NMPED Reentry Webinar Series

PED, in partnership with their national partners and local experts, is pleased to announce the release of a series of 4 webinars aimed at supporting educators as we begin school reentry. Each session, the PED will provide specific information on the topic followed by responses from panelists that offer practical support and recommendations for teachers.

Session 1

Accelerating Learning Through the Use of a Guaranteed, Viable, and Equitable Curriculum

As we move toward resuming school in the fall of 2020, educators are concerned about how to accelerate student learning due to the wide variety of access and participation in remote learning at the end of the 2019–20 school year. In the first of a four-part series, we examine the importance of a guaranteed, viable, and equitable curriculum, which is key to the success of students across the state. Discussion will include panelists representing districts, the PED, and TNTP who will share recommendations for accelerating learning, utilizing the most critical prerequisite skills and knowledge, as well as information about the newly released **NM Instructional Scope**, which is designed to support educators in designing instruction to address on-grade-level learning. Discussion will focus on the importance of assuring that all students are taught on-grade-level standards while assuring students are provided scaffolding to reach on-grade-level proficiency. In other words, the on-grade-level standard is the floor for all students, not the ceiling.

Panelists
- Jacqueline Costales – Division Director of Curriculum and Instruction, NM PED
- Seana Flanagan – Division Director for Educator Quality, NM PED
- Karen Salerno – TNTP
- Sara Hunton – Curriculum and Instruction Coordinator, Portales Municipal Schools
- Kelli Furney – Teacher, Gallup McKinley Schools

Facilitator
Greg Howell – NM Director Client Services, Cognia

Session 2

Identifying Learning Needs Through Formative Practices

In this second webinar of a four-part series, we investigate how formative assessment processes can be used to help educators identify students' knowledge in foundational concepts that will support their success in the coming year. Educators use just-in-time formative assessment to gauge what students already know, where there are gaps in learning, and how best to design instruction to ensure success. Teachers share the results with students to answer their questions: "What am I trying to learn?"; "What progress have I made?"; and "What do I need to do next?"

This panel will provide perspectives from the state department to the classroom on the use of effective formative assessment.
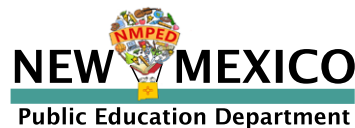
Panelists
- Karen Greer – Program Manager: Accessibility and Accommodations for Students with Disabilities, NM PED
- Sheryl Lazarus, PhD – Director, National Center on Educational Outcomes (NCEO)
- Melanie Alfaro – Math Content Specialist, Deming Public Schools
- Steve Ferrara, PhD – Senior Advisor Measurement Solutions, Cognia

Facilitator
Greg Howell – NM Director Client Services, Cognia

To access these webinar resources, please visit: https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/webinars

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Session 3

Differentiating Instruction to Address Learning Needs

With the advent of a new school year responding to unprecedented circumstances, schools are thinking about how to ensure instruction addresses gaps in learning due to COVID. In this webinar in a four-part series, LEA administration and classroom teachers will discuss their plans for implementing the Multi-Layered System of Supports (MLSS) to ensure that the needs of all students are met through differentiated instruction and accelerated learning. Panelists will discuss their plans for creating effective teacher teams (PLC), data analysis, family supports, behavioral supports, and models for successful distance learning.

Panelists
- Kenneth Stowe – Education Administrator Student, School and Family Supports, NM PED
- Andrea Granado – PreK Teacher, Bloomfield Early Childhood Center
- James Olivas – Director of Operations and Data, Bloomfield Schools
- Todd Wiedemann – Kansas MTSS Technical Assistance Network (TASN)
- Shakiela Richardson – UnboundEd

Facilitator
Greg Howell – NM Director Client Services, Cognia

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Session 4

Using Multiple Measures in a Balanced Assessment System

New Mexico is transitioning to a more balanced statewide assessment system. All assessments in the system must start with a clear articulation of the knowledge and skills students need to learn in order to be successful. As the academic year begins, rather than relying on a single data point, schools should use **multiple measures** to determine where students are in respect to their grade level knowledge and skills. PED, in collaboration with their assessment program partners (i.e., Istation, Cognia, College Board, DLM) have made available formative and interim resources to all schools. Panelists in this session are program partners who can lend expert advice on how to best leverage PED funded formative and interim resources to support local balanced assessment systems.

Panelists
- Lynn Vasquez – Division Director of Assessment & Learning Management Systems, NM PED
- Sarah Cude – iStation
- Greg Howell – Cognia
- John Fallon – College Board
- Tammy Mayer – Dynamic Learning Maps (DLM)
- Eugene Schmidt, PhD – Superintendent, Farmington Municipal Schools
- Nathan Pierantoni – Director of School Improvement, Data, and Assessment, Farmington Municipal Schools

Facilitator
Scott Marion, PhD – Executive Director, Center for Assessment