The teacher candidate effectively utilizes student assessment techniques and procedures.
   INTASC Standard Eight: Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

6. NNMC COE Knowledge Principle 6 *Professionalism*: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
   INTASC Standard Five: Learning Environment. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7. NNMC COE Knowledge Principle 7 *Diversity*: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
   INTASC Standard Three: Diverse Learners. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

8. NNMC COE Knowledge Principle 8 *Professionalism*: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.
   INTASC Standard Nine: Reflection and Professional Development. The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on

others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

9. NNMC COE Knowledge Principle 9 *Collaboration*: The teacher candidate works productively with colleagues, parents and community.
   INTASC Standard Ten: Collaboration, Ethics and Relationships. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.

Skills

The College of Education at Northern New Mexico College is committed to developing the following abilities in teacher candidates:

1. NNMC COE Skill 1 *Utilization of technology-based tools to support student learning:* Skills in designing learning environments supported by technology, implementing curriculum plans that include applying technology to maximize student learning, and applying technology to facilitate assessment and evaluation strategies.

2. NNMC COE Skill 2 *Utilization of Planning and Assessment tools*: Skills in designing, implementing and adjusting lesson, unit, and integrated plans to develop effective learning experiences. Skills in designing and implementing multiple assessment instruments.
   INTASC Standard Seven: Planning Instruction. The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Dispositions

We strive to help our candidates develop the following dispositions:

1. NNMC COE Disposition 1 *A belief that all students can learn:* Teacher Candidates learn child and adolescent development and educational psychology to ensure their understanding that all students can learn. Teacher Candidates learn sensitivity to community and cultural norms while learning to work collaboratively with students, colleagues, parents and the community to ensure success for all students.

2. NNMC COE Disposition 2 *Ethical behavior:* Teacher Candidates will accept responsibility for adhering to the high ethical standards inherent in teaching and necessary for earning the respect of students, colleagues, parents, and community members. Ethical behavior is defined in the New Mexico Code of Ethics.

Purpose

Our purpose is to prepare professional teachers who can work effectively in PK-12 schools and who are committed to student-centered learning. Our programs address candidate proficiencies consistent with the knowledge, dispositions, and skills decreed by the New Mexico Public Education Department Teacher Competencies for licensure levels. The competencies also align the Interstate New Teacher Assessment and Support Consortium Standards (INTASC).

Teacher Candidates and the program will be evaluated using the unit's assessment system. Data on the teacher candidate's qualifications, performance and knowledge and demonstration of dispositions and skills will be collected at entry, mid and end points during the program and following the program. Clinical experience performance and reflection will be assessed to determine a candidate's competence and preparedness before completion of the program. Evaluations will include performance-based, portfolio, reflective and state-mandated assessments.

Our faculty will promote an educational environment where faculty and students interact within a shared belief that teaching, learning and knowledge have meaning and value. Teacher Candidates will assimilate knowledge and acquire skills supported by reflective practices and collaborative learning communities.

Knowledge bases, including theories, research, the wisdom of practice and educational policies that drive the work of NNMC College of Education

Rapidly changing demographics in the nation have presented challenges that are reflective of the challenges that have historically presented themselves in northern New Mexico. The inability to meet these challenges has resulted in persistent low achievement, elevated high school drop-out rates (up to 66% in 2010), a high percentage of students entering college with a need for remedial education courses (at NNMC, 78%), and chronically low pursuit and completion of higher education degrees. The cultural and linguistic needs of K-12 students have not been addressed in traditional teacher preparation courses and as a result, language and culture have not been considered an integral part of the curriculum. The cultural discontinuity (Nieto, Fillmore) between the school setting and the community has had negative repercussions on educational attainment, economic growth and the health of the local community.

The NNMC College of Education views the cultural and linguistic characteristics of teacher candidates, who are 82% Hispanic, and 12% Native American, as strengths and looks at differences as assets rather than deficiencies. Theorists and researchers whose work has informed the conceptual framework, the development of the curriculum and the philosophy of the College of Education are reflected below.

Socially Constructed Education: NNMC COE Knowledge Principle 2,3, 4, 9

In order to best prepare our teacher candidates to work with the high minority, lower socio-economic status students with diverse needs, NNMC COE uses the theoretical foundations provided by the work of constructivist educators and researchers including John Dewey, Lev Vygotsky, Jean Piaget, and Jerome Bruner.

Constructivist theories view the human mind as dynamic set of cognitive structures through which we make sense of what we perceive (Piaget, 1952). The constructivist interpretation of how people learn has led to a greater understanding of the social nature of learning and the belief that learners construct their own understanding of the information they receive (Eggen & Kauchak, 1996). Thus, the role of the teacher becomes that of a facilitator, or co-learner alongside their students (Tiene & Ingram, 2001). Accordingly, the COE integrates learning experiences and environments in which students are active participants, defining problems, generating solutions, and demonstrating their own understanding of concepts and principles. Students who come from minority backgrounds and whose family cultures differ from that of the school, usually thrive in those kinds of environments (Brooks & Brooks, 1993). A proponent of active environments for students, Bruner (1966) believed that "learning is a process, not a product". He advocated for discovery learning, where learning activities are mainly based on projects arousing students' curiosity, motivating them to continue to work until they find answers. Through this process, students also learn independent problem-solving and critical-thinking skills, because they must manipulate information. A more contemporary application of this concept is developed through guided discovery based on content standards and benchmarks (Hmelo-Silver, Duncan, & Chinn, 2007). In guided discovery, the teacher plays a more active role, giving clues, structuring portions of an activity, or providing outlines.

 John Dewey (1938) was also an advocate of experiential learning which is fostered in constructivist environments. His primary interest was in education for democracy. He believed that individuals can transform themselves through a process of learning and doing. Being part of society's democratic process is of substantial importance in communities that historically have been left out of the country's democratic process (such as the small communities of northern New Mexico).

 Another principle of constructivism with implications for an educational process that sees differences as assets rather than deficits is that learners must be supported throughout the learning process using scaffolding (Vygotsky, 1978; Rogoff, 2003). This is the process in which teachers and peers assist the learner in a new understanding of a skill or content. As the student develops, the supports are removed so that the learner can stand on his or her own and use the learning to learn a new concept.

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Teaching and Learning NNMC Knowledge Principle 1, 3,4, 8, 5, 6,7
 Teacher candidates who will teach in high context cultures (Hall, 1989) clearly need to know the major elements of teaching and learning. Primarily, learning is based on the viability of the relationship between the teacher and the learner. The emotional tag associated with any class-room experience, for students from high context cultures, becomes the most important factor in the teaching and learning continuum. Building the atmosphere of mutual respect becomes the foundational issue in the planning and implementation of instruction. Mutual respect is built on the concept of fairness meaning that the teacher is fair in the planning, preparation and imple-mentation of all instruction including assessment and its implications for learning. The teacher should seek clarity and accuracy in how assessment informs instruction. Mutual respect is also built on the concept that all students can learn; therefore, all students must be given an oppor-tunity to succeed. As teachers build successful experiences in the classroom, there is an increase in the motivation of the student to learn. Students are inherently motivated to learn, but become unmotivated when they encounter repeated failurure. High motivation for learning resulting in successful academic encounters occurs most often in situations where teachers treat students with respect and dignity.
 Learning is a complex process that requires the teacher to use informal assessment, formative assessment as well as accurate content knowledge to build purposeful learning goals for students. English Language Learners, learners with special needs, and all students require rich language experiences that focus on academic language, and constant teacher input. The development of academic language skills is a responsibility of all teachers in all subject areas. Language be-comes the environment where all students can learn and succeed if teachers are planning strate-gically for student learning through language skills. Marzano, Pickering, et.al, (2001) build ef-fective teaching and learning strategies from analysis of research. These strategies include rec-ognizing effort and using non verbal representation to increase understanding of abstract con-cepts. Teaching and effective learning involves the linking of new knowledge to prior knowledge, the organization of information, and the acquisition of cognitive and metacognitive structures. Effective teachers understand the three phases of learning and use these phases in-cluding reflection to build learning.
 Neuro-cognitive science is foundational to the understanding of the teaching/learning process. Renata Caine (2008) and Eric Jensen (2005), as well as researchers like Janet Zadina (2003) em-phasize research based concepts that help build this understanding. These ideas and perspectives support the concept that all students can learn, and that the job of the teacher is to help the stu-dent learn. In essence, we believe that teaching and learning are on the same continuum of cogni-tive experience. The COE applies the concept of the democratic nature of the classroom throughout the curriculum, with equity of opportunity for all (Eisner, 1994).

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Language Diversity NNMC Knowledge PRINCIPLES 1, 7, Disposition 1,2,3
 The Mission of the College of Education addresses Article 12 Section 8 in the Constitution of the Stat of New Mexico to provide bilingual education for students. In so doing, the COE considers research into the effectiveness of linguistic efforts in the classroom. Cummins (1981) developed a theory describing the development of second language proficiency in terms of the acronyms BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency). The distinction was intended to draw attention to the very different time periods typically required by immigrant children to acquire conversational fluency in their second language as compared to grade-appropriate academic proficiency in that language. Conversational fluency is often acquired to a functional or peer-appropriate level within about two years of initial exposure to the second language whereas at least five years is typically required to catch up to native speakers in academic aspects of the second language (Collier, 1987; Cummins, 1981a). The designation of English Language Learner applies to approximately 60% of the student population in northern New Mexico (NMPED, 2010) deeming language development an essential component of teacher education. Clearly, the research substantiates the importance of bilingual students' mother tongue for their overall personal and educational development (Baker, 2000; Cummins, 2000; Skutnabb-Kangas , 2000).

 Because the level of development of students' mother tongue is a strong predictor of their second language development and because students who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language, teacher candidates teach and learn in bilingual contexts when pursuing bilingual endorsement. Students' knowledge and skills transfer across languages from the mother tongue they have learned in the home to academic language; therefore, from the point of view of teacher education, the goal is to prepare teacher candidate to foster the interdependence of the home language and the academic language necessary for school success. The development of linguistic abilities in two or more languages helps students gain a deeper understanding of language and how to use it effectively. This linguistic concept allows teacher candidates to address the needs of language learners.

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The Significance of Education Technology for Student Achievement NNMC COE Technology Skills 1, 2

The rapidly changing digital economy requires a workforce that continues to adapt to evolving challenges. Current and future students will require new abilities and skills to thrive. In a knowledge-based economy, knowing how to locate information quickly, how to weigh and evaluate information for bias and accuracy, and how to synthesize and apply that information to solve problems will be a primary asset in the workforce. Our educational environment must adapt to meet the demands of a global economy and a dramatically different society (Technology, 1997) and to develop 21st century skills. By dramatically altering the options for inquiry, analysis, and expression of desired educational outcomes, education technology provides educators with valuable tools to teach, develop, and reinforce 21st century skills.

   Education technology can help improve student achievement. Studies and research indicate
 that the impact of technology proves most powerful when focused on specific, measurable educational objectives such as improved literacy (Laboratory, 2001). In addition, students demonstrate higher levels of motivation and engagement when using technology, a fact that contributes notably to improved achievement (Sivin-Kachala, 1997). Technology can help deliver significant and positive results when combined with other key factors that increase achievement such as parental and community involvement, increased time spent on task, frequent feedback, and teacher subject-matter expertise. Several research studies offer evidence that education technology provides significant benefits for special-needs students including learning-disabled, low-achieving, special-education, and gifted students. Technology also improves student achievement by providing key benefits to stakeholders across the educational system. These benefits make each constituency more effective and therefore better able to prepare students to thrive.

   Education technology can help teachers deliver instruction and target student needs more efficiently. Technology can also increase job satisfaction and reduce teacher isolation by encouraging communication with outside experts, peers, students, community members, and parents. Administrators

continue to face the challenge of managing schools while also responding to the demands of various constituencies. Through the effective use of technology, administrators can demonstrate improved ability to make data-driven decisions, improved ability to manage district/school business practices, and improved communication with key constituencies. Parent and community involvement in education is a key element in student success. Parents, as the single most important influence in a student's life, can help support and guide learning. Schools are achieving positive results by involving members of the community, forging partnerships with businesses, and encouraging interaction with experts at institutions of higher education. Businesses are becoming more involved in schools to help define and foster the skills and competencies they will require of employees in the future.

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