

Title II Summary For Public Comment

In an effort to be aligned with statutory requirements in the ESEA, as amended by the Every Student Succeeds Act (ESSA), NMPED proposes to update the following sections:

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 proposes to use five percent of Title II, Part A to:

- Provide guidance and training
- To develop and implement professional learning in areas of need via a learning management system
- To address improving administrator retention, evaluation, and professional development
- Fund positions which support educator evaluation systems
- Fund positions to ensure accountability by reviewing approval of applications, approval of budgets and requests for reimbursement from LEAS

2. Use of Funds to Improve Equitable Access to Teachers in Title II, 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.

NMPED proposes to use Title II, Parts A funds to support:

- *Teacher Leader Development
- Evaluation of implementation
- Administrative oversight of LEAs use of the Title II, Part A grant

*This is pending a regulatory change.

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 proposes the following system for licensure for teachers:

- A three-tier licensure system, accountability for licensing programs, and state-level development of effective teachers:
 - Level I teaching license requires a teacher to complete a preparation program at an accredited college or university which must be successfully completed -or- an alternative route program.
 - Level II teaching license which requires a series of micro-credentials.

- Level III teaching license which requires a series of micro-credentials.

NMPED proposes the following system for administrative licensure:

- Hold a Level II or III teacher license.
 - Have successfully completed an education leadership program at an accredited college or university which includes 18 graduate hours in coursework.
 - Participated in an internship.
 - Have passed the Education Administrators exam through Praxis.
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.

In addition to a multi-tiered system of support which targets professional development for educators, NMPED proposes a number of initiatives which provides supports to teachers providing supports students with specific learning needs:

- Special Education—Training and mentorship to special education and general education teachers in order to improve instruction to special education students.
- English Learners—Trainings and others support to teachers in improving their skills in identifying specific needs of English Learners.
- Gifted and Talented—Trainings to are to better identify gifted students, especially in rural areas and in under-represented student populations.

NMPED provides structured literacy professional development for educators across the state, targeting students with low literacy attainment levels.

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 proposes to utilize a variety of quantitative and qualitative data points collected at the SEA and LEA levels to inform how it carries out and adjust the strategies and activities used to implement the Title II, Part A program. The agency is committed to engaging in ongoing and routine listening sessions with members of New Mexico's stakeholder groups regarding the agency's Title II processes, supports, and expectations.

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 proposes to improve teacher preparation programs and strengthen support for educators. Among these include:

- Expanding teacher residencies at public post-secondary educational institutions and tribal colleges in the state.
- Exploring creating an administrator residency program similar to the teacher residency program.
- Exploring accreditation options for institutes of higher education, in particular, national accreditation.
- Providing 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.