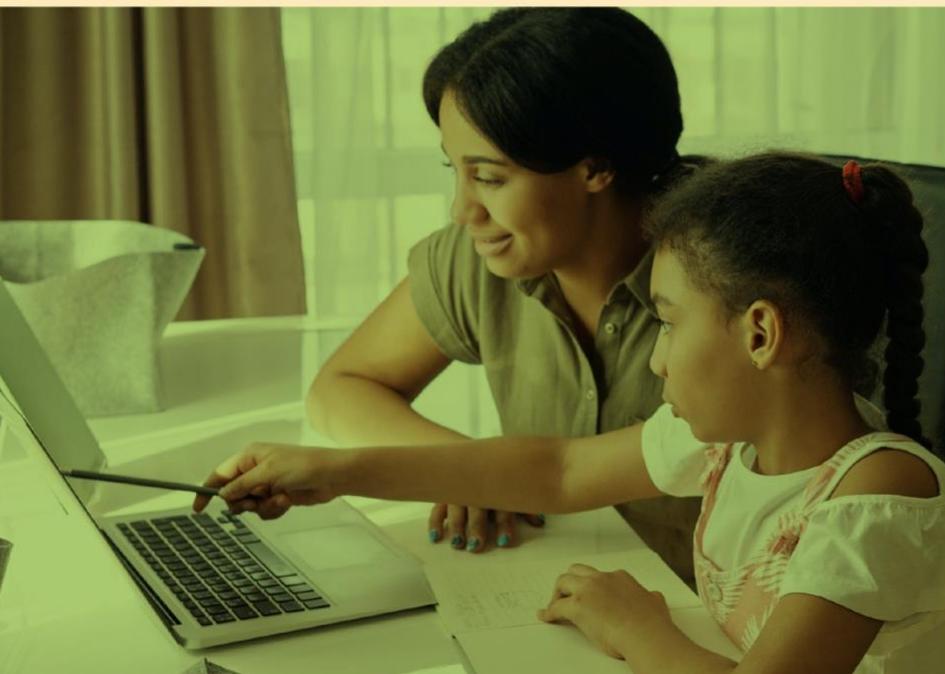
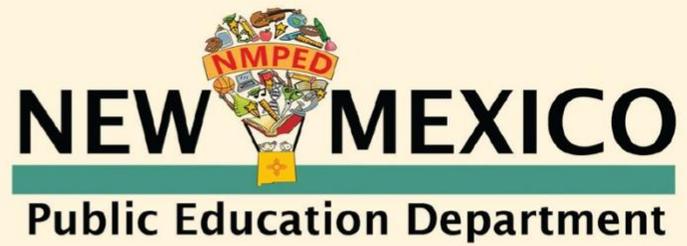




NEW MEXICO'S  
Digital Distance Learning  
Recommendations:  
2020 & BEYOND





## The State of New Mexico

### **NEW MEXICO PUBLIC EDUCATION DEPARTMENT**

Teaching, Learning, and Assessment

Division of Assessment of Student Learning and Learning Management Systems

### ***New Mexico's Digital Learning Recommendations: 2020 & Beyond***

ISSUED 2020

**Michelle Lujan Grisham**

*Governor of New Mexico*

**Ryan Stewart Ed.L.D**

*Secretary of Education*

**Gwen Perea Warniment PhD**

*Deputy Secretary of Teaching, Learning, and Assessment*

**Lynn Vásquez**

*Division Director of Assessment of Student Learning and Learning Management System*

This document is available on the NMPED website at <https://webnew.ped.state.nm.us/>

## EXTERNAL LEARNING MANAGEMENT SYSTEM ADVISORY (ELMSAT)

### TEAM MEMBERS:

- **Joshua Silver**, Chief Technology Officer, Las Cruces Public Schools; ELMSAT Chair
- **Shannon Aguilar**, Principal, Cottonwood Valley Charter Socorro
- **Whitney Anderson**, EdD, Coordinator of Instructional Technology and Innovation, Alamogordo Public Schools
- **Michelle Ballard**, College and Career Readiness Coordinator, Gadsden Independent School District
- **Aaron Jaramillo**, Senior Director of Educational Technology, Albuquerque Public Schools
- **Cindy Kleyn-Kennedy**, District Instructional Technology Coordinator, Clovis Municipal Schools
- **Dusty Loftis**, Assistant Principal, Jal High School
- **Janea Menicucci**, Executive Director of Information Technology, Explore Academy
- **Kenneth Moore**, EdD, Principal, Alamogordo High School
- **Donna Navarette**, PhD, Executive Director of Data and Accountability/Federal Programs, Cuba Independent School District

## Introduction

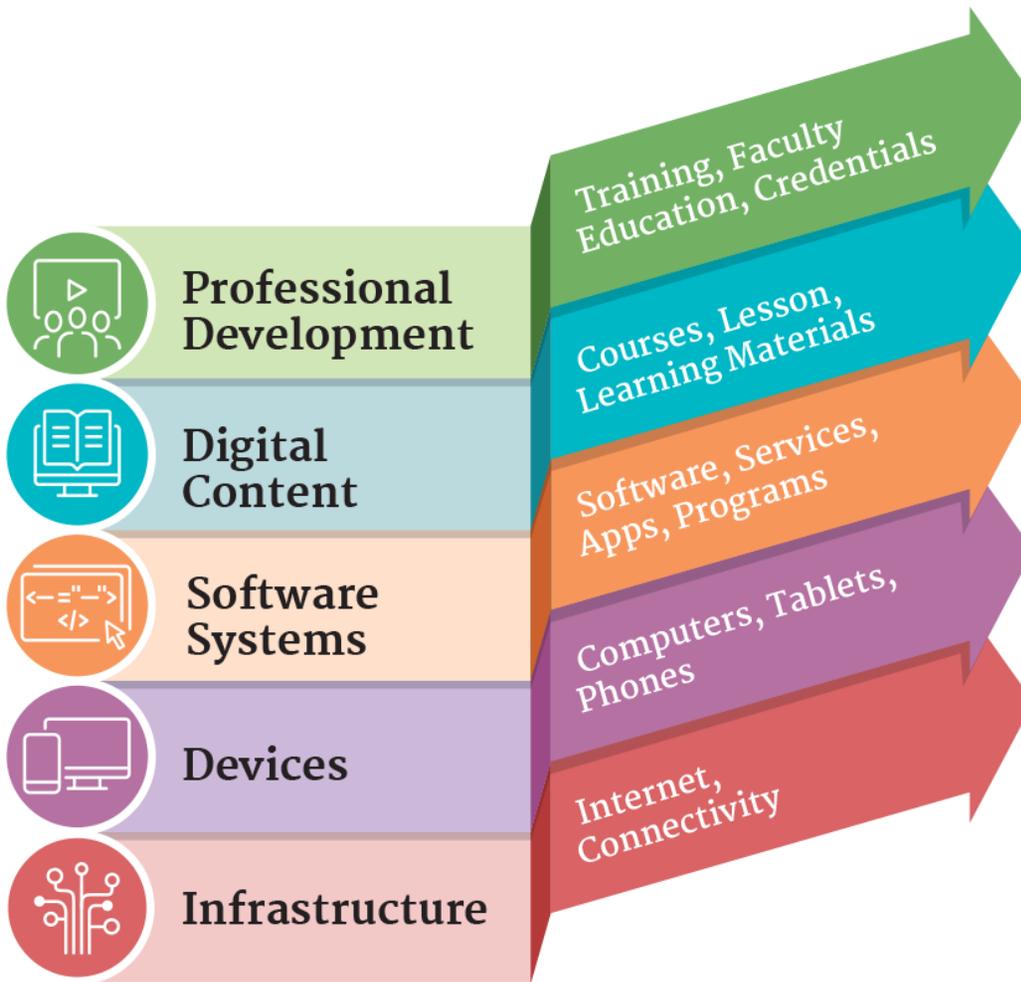
As announced in the New Mexico Public Education Department (NMPED) [Reentry Guidance](#), all schools will begin the school year in a hybrid model of instruction for the 2020–2021 school year. We believe that our educators, students, and communities can face this challenge but will need supports and tools to do so. The NMPED’s recent acquisition of the [Canvas Learning Management System](#) (LMS) is one way to support remote learning during these unprecedented times. The use of Canvas technology is one way to support remote learning, where the student is provided a learning opportunity from an educator who may be in a different location.

### Canvas LMS is designed to be an all-inclusive platform that provides a space where:

- Teachers create and organize content
- Students access coursework and grades
- Parents track assignments and student performance

Reporting, resource-sharing, discussion, feedback, grading, and content creation are teaching and learning activities supported by the LMS. However, the LMS is not a cure-all, and it does not replace the teacher. A teacher must still create, deliver, and manage their content—just as they do in the physical classroom.

As NMPED embarks on the implementation of Canvas, a group of local experts has been called into action. These External LMS Advisory Team (ELMSAT) members, recognize that there will be far too many ambitious demands and desires regarding the LMS and a limited amount of time and resources to do everything in the immediate now. The ELMSAT will help guide NMPED by putting forth a series of recommendations for successful statewide LMS implementation.



## The Hierarchy of Digital Learning Needs

The Hierarchy of Digital Learning Needs represents the various interdependent systems. The model is based on systems theory thinking, in that for any of the elements to work effectively, each must be solidly implemented with fidelity starting with the bottom layer. In addition, assuring equity to every student, no matter the location or situation, is a high priority of this model. Each strategy should be fully planned and implemented otherwise the structure will not be sound and effectiveness will be minimized<sup>1</sup>.

### Infrastructure & Devices

Having adequate Internet service and devices is critical for students and teachers engaged in remote or distance learning to be successful in their online work. 99% of New Mexico schools have an internet connection. Approximately 25% of New Mexico students do not have a reliable internet connection at home. Real-time connectivity and infrastructure updates for the state can be accessed online through the [Broadband Legislation Tracker](#).



<sup>1</sup> <https://www.education.ne.gov/operations-finance/communication-outreach/instagram/new-launch-nebraska-website/>

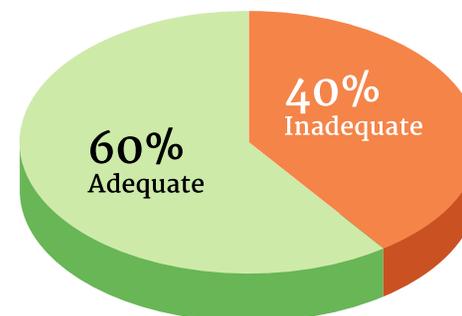
In 2020, Common Sense Media collaborated with Boston Consulting Group to look at student and teacher Internet access<sup>2</sup>. Having access and the adequacy of the access are two separate issues. Adequate access means that teachers and students are able to stream videos and participate in conference calls using tools such as Zoom. This report shows that 40% of students in New Mexico do not have access to adequate Internet. Additionally, 28% of students do not have distance learning devices; this is close to the number identified in Spring 2020 in a survey conducted by the New Mexico Public School Facilities Authority (PSFA) and NMPED<sup>3</sup>. Teachers fare better, 14% lack adequate Internet, and 5% lack an Internet-ready device.

The Indian Education Division at NMPED procured WiFi access points that use cellular technology, and these devices are being deployed in tribal communities<sup>4</sup>. These communities have been included in an E-Rate application put out by the Department of Diné Education, but the fiber lines will not be installed and working until December of 2022 at the earliest. The states of Arizona and New Mexico collaborated with Department of Diné Education and their E-Rate application for improving the connectivity on then Navajo Nation. The application is currently under review, and when approved, will connect schools and Head Start facilities as well as chapter houses offering library services. The cost for the NM build is \$46,933,298.82, and the state is responsible for the 5% match of \$2,346,664.94, which is being paid by the Department of Information Technology.

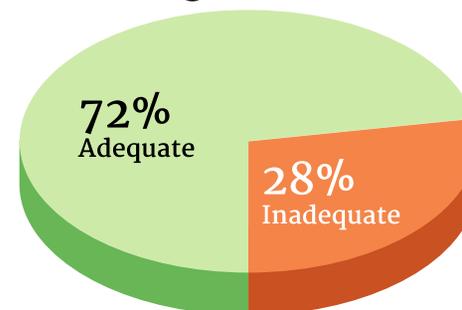
The Council of Chief State School Officers (CCSSO) has developed a simple but effective way of measuring whether students or teachers are able to be connected to learn at home or teach from home. A formal data collection method on a regular basis can provide guidance for the state and the districts about where to target their efforts. This data collection should be updated on a regular basis as providers expand their coverage areas and as state and local governmental bodies work to close the homework gap.



### New Mexico Student Internet Access



### New Mexico Student Distance Learning Device Access



<sup>2</sup> [https://www.common Sense Media.org/sites/default/files/uploads/pdfs/common\\_sense\\_media\\_report\\_final\\_7\\_1\\_3pm\\_web.pdf](https://www.common Sense Media.org/sites/default/files/uploads/pdfs/common_sense_media_report_final_7_1_3pm_web.pdf)

<sup>3</sup> <https://docs.google.com/spreadsheets/d/1eJRBaYEPmFdAqg819PIYsr-HIY15IzJ6ngUqYpNINrA/edit#gid=1862637568>

<sup>4</sup> [https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/Revised-Tribal-Guidance-Documents\\_FINAL\\_6.25.2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/Revised-Tribal-Guidance-Documents_FINAL_6.25.2020.pdf)

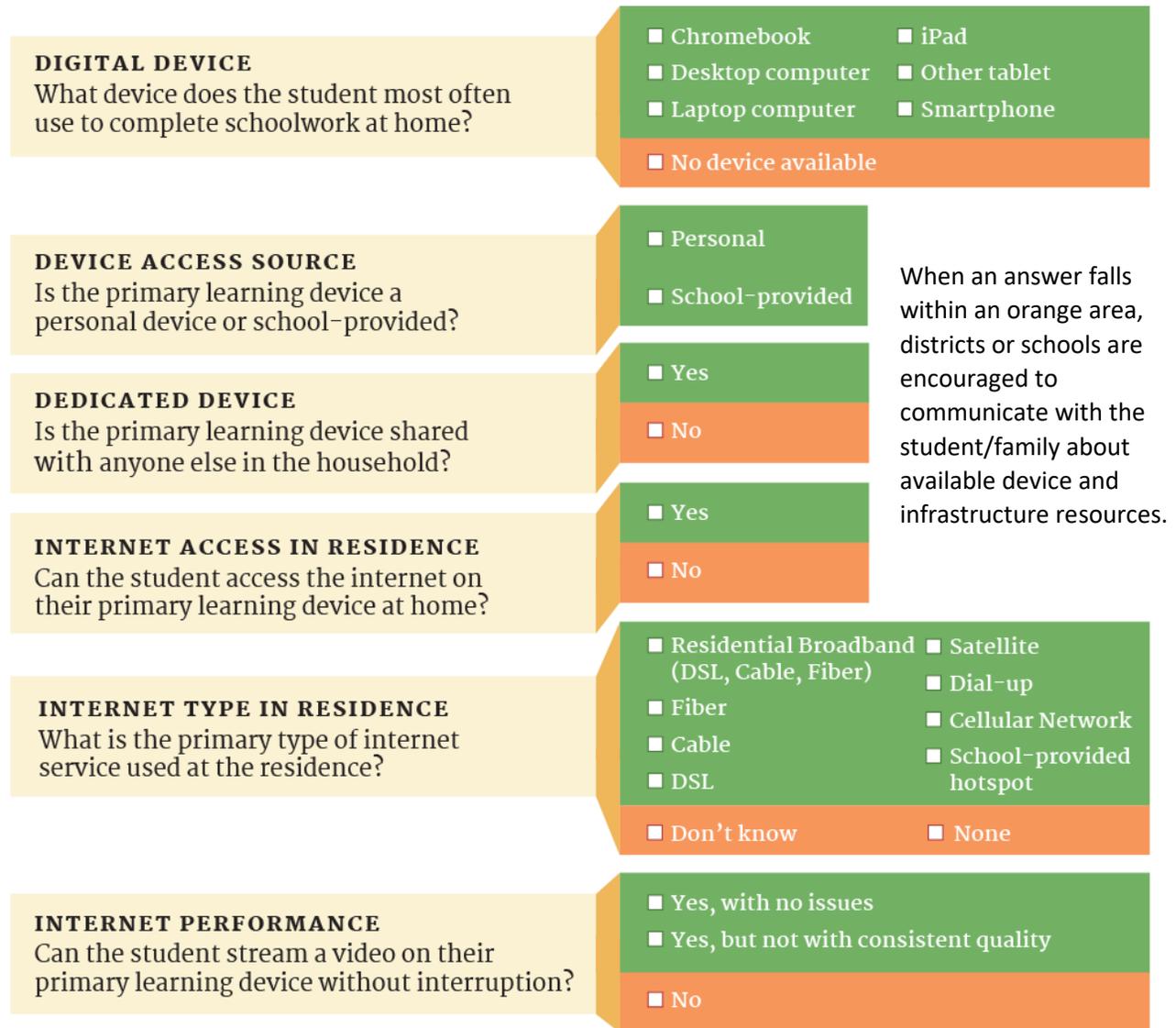
The following data fields for digital distance learning needs were identified in collaboration with state education agencies (SEAs), districts/charter schools, and industry experts such as [Ed-Fi](#). By collecting the information below for every student, administrators are able to identify:

1. If a student has access to connectivity or a device at home
2. If the access is sufficient

The recommended data framework is aligned with the Ed-Fi Data Standard.

Infrastructure and Devices are areas of focus outside the current purview of the ELMSAT. School infrastructure and devices are often left to local control within districts. New Mexico community and statewide infrastructure are the focused work of the Department of Information Technology (DOIT) and organizations like [Education Superhighway](#).

## Framework of Digital Distance Learning Needs



## Systems Software, Digital Content and Professional Development and Training

# The goal of this ELMSAT guidance focuses on Systems Software, Digital Content, and Professional Development and Training.

### SYSTEMS SOFTWARE: CANVAS LMS

NMPED's Spring 2020 Technology Survey found 41% of respondents (36 districts) did not have an LMS to support online learning, and among schools that had an LMS, only 55.7% indicated that a majority of their teachers were trained to use it. These percentages varied by grade level, with only 42.9% of districts/charters indicating that at least half of their elementary school teachers were trained to use an LMS compared to 53.7% of high school teachers. In response, NMPED has acquired the Canvas Learning Management System for statewide use, beginning with the 2020–2021 school year.

In preparation for the 2021–2022 school year, NMPED will explore the acquisition of a statewide Student Information System (SIS) for local district use. This procurement will require multiple stakeholder involvement to write the request for proposal (RFP).

### DIGITAL CONTENT: OER CURRICULUM

In responsible stewardship of state dollars, the ELMSAT does support the use of Open Educational Resources (OERs) to start the 2020–2021 school year. Illustrative Math and EngageNY are examples of high-quality OERs that can be aligned to state-adopted standards. Additionally, ELMSAT recommends partnering with mature in-state LMS users.

NMPED is collaborating with other state education agencies to source high-quality OER's and opportunities to port content within the New Mexico LMS for district and charter school use. These national conversations will continue to grow given the current circumstances facing K–12 public educators.

ELMSAT recommends for the immediate term that districts/schools continue to use or author their own content, as it will be most

aligned to their individual needs. In all cases, the delivery of high-quality instructional materials is fundamental. With the acquisition of Canvas, districts/schools/ educators will also have the ability to search the open library of Canvas Commons to look for content. There they can review and vet individual lessons and resources for inclusion in units or modules.

Additional information and links to OER content can be found through the [LMS page](#).

### PROFESSIONAL DEVELOPMENT & TRAINING

ELMSAT recommends NMPED deliver professional development and training for the LMS on an ongoing basis. Professional training will be responsive to the instructional needs of the current situation. This includes a combination of modules that may be developed at the SEA, district/charter school level as well as Canvas-developed modules that are provided by the vendor. In addition, ELMSAT recommends the ongoing partnership with the Canvas Customer Team, including the Instructional Designer.

The needs of districts and schools statewide are varied based on past and current LMS use, so professional development and training need to support a wide range of users.

NMPED will also continue to collaborate with other state education agencies to curate OERs for professional learning.

### ELMSAT's Recommendations by Phase

- **Phase 1:** Spring 2020 – Summer 2020
- **Phase 2:** Summer 2020 – Fall 2020
- **Phase 3:** Fall 2020 – Winter 2020
- **Phase 4:** Spring 2021 and beyond



## Software Systems

### PHASE I Spring–Summer 2020

- Start with districts without a current LMS; ensure that they have tools necessary to launch in August.
- Consider two parallel paths of onboarding:
  1. Full, comprehensive process for districts/charter schools that do not have an LMS path.
  2. Minimal process for districts/ charter schools that already have an LMS and experienced users.
- Involve teachers, students, and parents with the overall layout and design of the State Canvas LMS.
- Survey districts/charter schools to determine level of access to digital content and technology infrastructure to support LMS.

### PHASE II Summer–Fall 2020

- Implement LMS.
- NMPED meets with districts/charter schools to discuss the rollout and any issues.
- ELMSAT surveys early on-boarded users.
- Determine which applications and platforms are needed to support the LMS and access to digital content.
- Offer a Canvas user certification course supported by NMPED.

### PHASE III Fall–Winter 2020

- Explore data tools to better inform NMPED on LMS use and to inform growth, scalability, and ongoing support.

### PHASE IV Spring 2021+

- Statewide purchase of a Student Information System (SIS) for local district/charter use.



## Digital Content

- NMPED acquires EngageNY and Illustrative Math curriculum
- Develop a system to find additional content (purchased or open-source) as needed.
- NMPED releases is high-quality content for immediate use, with the disclaimer that it is not New Mexico specific.
- NMPED provides information on how districts integrate current commonly used digital content within the statewide LMS.
- Create a comprehensive list of available, vetted resources.

- NMPED acquires EngageNY and Illustrative Math curriculum
- Under NMPED direction, review and procure additional resources to meet district/school needs.
- Establish mechanism for districts to share and customize content.
- Create a website for content and curriculum resources and shared guidance.

- Share additional customized content.

- Further develop an exemplar site to house lessons and share best practices.
- Create a clear step-by-step guide for new teachers.



## Professional Development

### PHASE I Spring–Summer 2020

- Offer LMS administrators a clear understanding of the statewide structure, and how the pieces are connected.
- Provide flexible options, on-demand training.
- Allow adequate time for transition and understanding of LMS.

### PHASE II Summer–Fall 2020

- Post on-demand training courses on the website.
- Trainings led by in-state coaches or professionals knowledgeable of NM’s students, cultures, education challenges, and opportunities.
- Integrate tech and curriculum together.
- Build a teacher support network in grade level bands for sharing of recourses and best practices.
- Establish roles – System Admins, Instructional Designers, Teachers, EA/TA, Students, and viewers (parents or school/district staff).
- Develop role-based, phased trainings/PD (basics/tools, course development and content access, best practices for teaching online, course management, etc.).
- Send periodic surveys to assess needs and shift PD priorities and agendas.
- Have Q&A sessions with an associated FAQs website to share info and references.

### PHASE III Fall–Winter 2020

- Debrief and discuss what worked and what didn’t work in the fall and how to maximize student growth and learning and teacher knowledge.
- Reassess training via user/district surveys. Take survey data along with current COVID-related data to shift support for spring.
- Offer ongoing training on-demand training.
- Offer customized, specific training in course design and other areas in response to prior use and lessons learned.
- Expand best practices for teaching online and rework Phase I trainings for newly onboarded districts.
- Providing a statewide structure (who, what, where, when, why, how) and a jump off point for a community of practice.
- Provide targeted training to district reps for managing their new system, organizing schools, provisioning accounts, and managing the logistics of and courses over a period of time.

### PHASE IV Spring 2021+

- Debrief and discuss what worked and what didn’t work.
- Scaffold PD for new teachers.
- Determine next steps for teachers.
- Move into project-based learning.
- Survey teachers, parents and students, combine results with all LMS use data to reflect on and improve LMS system and use.
- Make updates to ongoing support structures and new year onboarding.