New Mexico Public Education Department
Instructional Material Bureau

Request for Applications

2021 Professional Learning Provider Programs Supporting Instructional
Materials for:
Grades K-12 Mathematics
Grades K-12 Science
Grades K-12 Art
Grades K-12 Career and Technical Education
Grades 9-12 English Language Arts/Spanish Language Arts/English
Language Development/World Languages
Grades K-2 Structured Literacy

**Ryan Stewart
Secretary of Education**

**Instructional Material Bureau
300 Don Gaspar, Room G-14
Santa Fe, New Mexico 87501**

December 28, 2020

The New Mexico Public Education Department (PED) announces the 2021 professional learning provider application process for inclusion on professional learning list of providers for grades K-12 mathematics, grades K-12 science, grades 9-12 ELA/SLA/ELD/World Languages, grades K-12 art, grades K-12 CTE, and grades K-2 Structured Literacy.

2021 High-Quality Professional Learning Marketplace List

New Mexico Public Education Department
Instructional Material Bureau

Request for Applications

2020 Professional Learning Provider Programs Supporting Instructional
Materials for:
Grades K-12 Mathematics
Grades K-12 Science
Grades K-12 Art
Grades K-12 Career and Technical Education
Grades 9-12 English Language Arts/Spanish Language Arts/English
Language Development/World Languages
Grades K-2 Structured Literacy

Released: December 28, 2020

Submission Timeline and Schedule: **Page 4**

RFA and Required Application Available at:
https://webnew.ped.state.nm.us/information/rfps-rfis-rfas/

Issued by
Anthony Burns, Bureau Chief
Instructional Material Bureau

STATEMENT OF PURPOSE

The New Mexico Public Education Department (NMPED) is committed to ensuring high-quality professional learning to support implementation of high-quality instructional materials. NMPED is interested in creating a list of professional learning providers that will be a resource for local education agencies (LEAs) seeking third-party partners to support their professional learning needs. Applicants will be vetted for their alignment with different aspects of New Mexico's current academic landscape including New Mexico Content Standards and support of the use of high-quality instructional materials. Once published, the High-Quality Professional Learning (HQPL) Marketplace List is intended to serve as a guide and a tool for district leadership to select from vetted, aligned, high-quality professional learning provider programs. The list aims to recommend providers and programs that support instructional materials from the New Mexico Adopted Multiple List and to provide relevant data for informed decision making in LEAs' selection processes. To learn more about New Mexico's instructional material support, visit the Instructional Material Bureau website.

STATEMENT OF NEED

The Department is releasing this Request for Applications for local and national organizations to participate in the list of high-quality professional learning providers. Organizations on the list will be promoted as high-quality options for LEAs around the state. Applications are being accepted and evaluated for PL providers programs that support LEAs in their implementation of high-quality instructional materials for Grades K-12 Mathematics, Science, Art, and Career and Technical Education; Grades 9-12 English Language Arts, Spanish Language Arts, English Language Development, and World Languages; and Grades K-2 Structured Literacy.

The Department is particularly interested in providers that can show evidence-based strategies and evidence-based results for their professional learning programs. To that end, the application puts particular weight on the measurement processes and recently measured outcomes from program implementation with past partners. It also looks for a well formulated framework of goals, conditions for success, flexibility in implementation, adaptability to local contexts, and opportunities for feedback and improvement. The HQPL Marketplace List will be maintained as determined necessary by the NMPED.

DESCRIPTION OF NEED

Providers seeking to apply should be able to demonstrate evidence to establish that their programs meet a variety of criteria. Among these criteria are the relevance of a program to participants' professional context and daily practice, opportunities to give and receive feedback, strategies to actively engage learners, facilitators that are skilled with relevant expertise, and a track record of success. LEAs need to know that their limited resources for professional learning will be used on effective programs that provide for their specific needs. By implementing a statewide provider vetting and recommendation process, LEA

leadership will have the necessary information to more exactly match high-quality programs with their needs and capacity.

New Mexico Education at a Glance

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life. Information in the state report will provide an overview of our student population, academic proficiency and growth, learning environment, and more. Access the state enrollment, demographics, and report here: https://newmexicoschools.com/state/999999.

APPLICATION PROCESS

Phase I: Application (December 2020 - January 2021)

The Public Education Department posts the RFA and providers complete and submit applications. Download the application found on the PED RFPs, RFIs, RFAs webpage. Complete the downloaded application and submit it as an Excel spreadsheet to imb.contact@state.nm.us by January 29, 2021.

Phase II: Review (February 2021)

Applications will be reviewed to ensure they meet criteria for inclusion into the HQPL Marketplace List. All applicants will be notified of the final decision.

Phase III: Publication (March 2021)

Organizations that meet established criteria will be notified through email that their application has been approved and they are eligible to be included in the HQPL Marketplace List. LEAs will be provided with assistance from the NMPED to effectively utilize the HQPL Marketplace List.

APPLICATION REQUIREMENTS

Applicants interested in being included in the NMPED's HQPL Marketplace List must submit an application for quality review and approval. All applicants must complete section one through five of the application. In addition, applicants seeking approval for multiple programs must complete section two through five for each program seeking approval. Applicants seeking to submit **more than five** programs must request permission for an application variance by January 13, 2021 from imb.contact@state.nm.us. Download the application found on the PED RFPs, RFIs, RFAs webpage. Complete the downloaded application and submit it as an Excel

spreadsheet to imb.contact@state.nm.us by January 29, 2021. If you need technical assistance, contact imb.contact@state.nm.us.

APPLICATION FEEDBACK

This is the NMPED's initial endeavor at soliciting providers to provide a statewide resource for high quality professional learning to support implementation of high quality instructional materials. If you have feedback on this application process please provide it at the end of the application so that we can continue to improve this process.

APPLICATION REQUIREMENTS

New Mexico Public Education Department Professional Learning Marketplace List Application - Download the application found on the PED RFPs, RFIs, RFAs webpage.

Section 1 of the application covers basic identifying information about the applicant to frame the remainder of the application. The most substantial component of the section is the final question, a provider overview. This section gives an opportunity for applicants to describe freely the general theory of how they approach professional learning and to outline the evidentiary basis for that general theory. It should not describe the particulars of each program included in the application as more specific questions deal with this later. Rather, it is a space to demonstrate how the program frames itself overall, including any commitments to professional learning that: is content-focused; incorporates active learning; supports collaboration; uses models of effective practice; provides coaching and expert support; offers feedback and reflection; and/or is of sustained duration.

Section 1: Provider Information

1a. Provider Name	
1b. Provider Designated Contact	
1c. Provider Designated Contact Email Address	
1d. Provider Designated Contact Phone Number	
1b. Years of Experience Providing Professional Learning	
1c. Link to Provider Website	
1d. Provider to Provider Overview (goals, principles, research, foundations in Adult Learning Theory or other) *600 word limit*	

Section 2 of the application aims to capture high-level information about each program submitted by a provider in a single place. This section is not a deep dive, but rather is intended to be an overview table of program parameters.

The following key explains the relevant sections that may require clarification:

Table 1: Section 2 Item Explanations

Item	Explanation
Program Name	List the name of each PL program being submitted.
Audience	Asks whether the program is geared toward teachers, instructional coaches, administrators, or another audience. For the application please indicate: Teachers/IC/Admin/other
Group Size	Asks for number of ideal participants in a given program for it to function as intended. The number provided can be a range. For the application please format as: "##" or "## – ##"
Frequency	Asks whether the program is offered once, monthly, as multiple engagements as needed, over a multi-year period of time, or some other time frame. For the application please indicate: once/monthly/multiple/multi-year/other
Format	Asks about the delivery format of the professional learning: virtual, in person, or a combination For the application please indicate: Virtual/In-Person/Combination
Cost	Asks about the pricing structure for each program. Is it priced based on cost per participant for example? Or a flat fee? For the application please indicate: a numerical value for cost and whether that is per participant or flat fee.
NM Alignment	Asks simply whether this program aligns to NM State Standards. For the application please indicate: Yes/No
NM Experience	Asks whether the applicant has conducted this program in New Mexico previously or, if not, whether it has conducted the program in a similar geographic region. For the application please indicate: NM/Similar region/None

Section 3 is a deeper exploration of the individual program offerings that an applicant seeks to have approved on the HQPL Marketplace List. The questions include prompts to assist providers in providing relevant answers. Each of the following questions factors into the scoring of a provider for placement on the HQPL Marketplace List. The list includes recommended, recommended with reservations, and not recommended categories.

Applicants should pay special attention to:

● **Intended Outcomes** – Effective programs list the expected participant outcomes from participation in the program. This will serve as a guide for districts in their choice of program. Outcomes should be measurable, realistic, specific, time bound and previously achieved with other participants.

● **Measuring Program Impact** – Effective programs will include high quality measurement techniques to observe and track program impact. To be recommended, a program must have at least one type of evidence to demonstrate program impact. The table on page 8 lists the acceptable types of evidence that a program may include along with examples of measurement tools that can track that evidence type. The table is listed from least to most rigorous evidence. Greater weight will be given to programs that use more rigorous evidence like student learning outcomes over participant reactions. If you have an independent random control study for your program, there will be an opportunity to include those results in Section 4.

Other clarifications to complete Section 3:

● **Supporting cultural and linguistic needs of students and professional staff** – Across NM, there are unique student populations with unique language and cultural assets and needs. Educators need to be able to differentiate among student populations unique to districts. Please indicate ways in which your program can support cultural and linguistic responsiveness unique to NM. For more information from the Language and Culture Bureau, please visit their [website](#).

● **Actual Outcomes** – Effective programs will have a well recorded set of outcomes from past program rollouts. Past success is often a strong indicator of future success. The Department is especially interested in past outcomes supported by random control studies or other rigorous evidence.

● **Conditions for Success** – Effective programs will have clearly articulated conditions for success that allow districts to know what must already be in place in the district before they spend the resources to effectively engage with a provider. Conditions for success should be comprehensive such that a district that meets the conditions should be able to expect the promised results with reasonable certainty.

● **Continuous Monitoring for Success** – Effective programs will monitor for success across multiple dimensions and at many points along the PD timeline, especially early and mid-stage measurements before final expected outcomes. This allows

participants and providers to adjust and improve before it is too late. Please describe the ways in which your program continuously monitors benchmarks to success.

- **Participant Feedback** – Effective programs include systems for soliciting and incorporating feedback from participants as well as encouraging feedback between participants if relevant. Please describe the ways your program solicits feedback from participants in order to ensure that the program supports their daily professional practice.

Table 2: Types of Evidence and Measurement Tools

Evidence Category	Example Measurement Tools
Participants' Reactions	● Questionnaires or surveys administered at the end of the session.
Participants' Learning	● Paper-and-pencil instruments. ● Simulations. ● Demonstrations. ● Participant reflections (oral and/or written). ● Participant portfolios.
Organizational Support and Change	● Minutes from follow-up meetings. ● Questionnaires. ● Structured interviews with participants and district or school administrators. ● District and school records. ● Participant portfolios.
Participants' Use of New Knowledge and Skills	● Questionnaires. ● Structured interviews with participants and their supervisors. ● Participant reflections (oral and/or written). ● Participant portfolios. ● Direct observations. ● Video or audiotapes.
Student Learning Outcomes	● Student records. ● School records. ● Questionnaires. ● Structured interviews with students, parents, teachers, and/or administrators. ● Participant portfolios.

Thomas Guskey, *Taking a Second Look at Accountability*, National Staff Development Council Vol 26 No. 1 (2005)

Section 4 is an addendum section for applicants to include supporting documents for each program submitted. It should include answers to the relevant prompts when available. There is no penalty if the materials are not available or relevant for a given program. However, resumes or curriculum vitae for the PD providers are always required. If actual facilitators have not been identified, please provide these materials for the designers of the programs submitted. Further, preference will be given to programs that provide sample materials, especially studies or independent reviews.

Section 5 is a critical section for the verification of program quality. It asks for contact information for 3 past partners who participated in the program being submitted for inclusion on the HQPL Marketplace List. This is to ensure programs in their inaugural run are not included on the HQPL Marketplace List. The Department will not include programs on the HQPL Marketplace List without a track record of success with past partners. Please ensure the contact information is up to date for the relevant reference as the Department plans to conduct outreach. If the Department cannot reach a past partner using the contact information provided, it might request additional contact information for the past partner.

Section 6 Feedback on the application process will be accepted at the end of the application in order to help the NMPED improve on its provider application process. Any feedback you provide will not impact the decision to be included on the HQPL Marketplace List.

Appendix A

Five Levels of Professional Development Evaluation

EVALUATION LEVEL	WHAT QUESTIONS ARE ADDRESSED?	HOW WILL INFORMATION BE GATHERED?	WHAT IS MEASURED OR ASSESSED?	HOW WILL INFORMATION BE USED?
1 **PARTICIPANTS' REACTIONS**	• *Did they like it?* • *Was their time well-spent?* • *Did the material make sense?* • *Will it be useful?* • *Was the leader knowledgeable and helpful?* • *Were the refreshments fresh and tasty?* • *Was the room the right temperature?* • *Were the chairs comfortable?*	• *Questionnaires or surveys administered at the end of the session.*	• *Initial satisfaction with the experience.*	• *To improve program design and delivery.*
2 **PARTICIPANTS' LEARNING**	• *Did participants acquire the intended knowledge and skills?*	• *Paper-and-pencil instruments.* • *Simulations.* • *Demonstrations.* • *Participant reflections (oral and/or written).* • *Participant portfolios.*	• *New knowledge and skills of participants.*	• *To improve program content, format, and organization.*
3 **ORGANIZATIONAL SUPPORT AND CHANGE**	• *Were sufficient resources made available?* • *Were problems addressed quickly and efficiently?* • *Was implementation advocated, facilitated, and supported?* • *Were successes recognized and shared?* • *Was the support public and overt?* • *What was the impact on the organization?* • *Did it affect organizational climate and procedures?*	• *Minutes from follow-up meetings.* • *Questionnaires.* • *Structured interviews with participants and district or school administrators.* • *District and school records.* • *Participant portfolios.*	• *The organization's advocacy, support, accommodation, facilitation, and recognition.*	• *To document and improve organizational support.* • *To inform future change efforts.*
4 **PARTICIPANTS' USE OF NEW KNOWLEDGE AND SKILLS**	• *Did participants effectively apply the new knowledge and skills?*	• *Questionnaires.* • *Structured interviews with participants and their supervisors.* • *Participant reflections (oral and/or written).* • *Participant portfolios.* • *Direct observations.* • *Video or audiotapes.*	• *Degree and quality of implementation.*	• *To document and improve the implementation of program content.*
5 **STUDENT LEARNING OUTCOMES**	• *What was the impact on students?* • *Did it affect student performance or achievement?* • *Did it influence students' physical or emotional well-being?* • *Are students more confident as learners?* • *Is student attendance improving?* • *Are dropouts decreasing?*	• *Student records.* • *School records.* • *Questionnaires.* • *Structured interviews with students, parents, teachers, and/or administrators.* • *Participant portfolios.*	• *Student learning outcomes.* • *Cognitive (performance and achievement).* • *Affective (attitudes and dispositions).* • *Psychomotor (skills and behaviors).*	• *To focus and improve all aspects of program design, implementation, and follow-up.* • *To demonstrate the overall impact of professional development.*
SOURCE: Adapted from Evaluating Professional Development by Thomas R. Guskey (Corwin Press, 2000)				