

## **Title II, Part A: Supporting Effective Instruction**

- 1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.**

NMPED uses five percent of Title II, Part A, administrative costs to support positions within the agency. These funds are allocated for program managers who provide technical support (guidance, training, communities of practice, etc.) and ensure accountability (review Requests for Reimbursement, approval of applications, approval of budgets, etc.) of Title II, Part A, flowthrough funds to LEAs. In addition, these funds are utilized for positions which support the teacher and site administrator evaluation systems. The purpose is to provide technical support (guidance, educator training, office hours, learning management system support, etc.) and ensure accountability (implementation of system, mandated calibration training for principals, etc.). Once aggregated data is available, as both systems are new, the agency will look for patterns where educators need additional professional learning. Title II, Part A, funds will be used to develop and implement professional learning in areas of need via a learning management system. Furthermore, Title II, Part A, funds are used to support professional development of NMPED staff by attending the National ESEA Conference and joining Council of Chief State School Officers for school improvement.

NMPED intends to reserve three percent of Title II, Part A, often braiding it with other funding, to pursue a web of interrelated strategies within the educator ecosystem aimed at improving administrator retention, evaluation, and professional development that reflects the goals and strategies in the NMPED Strategic Plan. NMPED offers multiple on-going professional development opportunities and coaching in school leadership to support novice and veteran school leaders. These supports lead to higher retention rates of school leaders, in particular, novice leaders. NMPED recognizes that strong and committed school leaders elevate the state's students, communities, teachers, and educational staff. New Mexico's school leaders create the conditions for a culturally and linguistically relevant educational system that meets the social, emotional, and academic needs of all students.

- 2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.**

### **Recruitment and Retention**

NMPED has developed a state educator recruitment campaign, funded in full by the state, which utilizes New Mexican educators across the state using their stories and testimonials to

publicize teaching as an essential profession. To sustain the educator pipeline and build a robust, diverse educator ecosystem, NMPED is eliminating barriers to entering the profession by providing a wide variety of traditional and alternative pathways to licensure, reducing financial costs, and preparing educators that are representative of the ethnic diversity of the state.

The goal of the agency's recruitment plan is to increase the number of teachers in the state, especially in the high needs' areas of Special Education, Bilingual Education, and the subjects of Mathematics and Science. There is a need to recruit racially, ethnically, and linguistically diverse educators that better reflect our state's students. Though 62% of students identify as Hispanic, only 34% of teachers identify as such. For Native Americans, the gap is even starker – 10% of students compared to 3% of teachers.

Current efforts to address this goal are: (1) Establish a communications strategy that highlights teaching as an extremely important and celebrated professional career; (2) Identify and support teacher candidates—particularly educational assistants and candidates of color—early through programs such as Educators Rising; (3) Recruit bilingual NM high school students who have received the NM Biliteracy Seal upon graduation; (4) Promote “Grow Your Own” teacher scholarships to identify and support current instructional candidates for full licensure so they can teach in their home communities; (5) Provide scholarships for students who seek to be bilingual educators in tribal or other languages; (6) Develop pathways and grants for Indigenous language teachers on a 520 certificate to achieve bachelor's degrees and teaching licenses so they are able to earn the same salaries as other NM teachers; (7) Develop specific recruitment programs, policies, and incentives to attract more mathematics, bilingual, special education, and career and technical education teachers; and (8) Develop a compensation and benefits system that makes being an educator an attractive and sustainable career that is financially on par with similarly educated professions. Additional goals include improving long-term sustainability of the teacher workforce, increasing retention through professional development, and continuing support for educators throughout the span of their career.

### **Preparation**

New Mexico teacher preparation programs are not producing the number of teachers needed to fill all available teacher positions with highly prepared teachers. During the 2018- 2019 academic year, there were 798 completers from those programs, a 15 percent decrease from the 936 completers in 2015–2016. This follows national trends not only in declining enrollment, but in declining interest in becoming teachers among high school students.

To address this teaching shortage, NMPED has secured full state funding in order to partner with New Mexico public post-secondary educational institutions and tribal colleges to establish teacher residency programs. Residencies provide teacher candidates with a one-year stipend, provided through state funding, while simultaneously being enrolled in wrap-around course work at a partnering college/university. They are placed in a fully immersive year-long clinically

rich experience with a partnering school district that intends to employ the teacher resident for three years post-residency with a mentor teacher for support. Approximately 300 teacher residents are participating in the program which was established during the 2022-2023 school year.

With complete state appropriated funds, a second program NMPED has developed is Educator Fellows which supports LEAs in creating a “grow your own” model. This program addresses two key challenges. The first goal is to improve student-to-teacher ratios by adding an additional 500 educators to New Mexico classrooms. Participants are able to provide targeted small-group and one-on-one instruction to address the academic and social-emotional needs of students. The second goal is to provide a pathway for licensure that provides long-term sustainability in the educator workforce while also providing LEAs the opportunity to develop unique “grow your own” models. By drawing upon the local population, this also helps build a strong cohort of highly diverse educators. Every program participant, while providing critical support to teachers and students, are on track to become certified licensed educators in New Mexico. The program provides high-quality professional development, coaching, hands-on clinical experience in the classroom as well as paid professional leave to successfully complete higher education requirements. Currently, 390 Educator Fellows have been hired by a LEA and placed in schools. These numbers represent 79 partnering LEAs serving approximately 170 schools in our state.

## **Evaluation**

NMPED implemented a new teacher evaluation system during the 2022-2023 school year. State funding will be expended to support the statewide system through professional development and technical support for the online learning management system in which the evaluation system resides. The teacher evaluation system supports educator growth and development through domains and elements using a revised Danielson Framework. It builds on an actionable feedback cycle that prioritizes coaching conversations and timely feedback to support educators in continually improving their skills. Culturally linguistically responsive instruction has been woven into the evaluation system. The system includes professional development plans, self-reflection surveys, submission of lesson plans, documentation of professionalism (Danielson’s Framework Domain 4), observations, walkthroughs, multiple one-on-one meetings between the teacher and school leader, and a formal summary with ratings at the end of the year.

The agency will pilot a new school leader evaluation system during the 2023-2024 school year with statewide implementation planned for 2024-2025. Title II, Part A, funds will be used to support this program. NMPED recognizes that strong and committed principals and assistant principals elevate the state’s students, communities, teachers, and educational staff. New Mexico’s school-level administrators create the conditions for a culturally and linguistically relevant educational system that meets the social, emotional, and academic needs of all students. The standards for school leaders are based on the Five Essential Practices Framework:

organizational advancement, instructional core, culture and safety, cultivating talent, and professional integrity. This framework is based on the Professional Standards for Educational Leaders (PSEL). The evaluation system empowers site administrators as instructional leaders through meaningful, frequent, and actionable feedback from their supervisors and input from the school staff and community as well as through reflective conversations with their supervisors. The system includes professional development plans, self-reflection surveys, documentation and evidence related to their goals, observations, site visits, multiple one-on-one meetings between the school leader and their supervisor, student academic achievement data, School Identification Designations, and a formal summary with ratings at the end of the year.

Both the newly revised teacher evaluation system and the new school leader evaluation systems were developed by New Mexico Teacher Evaluation Task Force members and New Mexico Principal Evaluation Task Force members, respectively, representing broad stakeholder engagement and in accordance with existing New Mexico State Statute.

**3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.**

NMPED uses Title II funding to support New Mexico's three-tier licensure system, accountability for licensing programs, and state-level development of effective teachers. The three-tier licensure system creates statutory minimum salaries for teachers at each tier. Level I teachers must advance to Level II within five years to maintain licensure within New Mexico.

To secure a Level I teaching license, a teacher preparation program at an accredited college or university must be successfully completed. Another pathway is to successfully complete an alternative licensure program. In addition, a reading competency test must be passed. Level II and Level III teachers may pursue an administrative license by successfully completing an administrator preparation program at an accredited college or university. There is also an alternative licensure pathway available.

In order for Level I teachers to advance to Level II status, teachers must successfully complete a licensure advancement program comprised of a series of micro-credentials. Culturally linguistically responsive instruction has been woven into the advancement program with one micro-credential having it as the sole focus. A micro-credential is a competency-based process that is made up of several small "stacked" courses, each focused on a discrete skill or area aligned with the teacher evaluation system. A micro-credential is earned when the stacked courses have been successfully completed. Upon finishing the advancement program and being a teacher of record for three years with successful annual evaluations, an educator can apply for a Level II license.

- 4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.**

### **Special Education**

NMPED has implemented various initiatives and programs to improve the skills of educators in identifying students with specific learning needs and providing instruction based on those needs. One of these initiatives is the Leading Educators through Alternative Pathways (LEAP) program, which provides training in special education to all teachers, even those who intend to teach in general education.

The Special Education Mentorship Program is another initiative that provides support to teachers in navigating the challenges of special education. Through this program, experienced mentor teachers assist new teachers in providing instruction to students with special needs.

The Advocate, Innovate, and Renew (AIR) Conference provides training on various topics, including transition strategies, procedural safeguards, Individualized Education Programs (IEPs), accommodations and modifications, Universal Design for Learning (UDL), partnering with stakeholders, and culturally and linguistically responsive teaching.

Additionally, the Universal Design for Learning Training (UDL) is a program which provides training to educators on identifying and eliminating barriers to learning, promoting student variability through engagement, representation, action, and expression.

The Excellence from Coaching in Literacy for Intensive Preparation in Special Education (ECLIPSE) program supports the implementation of structured literacy through an evidence-based instructional coaching framework and provides leadership learning on effectively supporting the implementation of evidence-based coaching.

The New Mexico Autism Project is a joint initiative of the Special Education Division, the University of New Mexico's Center for Development and Disability, and the New Mexico Department of Health. The project has developed an Autism Portal to support individuals with a diagnosis of autism, their families, and those who support individuals with autism. The portal provides resources and support for both families and teachers/classrooms.

NMPED also provides annual training for special education directors and monthly webinars for directors with fewer than two years of experience. An additional resource provided by NMPED to support educators in special education is the professional development library housed in a regional education cooperative. This library includes recordings of various professional development opportunities produced by the NMPED Special Education

Division. These recordings cover a range of topics, including autism, dyslexia, and behavior support.

Additionally, the library includes recordings of the annual SED webinars, SED Parent Summit, and SED Special Webinar Series on Early Childhood Transition and Post-Secondary Transition. These resources provide educators with access to high-quality professional learning opportunities that can support their ongoing growth and development in the field of special education.

### **English Learners**

NMPED has implemented a variety of programs and initiatives to support teachers in improving their skills in identifying specific needs of English Learners as well as determining the appropriate instruction and supports.

The agency requires the use of the World-Class Instruction Design and Assessment (WIDA) Screener to measure the English language proficiency of students. The WIDA eLearning program is available to all New Mexico teachers which includes on-demand self-paced online courses to support English Learners. Additionally, NMPED requires that English Learners receive at least 45 minutes per school day of specialized English language development instruction where teachers provide instruction specific to their needs.

NMPED has updated the Teaching English to Speakers of Other Languages (TESOL) licensure endorsement based on stakeholder feedback to ensure more educators have the skills to serve English Learners in all courses and content areas.

### **Gifted and Talented**

For gifted and talented students, a multi-level approach has been developed. Rule in the state administrative code is being revised to align with gifted instructional best practices. Educators are being trained to better identify gifted students, especially in rural areas and in under-represented student populations. A professional learning course as well as a micro-credential are in development for NMPED's learning management system which when passed successfully, educators can apply for a newly created gifted endorsement to accompany their teaching license.

### **Multi-Layered System of Supports**

The Multi-Layered System of Supports (MLSS) is a coordinated and comprehensive framework that uses increasingly intensive evidence-based academic and behavioral supports that address student needs as evidenced by student data. It is a model for holistic school improvement that provides progress measures for additional supports such as school-based team structures, professional development, health and wellness, and family and community engagement. MLSS satisfies the definition of "multi-tiered system of supports" contained within the ESSA. To ensure that district and school leaders have robust

support with MLSS implementation, the NMPED requires all schools to submit an annual MLSS Self-Assessment and provides on-demand coaching support at no cost to the district and school. The MLSS Self-Assessment incorporates over 32 evidence-based school improvement progress measures within seven core components: 1. Data-driven Instruction and Data-informed Decision Making, 2. High-Quality Core Instruction and Intervention, 3. Informed and Effective School Leadership and Systems, 4. Collaboration and Processes for Providing Layered Supports, 5. Positive School Culture and Climate, 6. Student Wellness, and 7. Family and Community Engagement. Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based-decisions that are fluid, timely, and meaningful. MLSS works to champion accelerated learning practices and school systems/policies that support the implementation of high-dosage tutoring opportunities that meet the individual needs of students while also ensuring students continue to have access to robust core instruction and universal supports. With the MLSS Continuum of Support Flowchart, educators are provided a holistic intervention framework that guides teachers and ancillary personnel, those closest to the student, to intervene quickly when students need additional supports. The MLSS framework reflects the supports that the classroom teacher, school, family as well as health and wellness staff offer toward readying students to experience academic and behavioral success in school resulting in students being ready for success.

### **Low Literacy Levels**

NMPED has implemented a state-wide literacy initiative, Structured Literacy New Mexico. This initiative is focused on identifying struggling readers before they fail and supporting teachers through the Science of Reading and Structured Literacy. The goal is to increase the number of students achieving reading proficiency and reduce the number of students requiring special education services.

Structured literacy is an umbrella term used to describe evidence-based approaches for helping students learn to read and write proficiently. Structured Literacy combines a proven effective system for teaching reading based in brain science. It involves a dynamic, multi-sensory approach to learning. Research shows structured literacy approaches benefit all students and are especially effective for students with learning disabilities such as dyslexia. The agency is providing professional development for teachers, instructional/literacy coaches, and principals in order to apply evidence-based literacy strategies in the classroom.

NMPED provides structured literacy professional development for educators across the state. LEAs braid state funding with Title II funds and often acquire supplementary training and resources. These resources are used by classroom teachers with their students in order to fully implement structured literacy.

In addition, NMPED and Dual Language Education of New Mexico have partnered to provide guidance for teachers on using structured literacy for biliteracy instruction for emergent bilinguals in Bilingual Multicultural Education Programs. The guidance provided helps teachers understand how to generalize features of effective instruction with evidence-based practices for English literacy to Spanish literacy. Specific guidance on how these practices and strategies converge for instruction in English and Spanish will be with a focus on alignment and adherence to Structured Literacy. In addition, attention is given to areas of divergence for literacy instruction in English and Spanish to support teachers who teach in biliteracy settings.

**5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.**

NMPED uses Title II, Part A, at the agency level to provide technical support (guidance, training, communities of practice, etc.) and ensure accountability (review Requests for Reimbursement, approval of applications, etc.) of flowthrough funds to LEAs. In 2023-2024, NMPED is developing and will implement a formal consultation model. For consultation, in an effort to communicate and engage stakeholders about ensuring equitable access to excellent educators, the agency will schedule a series of listening sessions with members of New Mexico's stakeholder groups regarding the agency's Title II processes, supports, and expectations. Furthermore, surveys will be conducted to gather additional information. This will provide the agency with quantitative and qualitative data. This data will be used to review NMPED's activities and adjust where appropriate, ensuring the agency's support of the LEAs is meeting their needs while following the Department of Education regulations.

The recruitment and retention efforts, funded completely by the state, are monitored by a state higher education institution who annually tracks educator vacancies. NMPED has created an educator preparation program data dashboard which will be launched this year. This dashboard will allow NMPED to collect longitudinal data on educators who have completed an educator preparation program, track where they teach, and the retention rates at both the school and district level.

Also funded in full by the state, the teacher residency programs at New Mexico public post-secondary educational institutions and tribal colleges provide data annually to NMPED. Some of the key data points includes the number and percentage of teaching residents who complete the program, the number who continue to teach in New Mexico, their diversity as compared to the schools where they teach, and the types of licenses and endorsements they are obtaining. The data gathered is used to determine the efficacy of each teacher residency program as well as the effectiveness of the overall state initiative. Adjustments to the programs will be made based on the data.



A new teacher evaluation system was implemented during the 2022-2023 school year. The agency provides technical support (guidance, educator training, office hours, learning management system support, etc.) and ensures accountability (implementation of system, mandated calibration training for principals, etc.). NMPED has developed a measurement tool that can aggregate the data for LEAs and the agency. For consultation, the agency will schedule a series of feedback sessions with New Mexico's stakeholders regarding the agency's processes, support, and expectations with regards to the teacher evaluation system. Furthermore, current surveys will be revised and administered to gather additional information. Data will be analyzed annually by NMPED to determine in what domains teachers need more support. Once areas have been identified, professional development will be created by the agency and provided.

A new school leader evaluation system is currently under development and will be implemented statewide during the 2024-2025 school year. NMPED will use Title II, Part A, at the agency level to provide technical support (guidance, training, office hours, learning management system support, etc.) and ensure accountability (implementation of system, mandated training, etc.). The new system will include data collection for LEAs and the agency. A formal consultation model will be included as part of the new school leader evaluation. NMPED will meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A. The data will be analyzed annually by NMPED to determine in what areas school leaders need more support and professional learning. Once areas are identified, professional development will be created by the agency and provided to school leaders.

NMPED Title II program managers, funded through Title II, Part A, will meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the grant. The data gathered will be analyzed annually by NMPED to determine where there are areas for improvement at the agency level.

The state fully funded micro-credential license advancement program is monitored in several ways. Participants are given quarterly surveys that collect data on their self-reported growth, the content provided, and how the content is presented. Micro-credential facilitators provide feedback on the course and participants. Based on the analysis of the data, adjustments are made as necessary. Additionally, enrollment and completion are tracked. Outreach by NMPED staff is done on a regular basis to Level I and Level II teachers who have yet to enroll in the program.

**6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.**

NMPED is considering a variety of possibilities that it may take to improve preparation programs and strengthen support for educators. These possibilities include:

- Expanding teacher residencies to all public post-secondary educational institutions and tribal colleges in the state.
- Explore creating an administrator residency program similar to the teacher residency program.
- Explore accreditation options for institutes of higher education, in particular, national accreditation.
- Partnering with NMPED's Literacy & Humanities Bureau to provide professional development within educator preparation programs for the statewide structured literacy initiative.
- Partnering with public post-secondary educational institutions and tribal colleges to provide learning opportunities for soon-to-be teachers on the state's micro-credential advancement program and the teacher evaluation system.