

## ATTACHMENT A CURRICULUM

### *UNM NATIVE AMERICAN POLICY AND BUDGET*

#### *LESSON PLAN UNITS*

Native American Dolls ( PDF, 1.72 MB, 28 pgs.)

Students in **grades K-12** explore the perspectives and experiences of Native doll makers from five tribal groups and discover how their work is keeping old traditions and developing new ones.

Prehistoric Native American Lesson Plan: Pottery-making Methods ( PDF, 5 pages, 295 KB)

Students in **grades 3-12** experiment with three methods ancient people used to make pottery before the invention of the pottery wheel.

#### Native American Cultures Teacher's Guide

In this unit, students in **grades 3-12** explore ancient and modern-day Native American cultures of New Mexico, Utah, and Washington.

#### Infectious Disease

Students in **grades 6-8** examine the spread of infectious diseases from white settlers to Native Americans.

#### Native Americans Lesson Plans

Two lessons for **grades 6-12** explore the Native American experience.

#### Activities

- Arctic Artifacts (Grades 3-8)  
What were these artifacts used for?
- Native American Vocabulary (Grades 3-8)  
Find the locations described by Native American place names.
- The Ancestral Pueblo People (Grades 6-12)  
Explore the world of Ancestral Pueblo people of New Mexico.
- Stories from The Past (Grades 6-12)  
Tell a story with rock art.

- Background Resources

#### Native American Heritage Month

Resources provided by the Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum. Features audio and video files.

#### Native Americans - Themed Resources - For Teachers (Library of Congress)

Primary source sets, lessons, exhibitions and presentations, and background information for students.

### Smithsonian Education - American Indian Heritage Teaching Resources

Free audio tracks and videos featuring Native communities from the Arctic to the Andes, indigenous geography, art studies, textiles of the Southwest, traditional culture of the Bering Sea Eskimo People, buffalo hide paintings, and more

### Campfire Stories with George Catlin

Meet American Indians of the 1830s with artist, ethnologist, and showman George Catlin.

- The National Museum of the American Indian  
Online and print resources for the classroom.
- Teaching With Documents: Lesson Plans  
Search eras for Native American materials.
- American Indian Heritage Month | Scholastic Teacher  
A collection of stories and interviews to highlight American Indian Heritage.
- Facts for Features: American Indian and Alaska Native Heritage Month: November 2010  
Statistical data.

### Printables & Posters

#### *PRINTABLES*

#### 261 North American Indian Designs

Inexpensive collections of Native American designs adapted from textile patterns, wood carvings, ceramics, and other traditional craft forms.

#### American Indian Books

Dover Publications catalog has 202 books for American Indians, including backline masters, stories, CD-ROMs, crafts, games, and activities.

- A Timeline of American Indian Cultures ( PDF, 125 KB, 4 pgs.)

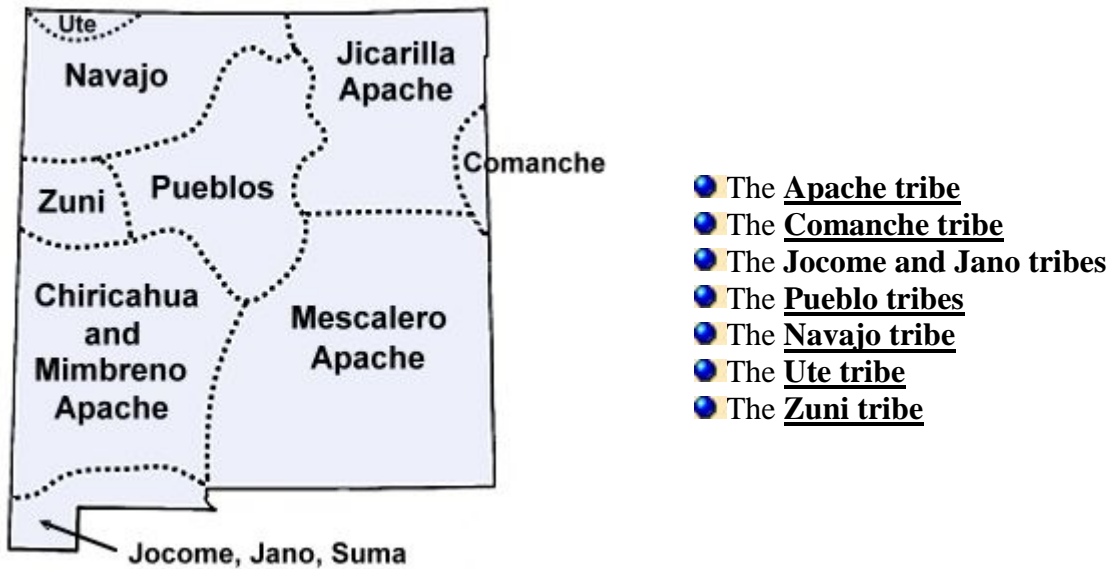
#### *POSTERS*

- National Native American Heritage Month Posters (2003 – 2008)
- National American Indian Heritage Month
- National American Indian Heritage Month #2
- National American Indian Heritage Month #3
- Gallery

#### Videos

- Native American Cultures  
12 brief videos

**The original inhabitants of the area that is now New Mexico included:**



[About Our Maps](#)

**Teaching and learning activities about New Mexico Indians:**

- **New Mexico Tribes Word Search:** Printable puzzle hiding the names of New Mexico's Indian tribes.
- **New Mexico Language Greetings:** Learn to say "hello" in several Native New Mexico languages.
- **New Mexico Native Animals:** Learn the Native American names of New Mexico animals.
- **New Mexico Indian Facts for Kids:** Answers to frequently asked questions about the tribes of New Mexico.

**Recommended books about New Mexico Native Americans:**

- **New Mexico Native Americans:** Introducing New Mexico's Native American history and culture to kids.
- **Pueblo Indians of New Mexico:** Annotated collection of vintage photographs of New Mexico Pueblo people.
- **Dancing Gods: Indian Ceremonials of New Mexico and Arizona:** Book about New Mexico's Native American religions and rituals.
- **New Mexico Indians:** Thorough reference book on the Native Americans of New Mexico.
- **New Mexico Indians Pocket Handbook:** Overview of New Mexico's Native American groups..
- **Pueblo Indian Painting: Tradition and Modernism in New Mexico:** Interesting book on 20th-century Pueblo Indian art.
- **The Ute Indians of Utah, Colorado, and New Mexico:** A good history of the Native

## **Americans of the Four Corners region.**

● **New Mexico Indian Ruins:** Book on the archaeology of the New Mexico area.

## **Other resources about American Indian history, culture and society in New Mexico state:**

● **New Mexico Indian Affairs Department:**

Homepage of the New Mexico government office that works with the state's Native American tribes.

● **Indian Tribes of New Mexico:**

Historical profiles of the American Indian tribes native to New Mexico.

● **Indigenous Peoples of New Mexico:**

Links to online information about New Mexico Indian tribes.

<http://www.native-languages.org/nmexico.htm>

## **NATIVE AMERICAN CURRICULUM**

- **Wisdom of the Elders**

Wisdom of the Elders, Inc. records and preserves traditional cultural values, oral history, prophesy and other messages of guidance from indigenous elders in order to regenerate the greatness of culture among future generations of native peoples. As First Peoples, we are humbled by the wisdom of our elders and the deep connection they share with Great Spirit, the world of nature and family. We regard our elders as rapidly vanishing, irreplaceable keepers of oral history, tradition, and environment. Values they extol represent an ancient legacy of knowledge which has become as endangered as many disappearing species in our fragile ecosystem.

### **Teaching & Learning with Native Americans**

This link is a handbook for Non-Native American Adult Educators. The cultural concepts and lessons which are cited in this manual have been taken from the Four Winds Walk in Balance on Mother Earth Curriculum Guide. These concepts have been divided into the following areas: Physical, Emotional, Psychological, Financial, Social, Employment and Experiential.

### **Library of Congress American Memory**

Experience the Library of Congress Presentations. Such as American Indians of the Pacific Northwest and Omaha Indian Music. There is even a photographic series (North American Indian Photographs) with a foreword by Theodore Roosevelt. American Memory provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience. It is a digital record of American history and creativity. These materials, from the collections of the Library of Congress and other institutions, chronicle historical events, people, places, and ideas that continue to shape America, serving the public as a resource for education and lifelong learning.

## **Navajo/Dine Code Talkers**

This is the companion Website to the traveling Smithsonian Institute Exhibition Native Word/Native Warriors. With attached lesson plans that correspond to grade level.

## **Navajo (Dine) Indians**

Welcome to the Southwest Navajo Indians in Olden Times. This site includes information on:

- Navajo Food and Clothing
- Navajo Daily Life, Roles of Men and Women
- Navajo Coming of Age Ceremony
- Navajo Marriage Ceremony
- Navajo Arts, Ketches, Jewelry, Blankets
- Navajo Religion - Holy People, A Sing, Blessingways, Sand Paintings

## **About the Navajo (Dine) Indians**

WE ARE VERY PLEASED TO OFFER YOU THE FIRST LESSON (Video, Posters, Illustrations & Teaching Guide)

Young people (and teachers too!) will never forget this journey into Dinétah – the Navajo Nation – as they learn about how art and culture blend together with everyday life in the world of the Diné.

Navajo (Diné) Art & Culture Lessons is a labor of love that comes from life experience, research, conversations with our Navajo family and friends, and a sincere appreciation for the wonderful people called Diné (The People).











## Energy in Ecosystems E-Unit Grades 3-5

To get the e-unit, go to [shop.plt.org](http://shop.plt.org)

**Introduction:** This unit provides activities and resources to help educators and their students explore ecosystems and some of the ways that organisms interact within ecosystems. The introduction section was created to help teachers integrate this unit into their existing curricula. It contains the following chapter heads: - Unit Approach - Flexibility Is Key - Instructional Models - Learning Progressions - Lesson Planning Timeline and Tips - Unit Organization and Navigation - Book Suggestions - Teaching Outdoors

**Pre-Assessment –** This pre-assessment activity enables you to gauge students’ current knowledge on the topic of energy in ecosystems. (Time Considerations: 20-40 minutes; Setting: Classroom)

**Activity 1: The Forest of S.T. Shrew –** Students take a “shrew’s-eye-view” of life in the woods to gain an understanding of the variety of organisms that live in forests and to learn how living and nonliving things interact. (Time Considerations: One to two 50-minute periods; Setting: Classroom)

**Activity 2: A Home for Many –** Students inventory the plants and animals that live in, on, and around trees and discover how trees meet their needs for survival. (Time Considerations: Two 50-minute periods; Setting: Classroom/Outdoor)

**Activity 3: Web of Life –** By conducting research and simulating a food web, students will take a close look at a forest ecosystem and discover ways that plants and animals are connected to each other. (Time Considerations: Two 50-minute periods; Setting: Classroom)

**Activity 4: Power Plants –** In this inquiry-based activity, students design investigations to explore what “power plants” need to function and grow. (Time Considerations: One 20-minute period to introduce the activity and 15 minutes later in the day to observe demonstration, one 50-minute period to set up the experiments, 10–15 minutes once or twice a week for about a month to monitor the experiment, and one 50-minute period to wrap up; Setting: Classroom and Science Lab)

**Activity 5: Every Tree for Itself –** Through a simulation, students explore the ecosystem components that trees need to live and grow, and learn how organisms in an ecosystem often must compete for their needs. (Time Considerations: One or two 50-minute periods; Setting: Classroom)

**Activity 6: Invasive Species –** In this activity, students research invasive species to determine their impact on ecosystems and what characteristics make them so challenging. (Time Considerations: Two 60-minute periods, plus time for research and presentations; Setting: Classroom)

**Post-Assessment –** After completing all unit activities, teachers can use this final post-assessment to determine students’ knowledge depth and content gains. (Time Considerations: 20-40 minutes; Setting: Classroom)

## Attachment C

### Conflict of Interest DRAFT

AFSA shall comply with all applicable state and federal statutes regarding nepotism. The Board of Education, superintendent, and all employees of AFSA shall not engage in nepotism in any of their operations or hiring practices. AFSA shall not initially employ or approve initial employment in any capacity a person who is a family member of a Board of Education member, the superintendent, or the individual responsible for the hiring and/or supervision of that family member.

The Board of Education may waive this policy for family members of the Director.

No family member shall evaluate another family member.

ALL FOR SUCCESS ACADEMY  
COUNTIES OF BERNALILLO AND SANDOVAL  
ALBUQUERQUE, NEW MEXICO

\_\_\_\_ I shall treat my position with AFSA as a public trust and shall use the powers and resources of my position to advance the public interest and not obtain personal benefits or pursue private interests.

\_\_\_\_ I shall not request or receive nor offer a legislator, public official or public employee any money, thing of value or promise thereof that is conditioned upon or given in exchange for promised performance of an official act.

\_\_\_\_ I shall not directly or indirectly coerce or attempt to coerce another public officer or employee to pay, lend or contribute anything of value to a party, committee, organization, agency or person for a political purpose. I shall not directly or indirectly coerce or attempt to coerce the political activities of another employee when they are acting as a private citizen.

\_\_\_\_ I shall not use or disclose confidential information acquired by virtue of my position with AFSA for my or another's private gain.

\_\_\_\_ I shall fully disclose real or potential conflicts of interest and shall make reasonable efforts to avoid undue influence and abuse of my position.

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\_ I, or a family member (spouse, domestic partner, parent, sibling and/or child), has a financial interest in:

*Financial interest means ownership interest in a business or any employment or prospective employment for*

*which negotiations have already begun*

*Substantial interest means ownership interest of a business that is greater than 20%*

Name of Business	Myself or Family Member	Type of Interest	Does the business currently contract or have a future interest in contracting with AFSA?
	<input type="checkbox"/> Myself <input type="checkbox"/> Family Member Relation:	<input type="checkbox"/> Financial Interest <input type="checkbox"/> Substantial Interest	<input type="checkbox"/> No Contract <input type="checkbox"/> Current Contract <input type="checkbox"/> Future Interest

I shall abstain from participation in any decision involving this/these business entity(ies) or real property, unless permitted to do so pursuant to the New Mexico Governmental Conduct Act.

I understand it is my responsibility to disclose any new financial interest or employment occurs prior to the annual review of this document.

Employee Signature:

Date:

## **ATTACHMENT D**

May 22, 2019  
AFSA Founding Board  
Albuquerque, NM

To Whom It May Concern,

I would like to express my interest in your school's Director of Operations position. I believe that the insights, skills and experiences I have gained in my career would be well suited for your position.

As a parent, I was told that my own child would never advance beyond Kindergarten Math standards and objectives. My daughter graduated from New Mexico Tech and knows more math than I will ever learn. One of the reasons for her accomplishments is that her parents believed she was capable. What leads to the capable beliefs is the self-efficacy that both of us have for our capabilities as teachers and our ability to help others learn. Too often, in my opinion, we as educators use excuses of low SES or probable low IQ to allow us to give up. We all wish our students had supportive parents, high IQ and were all high achievers, but, realistically, this is not the case. To counteract this fact, we need to realize there is an affective component of the student that helps the brain to process information and support for individual achievement must be included. My background in Character Education and developing strategies along with scaffolding activities that aid students in catching up and helps students become successful independent learners.

As a teacher, I have taught classes that were filled with gifted students as well as students who have been mired in failure and documented learning disabilities. All students need to be stimulated cognitively. Whether I teach Math, Reading or Social Studies to high achieving and

low achieving students, I have a system that requires the students to utilize Bloom's Taxonomy. Bloom's Taxonomy is a crucial learning compendium that shows students how to learn and more importantly helps them understand how they learn. It is crucial to help students to process information at higher levels and help our students to be better students. It is the ability to seamlessly allow the student to think well utilizing lower order to higher order strategies which allow them to increase their academic scores. It is so important for them to succeed. To achieve success and move forward in their academic and social achievement, they must experience initial success and hold out hope to continue their success. It sets the basis for them to continue to succeed and not deal with failure which engenders emotions that are difficult to overcome. When students feel successful, they are willing to care, to try harder and give greater effort. In my career, I have seen many students in many and varied settings, and I have seen the apathy towards learning and the despair in the students' hearts as they enter the classroom. I want to set a school up to for great success and support students and students in the learning process.

The phrases I love to listen for are "I am smart!" or "I passed it!" It happened to a boy this year when he was able to solve algebra problems. He smiled and gave me greater effort. It also allowed me to become a coach and cover a crucial topic with him: If you focus, you will make even greater progress. I told him that he needed to be positive, personal, and proactive with me and himself and he blossomed three grade levels on the i-Ready end of year assessment. He figured it out. If we can positively stimulate the affective and cognitive components of the student and establish confidence in their ability, we can affect change in our schools.

Last year, I was the Eighth Grade Math Special Education teacher. Before the middle of the year diagnostic, other math teachers were beginning to use my bell ringers and other math supports to

help the students in their math classes. The same teachers also sent troubled students who were behind in Math to me so they could get small group help. Some students who were failing their classes asked to join mine so they could get prepared for their high school classes. Academics went up and discipline went down. Everyone worked hard and was focused, but students were content they were successful.

Early in my career, I wrote curriculum for the Texas Association for Supervision and Curriculum Development (TASCD). I firmly believe this experience gave me a new perspective on because the group focused on alternative ways to positively impact student achievement. Textbooks are wonderful tools, but they are tools we need to judiciously utilize to benefit our students.

Additionally, there are many textbooks that can be excellent tools to aid student growth, but many teachers struggle to adequately implement curriculum in the classroom and understand how to best utilize it to benefit student achievement. I try to use the lessons, periodic diagnostics and the three assessments during the year to not only direct student learning, but to also use it as an objective and substantive data to encourage students to believe they are successful learners. Teachers need support but we all need to focus on students' needs and have a plan for them to circumnavigate grade level standards and objectives when they can be up to two to six years behind their grade level peers. This is a crucial asset for the school AFSA is to become.

I look forward to your positive response and hope we can establish a positive learning environment at AFSA and to prepare the students to be successful in school and life.

Sincerely,

Mark Hannagan

Mark  
Hannagan  
7112 Pan Am Frwy  
ABQ NM 87109  
(575) 446-8035

allforsucces@yahoo.com

### Objective

My objective is to be an instructional leader who establishes a positive learning environment for all students and to establish open and positive communication with staff and students with whom I work.

### Employment History

Math Teacher/Math Hub Teacher

8/18 o 5/19

- As a regular education Math teacher in the Bernalillo Public Schools, I worked with students in sixth grade and seventh grade. The seventh-grade students were behind and had to go back to fourth grade to begin the path to learning seventh grade math. During the year, fifteen students scored at the advance level. Less than six students scored one year behind. The sixth-grade class performed the best overall at BMS. Almost every sixth grader was assigned to my wheel class. This allowed me to work with every student for nine weeks and allowed the students to progress nearly two hundred points which is a dramatic gain when most students average thirty points progress before they arrive at my class. I try to develop a good relationship with the classes and individuals while communicating the curriculum in as highly effective manner as possible. Students typically like my class because they learn so much and they enjoy the process.

### Special Education

8/07/14 to Present

- As a special education teacher in the Albuquerque Public Schools, I worked with students from third grade to eighth grade to draw near to grade level mastery of reading, writing and math. I try to develop a good relationship with the classes and individuals while communicating the curriculum in as highly effective manner as possible.

### Math Coach

2/11/14 to 6/6/14

- As the math coach, I organized four week mini-courses to ensure each grade level was exposed to goals and objectives as set out by Core Curriculum guidelines. I also worked directly with over 110 students per day because of the principal's concerns with a lack of progress on certain grade levels and coached the improvement of the Math RTI room.

### Teacher of Elementary Special Education

1/7/13 to 2/11/14



- In my position as instructor, I organized all materials required to complete Individualized Educational Plans and ensure all paperwork is within the guidelines of the statutes of State and Federal Guidelines. I utilize the goals and objectives to ensure all students have the opportunity to learn.

#### Teacher of Special education and Mathematics

7/06 to 12/13/12

- As an instructor of Special Education for the District I was responsible for all planning, program implementation and adherence to all IEP goals.

#### Infant Toddler Developmental Specialist

7/99 to 6/06

- As an Infant Toddler Developmental Specialist, I evaluated and treated Children 0-3 years old with developmental delays.

#### Sims Teen Learning Center

5/99-9/99

- As a caseworker at Sims' I was responsible for all case management activities such as paperwork and program implementation. The center closed after 4 months of employment.

#### Heartland Christian School

8/98- 5/99

- As an Instructor of History, I was responsible for teaching grades 6-12.

#### North Beloit High School

6/97-7/98

- As Director of Education I was responsible for adherence to Correctional Facility and State guidelines as well as staffing and disciplinary actions. This was a school for adjudicated youth.

#### Marysville Jr/Sr High School

8/96 -5/97

- I was provided the opportunity to have a paid internship. In this capacity, I was the disciplinarian and attended all IEP meetings.

#### Manhattan High School

8/94-5/96

- While completing coursework for my graduate degree, I was an instructor for French in the local high school.

South Texas ISD Science Academy

6/92-6/94

- I was an instructor in History for a charter school for grades 9-12.

## Education

### **Graduate Study**

Doctoral Studies	Northwest Nazarene University	2013
Building Level certification	Kansas State University	1997
District Level Certification	Kansas State University	1998
Doctorate (ABD)	Kansas State University	1999
MA in Missiology	Grace Theological Seminary	1990

### **Undergraduate Study**

BS Elementary Education	Kansas State University	1988
BA Social Science Education	Kansas State University	1988



*The Following Forms are available from the NMPED for Student and Staff Documentation and Data Collection:*

#### *SAMPLE PACKET A*

- **Elementary School Referral**
- **Middle/High School Referral**
- **Student Observation**
- **Notice of and Invitation to SAT Meeting**
- **Initial SAT Meeting Summary**
- **SAT Action/Intervention Plan Overview**
- **Consent for SAT Assessments/ Interventions**
- **Confirmation of Fidelity**
- **SAT Follow-up Summary**

#### **SAMPLE PACKET B**

- **Student Profile**
- **Teacher Form**
- **Teacher Input for Addressing Behavior**
- **Teacher and Principal Conference**
- **Notice of and Invitation to SAT Meeting**
- **SAT Meeting Summary Form**
- **Student Observation**
- **Student Case History**
- **Intervention Plan for Behavior**
- **Fidelity Assurances for SAT Referral for Evaluation**
- **Referral for Evaluation**

#### **SUPPLEMENTAL FORMS**

- **Hearing Screening and Referral**
- **Vision Screening and Referral**
- **Notice of and Invitation to SAT Meeting (Spanish)**
- **Checklist and Scoring Guide for Gifted Students**
- **Student Case History (English/Spanish)**
- **Behavior Intervention Plan**
- **SAT Building Log**
- **SAT Self-Assessment**

SALARY SCHEDULE Examples These will be reviewed and adjusted based upon Legislative Updates

TEACHER LEVEL I

Step	BA	BA15	BA45/MA	MA15	MA45
0	42,337	42,342	42,347	42,352	42,357
1	42,338	42,343	42,348	42,353	42,358
2	42,339	42,344	42,349	42,354	42,359
3	42,340	42,345	42,350	42,355	42,360
4	42,341	42,346	42,351	42,356	42,361
5	42,342	42,347	42,352	42,357	42,362
6	42,343	42,348	42,353	42,358	42,363
7	42,344	42,349	42,354	42,359	42,364
8	42,345	42,350	42,355	42,360	42,365
9	42,346	42,351	42,356	42,361	42,366
10	42,347	42,352	42,357	42,362	42,367

Teacher Level II

Step	BA	BA15	BA45/MA	MA15	MA45
1	63,045	63,060	63,071	63,084	63,096
1	63,046	63,061	63,072	63,085	63,095
2	63,047	63,062	63,073	63,087	63,096
3	63,048	63,063	63,074	63,088	63,097
4	63,049	63,064	63,075	63,089	63,098
5	63,050	63,065	63,076	63,090	63,099
6	63,051	63,066	63,077	63,091	63,100
7	63,052	63,067	63,078	63,092	63,101
8	63,053	63,068	63,079	63,093	63,102
9	63,054	63,069	63,080	63,094	63,103
10	63,055	63,070	63,081	63,095	63,105

### TEACHER LEVEL III

Step	MA	MA15	MA45
0	63,045	63,060	63,071
1	63,046	63,061	63,072
2	63,047	63,062	63,073
3	63,048	63,063	63,074
4	63,049	63,064	63,075
5	63,050	63,065	63,076
6	63,051	63,066	63,077
7	63,052	63,067	63,078
8	63,053	63,068	63,079
9	63,054	63,069	63,080
10	63,055	63,070	63,081

### DIRECTOR

Step	Mid School
0	88,345
1	88,446
2	88,547
3	88,648
4	88,749
5	88,850
6	88,951
7	89,052
8	89,353
9	89,554
10	90,855

### Annual Stipends

\$500.00 EdD

\$1,000 PhD

ESOL/TESOL and Nationally Board Certified stipends will be paid based upon NMPED Guidelines

Based upon the current updates, the Teacher and Administrative Evaluation System is under review. AFSA will continue to monitor and adjust as the transition is finalized.




STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.peel.state.nm.us](http://www.peel.state.nm.us)

KAREN TRUJILLO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

May 2, 2019

**MEMORANDUM**

**TO:** Superintendents and Charter School Leaders  
**FROM:** Gwen Perea Warniment, PhD, Deputy Secretary   
**RE:** Teacher Evaluation System Transition Year

In order to comply with Executive Order Two addressing Teacher Evaluation, signed by Governor Lujan Grisham on January 3, 2019, the NMPED will release a Transition Teacher Evaluation Report for the 2018-2019 school year that will **not** include any student assessment data as part of the evaluation framework.

The transition report will consist of the following categories for a total of 100 points:

- Classroom Observations (Domains 2 and 3) worth 50%
- Planning, Preparation, and Professionalism (Domains 1 and 4) worth 40%
- Family or Student Surveys worth 10%

As we look to the future of teacher evaluation in New Mexico, the Educator Growth and Development Team will engage stakeholders across the state to ensure all voices are part of designing a new teacher evaluation system. NMPED's stakeholder engagement events will begin in late May and held throughout the state. Specific times and locations for these events will be communicated by May 15, 2019.

Educators who are currently pursuing their license through the NMTEACH pathway may continue to use the observation, planning and survey components of the report to complete the pathway, if they meet the criteria. Educators who choose to use their **2017-2018** student achievement data to advance levels in licensure will now have until **June 1, 2019** to submit their application.

Please contact Seana Flanagan, Director of Educator Quality, at [seana.flanagan@state.nm.us](mailto:seana.flanagan@state.nm.us) with any questions.