



CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

PROFESSIONAL DEVELOPMENT REPORT 2021

LANGUAGE AND CULTURE DIVISION
IDENTITY, EQUITY, AND TRANSFORMATION
NEW MEXICO PUBLIC EDUCATION DEPARTMENT

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INTRODUCTION

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. This partnership with districts, schools, charter schools, families, and communities are anchored in the vision of creating a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students. In alignment with this and the Language and Culture Division (LCD) mission and vision, the LCD provides professional development to educators so that they may learn to leverage students' experiential backgrounds, especially culture and language, as a resource for student learning and effective instruction.

The purpose of the professional development provided by the LCD is to empower teachers and school leaders with the knowledge and practical experience to create educational systems and schools that effectively support and respond to students' academic learning needs by using rigorous culturally and linguistically responsive pedagogy that focuses on building academic language and developing bilingualism/biliteracy to increase student learning, academic achievement, and educational outcomes.

RATIONALE

School districts, schools, and charter schools serve an immense student diversity that requires comprehensive understanding of multicultural education and culturally responsive education. The LCD provides support and guidance to districts and charter schools so that they may recognize the differences in culture, language, value, beliefs, practices, and traditions of all students, particularly culturally and linguistically diverse (CLD) students. The LCD is committed to collaborating with districts, schools, and charter schools as they work to transform school systems and classrooms into safe environments where all students are secure in their identity and feel the value and power of their home culture and language. This is achieved through Culturally Responsive Pedagogy (CRP) and Culturally and Linguistically Responsive (CLR) Instruction. These approaches have the capacity to transform educational environments into learning spaces that ensure effective CLR teaching practices.

BACKGROUND

Prior to 2018, the LCD—formerly known as the Bilingual Multicultural Education Bureau (BMEB)—directed the Academic Language for All (ALD4ALL) project, which was sponsored and supported by the W. K. Kellogg Foundation (WKKF). The purpose of the project was to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of CLD students, including English Learners (ELs) in New Mexico. The project's proposed three-year activities can be categorized as selection, inquiry process, professional development, adopting standards, and the bilingual/biliteracy seal.

SELECTION *In year one, the project selected participating schools as planned using multivariate criteria depicting achievement, promise, and/or growth. In year three, the project added more schools. The criteria in the project purposefully included four schools with indigenous language bilingual multicultural education programs: Cochiti Elementary (Keres), Native American Community Academy (NACA, Lakota, Keres, Navajo, and Tiwa), Naschitti Elementary (Navajo), and Pueblo of Isleta Elementary (Tiwa). A fifth school serving a large Spanish-speaking community in Las Cruces, a WKKF priority region, was selected to build a regional cohort of ALD4ALL schools.*

INQUIRY PROCESS *The project officially completed the inquiry process before the reporting period. For schools added in year three, however, there was insufficient time allowed at the schools to fully implement a condensed version of the full process.*

PROFESSIONAL DEVELOPMENT *The professional learning (the term preferred by the school coordinators) objective was to provide CLR pedagogy training to participating schools. This was fully implemented at varying levels in individual schools in each year of the project and began with several trainings and developed into a CLR Conference and then CLRI 2.0. In addition to the Project Director and the External Evaluator, there were four ALD4ALL consultant school coordinators assigned to work directly with participating schools. Further details of this category are explained at the end of this section.*

ADOPTING STANDARDS

The project proposed to develop, adopt, or modify parallel versions of Spanish Language Development (SLD) standards and Spanish Language Arts (SLA) standards. Based on findings and recommendations by a task force established at the direction of the State Bilingual Advisory Council, the BMEB recommended to the NMPED to adopt the WIDA Spanish Language Development (SLD) standards.

**BILINGUALISM/
BILITERACY
SEAL**

This objective, to develop criteria for awarding a bilingualism/biliteracy seal on qualifying high school diplomas, as stated by the project, is essentially complete as legislative approval was formalized and signed into law by the Governor in year one, and the official rulemaking for awarding the seal was finalized in year two (2015).

As stated above, the project was based on the support of teachers in their practice in school and was not a structured research intervention. The main lessons learned from the project include the following:

- 1. Sustained guidance on CLR strategies. Continuing to guide foundations and strategies, such as CLR pedagogy.*
- 2. Professional Networking and Sharing. Encouraging more professional networking and sharing among schools with BME programs. For example, according to one of the school coordinators, indigenous language programs need a boost for networking, sharing, and collaborating strategies that include elders and others fluent in the language working with students.*
- 3. Guidance on job-embedded problem-solving. Guiding strategies for schools to begin to focus more efforts on internal, generative professional learning.*
- 4. Indigenous Oral Language Immersion. For indigenous language programs, focusing more efforts on oral immersion, especially where grammatical learning does not appear to be effective as a starter for language development.*
- 5. Full school integrated writing strategies. Focusing writing strategies vertically across grades and the curriculum and writing in conjunction with content standards.*
- 6. Making strategic use of language proficiency data. Schools can utilize their ACCESS for ELLs results so that they are more understandable and meaningful to teachers by quantifying the language proficiency rubrics and having teachers make notes for individual students.*

To ensure that CLD students and ELs in NM public schools receive instruction that meets their academic and language needs, under this project, the BMEB hosted the *Results for All: CLR Conference and CLR 2.0 Professional Development Series* in 2015 and 2016. The conference included over 300 attendees featuring keynote speakers and over 50 breakout presentations focused on CLR leadership, school culture, school and district policies and procedures, instructional practices, and curriculum for ELs, bilingual learners, and/or Native American students.

Shifting from the statewide conference to the professional development series, teams of educators submitted applications to transform their schools into CLR learning environments that better engage Hispanic, Native American, and EL students. Applications required demonstration of how they would create buy-in, participate fully in all training, submit action plans, and keep track of progress towards goals. Over 120 educators participated, organized into 22 teams. Teams represented the state’s geographic and linguistic diversity, with all teams representing schools/districts serving Hispanic, Native American students, and ELs. The training series consisted of 5 days of training over the school year (Dec 2-3, 2015; February 23-24, 2016; and May 11, 2016).

As teams built their capacity, they were responsible for submitting presentation proposals for the last training date. Eight exemplary teams were selected to share their progress on the implementation of the professional development received and give updates and next steps for executing their action plans.

THE CLR INSTRUCTION PD PATHWAYS

To ensure that teachers and school leaders receive the professional development they need to be successful, the LCD designed the CLR Professional Development series to structure, support, and sustain CRP and CLR Instruction. The CLR Professional Development series consists of three pathways.

PATHWAY I OBJECTIVES

1. To ensure that the CRP and CLR instructional knowledge and practices of administrators align with their local contexts.
2. To ensure that CLR instructional leadership moves forward in a systematic way that supports and addresses the needs of CLD students.

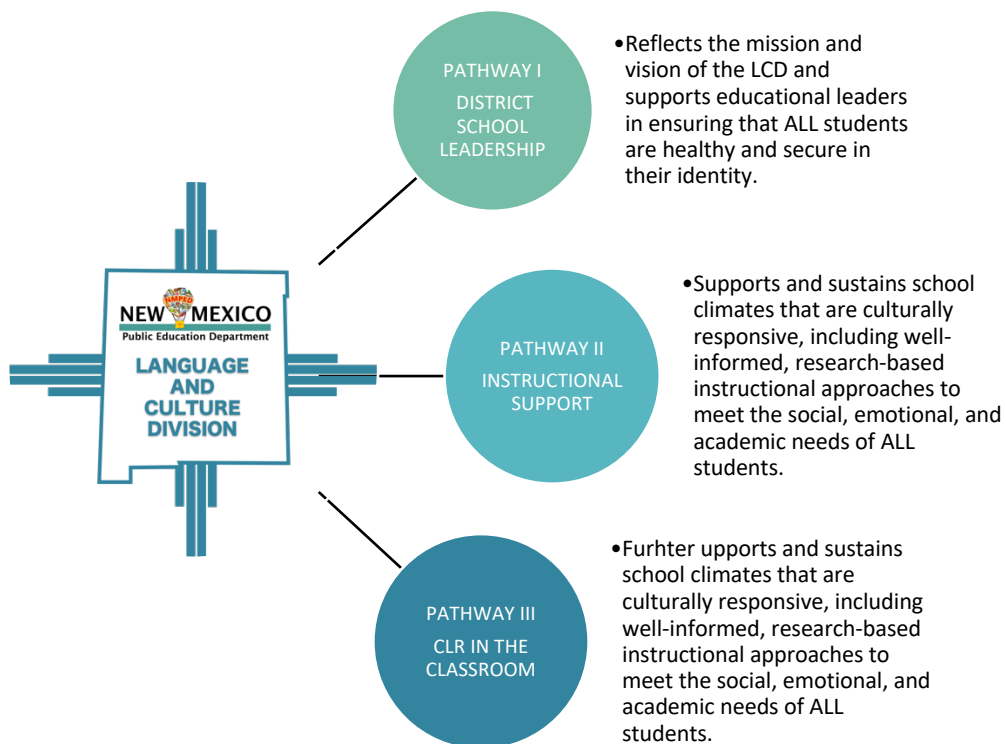
PATHWAY II OBJECTIVES

1. To provide learning opportunities that meet the needs of all students from a CLR perspective.
2. To support Pathway I attendees in building capacity with CLR educational practitioners to serve CLD students in their district.

PATHWAY III OBJECTIVES

1. To support Pathway II attendees for the adoption and integration of CRP and CLR instruction into their classroom by providing coaching experiences.
2. To develop charter school- or district-based teams to carry CLR into effective practices and sustain CRP.

BUILDING CAPACITY TO CREATE AND MAINTAIN EQUITABLE, SAFE, DIVERSE, AND INCLUSIVE PUBLIC SCHOOLS IN NEW MEXICO.



THE CLR PILLARS

To explore and employ best practices in CLR, educators should avoid a one-size-fits-all mindset. Below are three pillars provided by the LCD to guide and promote use of best practices and development of a CLR orientation through changing one's perspective, transforming leadership and teaching practices, and becoming a CLR change agent.

Change Your Perspective

- Recognize your self-identity
- Know your biases
- Get inspired by multicultural education, critical pedagogy, and action research
- Rethink the role and design of schools
- Understand the role of surface, shallow, and deep culture

Transform Leadership and Teaching Practices

- Believe that all students can learn
- Know your students
- Know and seek strong collaboration with your students' parents, families, and communities
- Affirm cultural and linguistic diversity in ALL content areas
- Help students relate academic learning to their home culture
- Master skills for teaching culturally diverse students

Become a CLR Change Agent

- Advocate for social justice and equity in your professional and personal life
- Deepen your knowledge and leadership in CLR
- Influence and help other colleagues to practice CLR



CLR INSTRUCTION PD 2018-2019

Building upon the previously discussed *CLR 2.0 Professional Development Series* which was aligned to other NMPED initiatives—including the state’s Equity Plan and the NMTEACH Educator Effectiveness System—a three-pathway approach was developed by the LCD for moving the CLR work forward.

With the three-pathway approach established, the LCD sent CLR Instruction PD applications to districts across the state and launched the first CLR Instruction PD in 2018-2019. Five districts (Central Consolidated Schools District, Deming Public Schools, Gallup McKinley School District, Rio Rancho Public Schools and Ruidoso Municipal Schools) participated in Pathway I trainings throughout the fall of 2018 and winter of 2019. Pathway I included two one-day and one two-day trainings, which helped 44 participants understand CRP, CLR leadership, and CLR instruction. The training content is detailed in the table “Pathways PD 2018-2020”. Conducting trainings in an extended timeline lets participants maximize personal integrity and be cognizant of the importance of CLR teaching and learning through self-reflection practices which requires a good amount of time.

Pathway I participants were encouraged to participate in all trainings with a collective learning mindset. Participants were asked to share ideas with their district team members and have collegiate discussions that embrace diversity, effective, and positive inclusiveness, and barrier-free learning in schools and classrooms where all students have similar chances to learn regardless of their cultural and linguistic background. During Pathway I trainings, participants also collaborated with their team members to decide on Pathway II training teams from their districts.

In the 2018-2019 academic year, Pathway II trainings took place as a two-day training with 50 teachers from the five districts that completed the Pathway I training. Similar to Pathway II trainings, teachers were encouraged to reflect on their own culture, language, value, beliefs, practices, and traditions. The content of Pathway II trainings encouraged teachers to think about the diversity dynamics of school culture and how they might change existing educational policies, practices, and programs to achieve academic success, cultural integrity, critical consciousness, and equity for ALL students regardless of any specific demographics.

FINDINGS 2018-2019

To inform the design of the CLR Instruction PD to meet the needs of districts and charter schools in NM—with considerations for CRP and CLR in their local context—the LCD conducted post-PD surveys and general CLR surveys for participants that completed Pathway I and Pathway II trainings. The following three tables in this section outline the results. The following table demonstrates the pathways, content of the training, participating districts/charter schools, and participant numbers for the 2018-2019 academic year.

2018-2019			
	Training	Participating Districts	# Part.
Pathway I	Focus on Culture-Foundation Day, CLR Management Workshop, Supporting Teachers in Becoming CLR Workshop.	Central Consolidated School District, Deming Public Schools, Gallup McKinley County Schools, Rio Rancho Public Schools , Ruidoso Municipal Schools	44
Pathway II	Focus on Culture-Foundation Day, CLR Management Workshop, Culturally Responsive Academic Vocabulary Workshop, and Jump-Start Workshop.	Central Consolidated School District, Deming Public Schools, Gallup McKinley County Schools, Rio Rancho Public Schools, Ruidoso Municipal Schools	50

2018-2019 PATHWAY I POST SURVEY RESULTS				
44 Surveys Sent 14 Responses Received	1 Assistant Superintendent 4 Principals 2 Directors 2 Coordinators 5 Not Specified District Leadership Staff			
TRAINING QUESTIONS	HIGH	MEDIUM-HIGH	MEDIUM	LOW
To what extent were the objectives of the training achieved?	9	5	0	0
How effective was/were the trainer(s)?	13	1	0	0
How relevant was this training to your needs?	12	2	0	0
To what extent do you agree with the statement: This training increased my knowledge in the presented topics?	9	4	1	0
CONTENT QUESTIONS	TOO FAST	APPROPRIATE		TOO REMEDIAL
The content of the training was:	0	13		1
The pacing of the training was:	1	13		0
What information did you find most meaningful?	13 content 1 resources			
<p>Qualitative Findings: Qualitative data analysis of the survey results reveals that all participants who completed the survey and Pathway I training found the content, structure, and pace of the training strong.</p> <p>Some data shows that the personal reflection piece of Pathway I trainings helped participants realize the importance of CRP and CLR Instruction and practice collective learning.</p>	<p>“The power of being in the room with people ready to examine settings and make changes. The message of how we can make those changes, why they are needed, and the engaging way the message was delivered.”</p> <p>“Appropriate movement of participant to keep us engaged, the content of the material and the safe environment that was developed for sharing experiences and discomforts”</p> <p>“Walking the trainees through our own biases and how it contributes to misconceptions and miscommunications with parents and students.”</p> <p>“Collaborative work in pairs and groups”</p>			

2018-2019 PATHWAY II POST-SURVEY RESULTS

50 Surveys Sent 23 Responses Received	4 Principals/Assistant principals 2 Directors 14 Teachers 3 Other			
TRAINING QUESTIONS	HIGH	MEDIUM-HIGH	MEDIUM	LOW
To what extent were the objectives of the training achieved?	13	10	0	0
How effective was/were the trainer(s)?	22	1	0	0
How relevant was this training to your needs?	15	6	2	0
To what extent do you agree with the statement: This training increased my knowledge in the presented topics?	17	3	3	0
CONTENT QUESTIONS	TOO FAST		APPROPRIATE	TOO REMEDIAL
The content of the training was:	0		23	0
The pacing of the training was:	4		18	0
What information did you find most meaningful?	22 content 1 resources			
Qualitative Findings: Qualitative data analysis of the survey results reveals that all participants who completed the survey and Pathway I training found the content, structure, and pace of the training strong. Many participants of the survey highlighted the knowledge and presentation style of the facilitator as a key element to understand, model, and practice CLR instruction. Participants expressed the following about the facilitator's style:	<p><i>"Well presented, well explained, kept us engaged, strategies used during training can be used in the classroom"</i></p> <p><i>"The facilitator was very entertaining, and I felt like his pacing and modeling were awesome. It was the first training in a long time where I am excited to take back this information and confidently share it with my colleagues."</i></p> <p><i>"Presenters were on key. Very enthusiastic learning environment. Achieved all objectives"</i></p> <p><i>"Knowledge and enthusiasm of the trainer kept participants engaged"</i></p>			

CLR INSTRUCTION PD 2019-2020

In September of 2019, the LCD released the CLR Instruction PD application to all districts and charter schools with EL, Title III, and Bilingual Multicultural Education Program directors. Albuquerque Public Schools, Farmington Municipal Schools, Anansi Charter School, Christine Duncan Heritage Academy, Jefferson Montessori School, Moreno Valley High School, New America School Las Cruces, New Mexico School for the Arts, South Valley Prep School, and Vista Grande High School were accepted. Due to the New Mexico Covid-19 public health order, Pathway II trainings which were delivered virtually.

The LCD implemented Pathway III CLR Instruction PD with Rio Rancho Public Schools. Ten teachers continued work from Pathway II in the first part of the in-person CLR coaching in February 2020 with remaining trainings not completed due to the public health order. The following table demonstrates the pathways, content of the training, participating districts/charter schools, and participant numbers for the 2019-2020 academic year.

2019-2020			
Pathway I	Focus on Culture-Foundation Day, CLR Management Workshop, Supporting Teachers in Becoming CLR Workshop.	Albuquerque Public Schools Farmington Municipal Schools Anansi Charter School Christine Duncan Heritage Academy Jefferson Montessori School Moreno Valley High School New America School-Las Cruces New Mexico School for the Arts South Valley Prep School Vista Grande High School	64
Pathway II Pathway II trainings were held virtually due to COVID 19*.	Focus on Culture-Foundation Day, CLR Management Workshop, Culturally Responsive Academic Vocabulary Workshop, and Jump start Workshop.	Participating Districts and Charter Schools: Albuquerque Public Schools Farmington Municipal Schools Anansi Charter School Christine Duncan Heritage Academy Jefferson Montessori School Moreno Valley High School New America School-Las Cruces New Mexico School for the Arts South Valley Prep School Vista Grande High School	158
Pathway III not fully implemented in Rio Rancho due to COVID 19 pandemic.			

FINDINGS 2019-2020

CLR Fall and Winter Institutes (for participants from previously attended Pathways trainings) were provided virtually to teachers from Albuquerque Public Schools, Deming Public Schools, New Mexico School for the Arts, and Rio Rancho Public Schools.

2019-2020 PATHWAY I POST SURVEY RESULTS				
50 Surveys Sent 20 Received	6 principals/assistant principals 7 directors 1 teacher 6 others			
TRAINING QUESTIONS	HIGH	MEDIUM-HIGH	MEDIUM	LOW
To what extent were the objectives of the training achieved?	10	9	1	0
How effective was/were the trainer(s)?	14	5	1	0
How relevant was this training to your needs?	13	6	1	0
To what extent do you agree with the statement: This training increased my knowledge in the presented topics?	15	4	1	0
CONTENT QUESTIONS	TOO FAST	APPROPRIATE	TOO REMEDIAL	
The content of the training was:		19	1	
The pacing of the training was:	1	18		

<p>What information did you find most meaningful?</p>	<p>20 content</p>
<p>Qualitative Findings: Qualitative data analysis of the survey results reveals that all participants who completed the survey found the trainings’ content meaningful for them and their practices. Many participants of the survey acknowledged how the presenter delivered the VABB (Validate, Affirm, Build, and Bridge) CLR Framework effectively. Like in the previous year, participants of the survey favored the knowledge and presentation style of the facilitator as a key element to understand, model, and practice CLR instruction. Here are some testimony examples that participants mentioned:</p>	<p><i>“The overall training was invaluable and one of the best I’ve attended in years! The facilitator helped me better understand the true meaning of cultural responsiveness and how to VABB the rings of culture.”</i></p> <p><i>“VABBing is very helpful. Also, the grid with cultural behaviors from nuanced to explicit is VERY helpful!”</i></p> <p><i>“Vulnerability, conversation with team, understanding bias, VABB practice is a great mind shift when addressing human beings, alignment of strategies with current work”</i></p> <p><i>“Great facilitation skills. He used a lot of Kagan techniques which increased participation and engagement. That helps internalize the content given”</i></p> <p><i>“The facilitator is the best! I hope to have more training with him.”</i></p>
<p>Note: Surveys were not issued for Pathways II and III due to the NM COVID-19 public health order.</p>	

CLR INSTRUCTION PD 2020-2021

The LCD conducted Pathway III for the Central Consolidated School District virtually for seven teachers from one school. Teachers received CLR coaching two times in the spring of 2021. Note: This report also does not provide details on virtual Pathway III CLR training that was conducted during the 2020-2021 academic year.

Note: This report does not include the plan, implementation, and report of CLR Fall and Winter Institutes which were conducted virtually only in 2020-2021 academic year due to the COVID-19 pandemic and are not part of traditional in-person CLR Pathways.

FINDINGS 2020-2021

In addition to Pathway I and Pathway II post-PD surveys, the LCD conducted in May of 2021 short surveys to gather feedback from all participants of CLR Pathway I and Pathway II about the content, skill sets, and materials that they have used because of the trainings. This survey also was also sent to Pathway II participants who received the training online. The Pathway I feedback survey was sent to all participants—mostly district leadership, principal/assistant principals, and district coordinators—who attended CLR Instruction PD in 2018-2019 or 2019-2020.

MAY 2021 PATHWAY I FEEDBACK SURVEY RESULTS	
The LCD received 30 responses to the Pathway I feedback survey from seven districts and eight charter schools.	
How have you used the content, skill sets, or materials from the CLR trainings? Select all that apply (Curriculum adoption, learning environment, instructional delivery, school design, professional development, family engagement, and other).	Data analysis showed that the content of Pathway I PD allowed district leaders to use the content, skill sets, or materials in many areas but mostly in professional development, instructional delivery, and learning environment.
Please give examples and/or explain how using the content, skill sets, or materials from the CLR trainings are impacting your district/charter school.	<p>26 participants gave examples. Most of the examples highlighted that districts/charter schools leveraged the content and the resources of CLR Instruction PD. Some of them used the training materials to increase awareness for CRP and CLR Instruction. Some of the districts/charter schools introduced the content and materials of the CLR trainings with other teams in districts or charter schools like Equity Councils or Community Schools. Below are some quotes from the survey:</p> <p><i>“The content of the CLR learning for our staff has created a number of opportunities to look at our school in a variety of ways to identify gaps in opportunities for our students. We combined our Community Schools Team and our Equity Council to ensure that the partnerships and opportunities we are adding to our community school addresses those gaps - services, programming, out of school time, in school time, curriculum, students, families and community”</i></p> <p><i>“We have leveraged CLR strategies and aligned to our own model of instruction to understand students’ backgrounds and interests, allowing students to talk about themselves, and leveraging the assets of culture when choosing relevant material for students. We have had Equity Council Members and team members engage in virtual sessions specific to CLR, which helped us understanding how this looks when providing family engagement opportunities and PD.”</i></p>

	<p><i>“We have asked our teachers to share one powerful strategy they use for CLR in their content, and we've asked for artifacts and a professional reflection. This expectation has reinforced the need to incorporate CLR strategies. We have required this for Domain 4 [educator evaluation rubric]. We have also provided training at our school the first week of school for staff.”</i></p>
<p>What are your district/charter school's next steps in implementing CLR to change perspective and transform practices of all staff? Data analysis shows that a great majority of the districts and charter schools that participated discoursed the implementation of CLR in their professional development plans. Many districts/ charter schools designed their CLR Instruction PD within their districts and used Pathway I trainings and content as a template. One district specifically mentioned their plan on reviewing Instructional Materials with a CLR lens as stated below.</p>	<p><i>“We plan to continue to work to make sure our Instructional Materials (including library materials) decisions are informed and guided by the principles of CLR. Especially with the librarians, we hope to continue stressing the difference CLR makes when it comes to student engagement, and how interest in reading/learning/exploring really does grow when students feel seen, valued, and represented in learning materials.”</i></p>
<p>What additional support, if any, would your district/charter school need from the NMPED's Language and Culture Division in any planned next steps in the 2021-2022 school year?</p>	<p>For this question, most participants wanted more teachers to be trained through Pathway II and Pathway III. Data also showed that in-person CLR trainings are more favorable and effective than virtual CLR trainings. Some participants’ responses highlighted that their districts or charter schools might need financial support to design the CLR Instruction PD opportunities or to provide CLR focused materials for teachers.</p>

MAY 2021 PATHWAY II FEEDBACK SURVEY RESULTS

The LCD received 36 responses from teachers in seven districts and 8 charter schools.

LIKERT-SCALE RESPONSES	STRONGLY AGREE	AGREE	NEITHER DISAGREE/AGREE	DISAGREE	STRONGLY DISAGREE	NA
The training(s) was/were relevant to my needs as an educator in CLR.	67%	30%	3%	0	0	0
I used content or skill sets from the training(s) in my classroom/school.	36%	44%	13%	0	0	0
The content of skill sets gained from the training(s) increased student engagement during my instruction.	30%	33%	17%	0	0	20%
I discussed the content or skill sets gained from the training(s) with colleagues.	36%	42%	14 %	5%	0	3%
I have explored topics presented during the training(s) on my own.	31%	53%	8%	5%	0	3%
Attending the training(s) was a good use of my time, and I would, thus, participate in follow up training(s) on CLR.	56%	36%	5%	0	0	3%
The training(s) helped me understand my perspectives on CLR.	53%	36%	8%	3%	0	0
The training(s) helped me transform my instructional practices to be more responsive to cultures and languages of my students.	38%	45%	14%	0	0	3%
I implemented at least one content or skill set presented in the trainings.	46%	34%	11%	3%	0	6%
OPEN-ENDED RESPONSES						
<p>Please provide an example of how you used the CLR content, skillsets, or materials from the training(s).</p> <p>30 teachers provided examples. Most of the examples revealed that teachers used the content of the CLR Instruction PD to encourage classroom participation. Examples showed that rings of culture, VABB, and discussion protocols were used by teachers who participated in Pathway II. Also, the data shows that materials from Pathway II CLR Instruction PD were used in professional learning community activities in the participating</p>	<p><i>“I was able to use CLR in my classroom to VABB and change behavior in a student in a positive way. (More than once and with more than one student). I also plan more deeply for student culture. I also have been part of a CLRI group in my district that has been training other teachers/leaders/staff.”</i></p> <p><i>“I now use vocabulary instruction in a more effective manner and am much more tolerant of the culture based on generational differences and age.”</i></p> <p><i>“Affirming youth culture and offering bridge behavior expectations instead of battling it. We now have scheduled days to celebrate youth culture - hat and hoody wearing in class; dance party.”</i></p>					

<p>districts and schools. Participant testimonies:</p>	
<p>How did using the CLR content, skill sets, or materials from the training(s) impact the students in your classroom/school (e.g., how did students react, student feedback, etc.)? Data shows that by using the content, materials, and mind-sets from Pathway II trainings, many teachers stated that students felt more comfortable, safe, and appreciated as individuals. Teachers also mentioned that they noticed positive student engagement by using the content, materials, and mind-sets from Pathway II trainings.</p>	<p><i>“For me, CLR is all about making connections with students. Teachers who implement CLR strategies ended up with better rapport and student engagement.”</i></p> <p><i>“It allowed me to be more aware of the differences in culture in my classroom, and to be more responsive.”</i></p>
<p>What additional support would you need to transform your instructional practices to be more responsive to the cultures and languages of your students? Receiving PD that have CLR content, materials, and mind-sets was mentioned by most of the teachers who responded to the survey. Teachers also requested that Pathway II training take place in-person.</p>	<p><i>“More training would be helpful. I would like for all my staff to be on the same page with this training to have the opportunity for everyone to align our vision and all be CLR.”</i></p> <p><i>“I only received partial training. The second day was canceled. I need the other half.”</i></p>

CLR MINI GRANTS

In the summer of 2021, the LCD provided a grant opportunity for charter schools to transform school systems, climates, and classrooms into safe environments where students feel the value of their home culture and language is honored and to prioritize building capacity through CLR to transform educational environments into learning spaces that promote equity and social justice. Selected charter schools were awarded \$10,000 to provide and implement CLR in alignment with the NMPED’s Mission, Vision, and Core Values through one or more of the following services and methods:

- Ongoing Professional Learning and Development through virtual trainings, workshops, and seminars relevant to and reflective of students' social, cultural, and linguistic experiences. The PD is focused on transforming school systems, climates, and classrooms into culturally and linguistically responsive environments while ensuring Charter School staff consider how to serve as guides, mediators, consultants, instructors, and advocates for the students, helping to effectively connect their culturally - and community-based knowledge to learning experiences.
- Reshaping instruction by updating curriculum, curriculum development, considerations for culturally responsive behavior and infraction tracking policies, formative testing, updating hiring practices to include individuals from various cultural and linguistic backgrounds, and all other policies and practices to support and increase the implementation of CLR to meet the academic needs of culturally and linguistically diverse students. Considerations for any of these items should be interdisciplinary, student-centered, and include intersectionality (that is based on topics related to the cultures, languages and experiences of the students served by the Charter School).
- Parent and family engagement conducted through needs assessments to learn more about students home cultural and linguistic experiences to analyze the needs of culturally and linguistically diverse students’ families. Charter schools asked to recruit and train parents and families from different communities to serve in parental leadership roles in the school; build or create programs and approaches for parents to prioritize two-way communication to create understanding on the gap between school culture and language expectation and home culture and language realities; develop resources for parents that provide personal growth opportunities such as parenting, health issues, coping with trauma and stress, finance, and career development with recognition for their cultural and linguistic reality, which may differ from mainstream expectations; and provide opportunities for students, parents, and families to become advocates for the academic achievement, college and career readiness, identity development, social well-being, and life-long learning of their children

The following charter schools received up to \$10,000 through the mini grant:

CHARTER SCHOOLS	
Albuquerque Sign Language Academy	Mission Achievement and Success (MAS) Charter School
Christine Duncan Heritage Academy	Moreno Valley High School
Cottonwood Classical Preparatory School (CCPS)	Mosaic Academy Charter
East Mountain High School	Raices del Saber Xinachtli Community School
Explore Academy	San Diego Riverside Charter School
Gordon Bernell Charter School	Sandoval Academy of Bilingual Education (SABE)
Horizon Academy West	Siembra Leadership High School
La Academia de Esperanza Charter School	South Valley Preparatory School
Los Puentes Charter School	Turquoise Trail Charter School

CLR MINI GRANTS FINDINGS

A review of the post-implementation reporting showed that:

- Most recipients leveraged the grant opportunity by providing CLR training to transform the school climate through re-shaping curriculum, identifying CLR practices, contextualizing culturally relevant curriculum, and meeting the academic and socio-emotional needs of CLD students.
- The PD provided using the funding focused on understanding the CLR foundations, improving bilingual and dual-language programs, and using classroom assessments.
- Two charter schools provided parental engagement and leadership to parents
- Most of the charter schools mentioned that the CLR training provided carried a critical step for teachers to begin their CLR journey to change their mindset and practices, realize the importance and the role of culture in providing opportunities for students, parents, and families, and in becoming advocates for academic achievement, college and career readiness, identity development, and social well-being.
- Most recipients purchased culturally responsive materials and textbooks for staff, students, and families related to students' cultural and linguistic backgrounds.

REPORT SUMMARY

Reporting showed that the current design of the CLR Instruction PD helps district and charter school leaders engage with the content, materials, and mindsets from CRP and CLR Instruction effectively. Post-PD survey results of both Pathway I and Pathway II indicate that conducting CLR Instruction PD for educational leadership and teachers grounds a common understanding of CRP and CLR Instruction. The data also suggests that teachers should receive in-person CLR Instruction PD, to practice active engagement and collective teamwork, as teachers reported that they prefer to receive in-person training rather than participating in online trainings for CRP and CLR Instruction. Considering this analysis, the LCD will aim to increase CRL PD for districts and charter schools to support educational leaders and teachers to work collectively to integrate CLR content and materials with a CLR mindset. The LCD's next goal is to ensure there are models of CLR Instruction in New Mexico that can serve as examples for others across the state.

