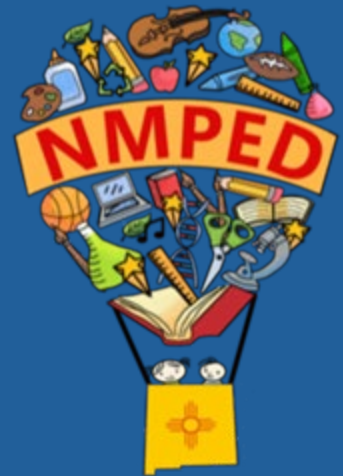


CULTURALLY and LINGUISTICALLY RESPONSIVE 2024 REPORT

New Mexico Public Education Department
Language and Culture Division

CLR PD REPORT - 2024





**The State of New Mexico
Public Education Department
Language and Culture Division (LCD)
Professional Development (PD) Report**

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This resource can be found on the [LCD website](#).

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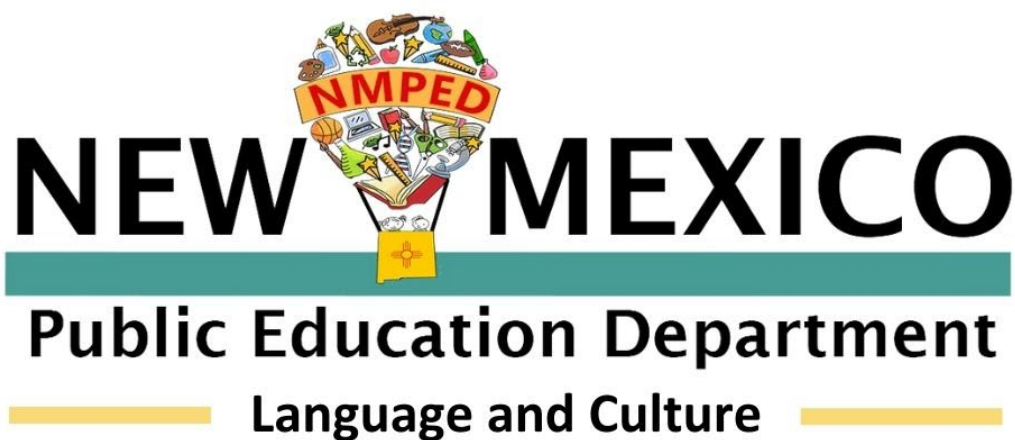
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Report Purpose

This report reflects the work of all individuals in the state dedicated to the success and education of students, educators, teachers, school and district leaders, and community partners—with the knowledge and practical tools to create educational environments that support and respond to students’ academic, cultural, and linguistic needs. By employing rigorous Culturally and Linguistically Responsive (CLR) pedagogy, these efforts build academic language, foster bi- and multilingualism and biliteracy, and enhance student learning, achievement, and overall educational outcomes.

Building on the foundational work outlined in the [2021](#) and [2023](#) reports, this document highlights the continued evolution and impact of the LCD’s efforts to create inclusive and responsive educational environments. In 2024, the LCD strengthened its collaboration with educators, families, and communities to promote equity and inclusion across New Mexico’s schools. By supporting the development of learning spaces where all students feel valued, affirmed, and secure in their identities, the LCD promotes a holistic approach to meeting social, emotional, and academic needs. This report reflects on the progress, highlights the impact of CLR efforts, and provides resources to guide the advancement of CLR practices statewide.

Relevant guidance can be found in the Professional Development (PD) Report and other LCD Technical Assistance Manuals (TAMs), and other program related resources are available on the [LCD website](#).

Introduction

The NMPED partners with educators, families, and communities to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life. Rooted in a shared vision, this partnership is dedicated to cultivating a CLR educational system that meets every student’s social, emotional, and academic needs while honoring and affirming their unique cultural and linguistic identities. Central to this vision is the role of the LCD, which empowers educators to leverage students’ cultural and linguistic backgrounds as foundational resources for learning and effective instruction by equipping them with the skills and tools necessary to create inclusive and equitable learning environments.

The Importance of Culturally Responsive Education

New Mexico’s schools serve richly diverse student populations that reflect the state’s cultural and linguistic heritage. This diversity requires a comprehensive understanding of multicultural education and CLR teaching practices. The LCD provides support and guidance to districts and charter schools to recognize, respect, and celebrate differences in culture, language, values, beliefs, practices, and traditions—especially for students from Culturally and Linguistically Diverse (CLD) backgrounds.

The LCD partners with educators, administrators, and communities to transform school systems and classrooms through the principles of Culturally Responsive Pedagogy (CRP) and CLR Instruction. These efforts aim to create inclusive environments where all students feel valued for their identity, culture, and language while creating an environment of empowerment and belonging.

Key priorities:

- Affirming students’ identities and cultivating learning environments that nurture a sense of belonging.
- Promoting bilingualism, multilingualism, biliteracy, and academic language development.
- Addressing barriers to equity in education.
- Enhancing student engagement, participation, and academic success.

By supporting districts and charters to embed CLR frameworks into instructional practices, the LCD celebrates cultural and linguistic diversity as a foundation of student learning and growth.

Background and Progress

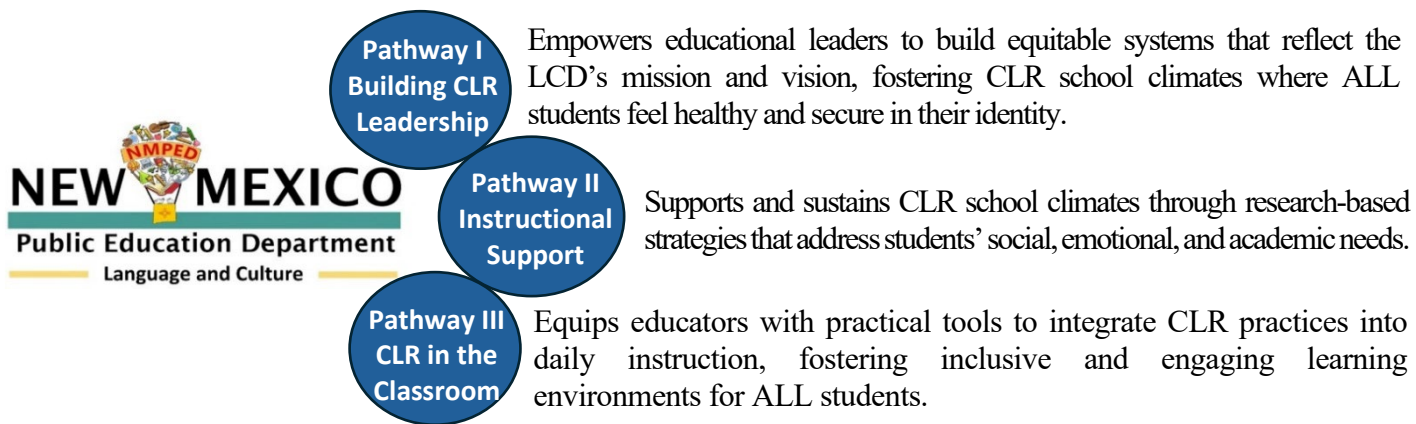
The journey toward CLR education in New Mexico reflects a steadfast commitment to equity and inclusion. Before 2018, the LCD—formerly the Bilingual Multicultural Education Bureau (BMEB)—led the Academic Language Development for All (ALD4ALL) project, sponsored by the W.K. Kellogg Foundation (WKKF). This laid the groundwork for addressing the academic and linguistic needs of CLD students while advancing bilingualism and biliteracy statewide. This set the stage for transformational work in PD, equitable frameworks, and the recognition of linguistic diversity through the State Seal of Bilingualism and Biliteracy.

Since 2018, the LCD has expanded its work to ensure that CLR principles reach every corner of the state. This shift, driven by the findings of the Martinez and Yazzie Consolidated Lawsuit, addresses equity gaps for at-risk students, including Native American students, English Learners, students with disabilities, economically disadvantaged students, and other historically underserved populations.

CLR Instruction PD

The LCD offers CLR PD through three structured pathways: [Pathway I, Pathway II, and Pathway III](#). The three pathways focus on transforming school systems, climates, and classrooms into environments where students feel empowered by the value and power of their home culture and language. The goal is to support educational leaders and teachers in shifting mindsets, fostering equity, and addressing the holistic needs of CLD students.

The CLR PD pathways reflect a commitment to creating equitable educational environments that meet the needs of every student. By providing a structured progression of training and support, these pathways ensure that CLR principles are implemented effectively at every level, from leadership to classroom practice. By engaging educators, leaders, and stakeholders in this process, district and charter schools can transform their systems into culturally and linguistically affirming environments that empower all students to succeed.



Pathway I - Building CLR Leadership: This foundational pathway is designed to equip district and charter school administrators with the knowledge and leadership skills necessary to guide CLR implementation. Leaders play a critical role in fostering an environment where CLR practices can thrive, and this pathway ensures they have the tools to succeed.

Objectives: Align CRP and CLR instructional knowledge and practices with districts and charter schools' unique needs and contexts.

- Establish a deeply rooted approach to CLR instructional leadership that directly supports at-risk and CLD students.

Key Features: Administrators are guided to evaluate their current systems and identify areas where CLR practices can address equity challenges.

- Emphasis is placed on developing a vision for CLR implementation, engaging stakeholders, and building school cultures that affirm students’ identities and experiences.

- Participants establish measurable goals and actionable plans for embedding CLR principles into school policies and instructional practices.

Pathway II - Empowering CLR Practitioners: Pathway II focuses on educators who implement CLR strategies directly in the classroom. This pathway builds on the groundwork established by administrators and provides teachers with practical tools and guidance to transform teaching practices and create culturally and linguistically inclusive environments.

Objectives: Empower educators to design and deliver instruction that validates and affirms all students' cultural and linguistic identities.

- Support educators in creating inclusive classrooms that meet the academic, linguistic, and socio-emotional needs of CLD students.

Key Features: Teachers gain hands-on training to incorporate CLR principles into lesson planning, curriculum design, and classroom interactions.

- Focus is placed on collaboration, encouraging educators to form professional learning communities where they share insights, resources, and best practices.
- Educators develop reflective practices to evaluate the impact of their instruction and identify areas for growth in their CLR implementation.

Pathway III - Sustaining CLR Practices: This advanced pathway ensures that CLR practices become embedded in the educational system through long-term planning, team development, and continuous improvement. Sustainability is key to ensuring that CLR efforts lead to lasting change.

Objectives: Support the integration of CRP and CLR instruction into everyday classroom practices and broader district and charter school frameworks.

- Build district- or charter school-based teams equipped to lead, support, and sustain CLR efforts over time.

Key Features: Districts and charter schools establish ongoing mentoring programs and collaborative networks to support educators in refining their CLR practices.

- Teams are trained to monitor progress, adapt strategies, and address challenges to ensure CLR practices are deeply rooted in school culture.
- Emphasis is placed on integrating CLR practices into transformational frameworks to ensure equity is maintained across all aspects of student learning.

The CLR Pillars

Educators must move beyond a one-size-fits-all approach to explore and implement best practices in CLR education. The LCD established three pillars to promote CLR orientation. They empower educators to shift their perspectives, transform leadership and teaching practices, and become agents of change, fostering inclusive, equitable learning environments that affirm students' cultural and linguistic identities.

1. Change Your Perspective. Developing a CLR mindset begins with personal reflection and willingness to grow. Educators are encouraged to:

- Recognize their self-identity.
- Acknowledge and address their biases
- Draw inspiration from multicultural education, critical pedagogy, and action research
- Rethink the role and design of schools to better meet the needs of students
- Understand the significance of surface, shallow, and deep levels of culture

2. Transform Leadership and Teaching Practices. CLR teaching requires transformational leadership and instructional practices. Educators and leaders are supported to:

- Believe that all students can learn and succeed
- Know your students, their backgrounds, and their unique strengths
- Collaborate intentionally with students' parents, families, and communities
- Affirm CLD across all content areas and instructional practices
- Connect academic learning to student's home culture and experiences
- Master effective teaching strategies that serve CLD students

3. Become a CLR Change Agent. To foster lasting transformation, educators must embrace their role as advocates for equity and social justice. This pillar encourages educators to:

- Advocate for social justice and equity in both their professional and personal lives
- Deepen their knowledge, leadership, and capacity to implement CLR practices
- Influence and support colleagues in adopting and sustaining CLR instructional practices

The Impact of the CLR Pillars

The three pillars—**Change Your Perspective, Transform Leadership and Teaching Practices, and Become a CLR Change Agent**—create a cyclical, action-oriented framework for continuous growth and improvement. This framework equips educators with the tools to develop inclusive, equitable classrooms and schools where every student feels seen, valued, and empowered to succeed academically, socially, and emotionally. By embedding these pillars into daily instructional practices, educators are transforming New Mexico’s classrooms into vibrant, culturally affirming spaces that celebrate the unique identities, languages, and experiences of all students.



2018-2023: CLR Instruction PD

Since 2018, the LCD has provided structured PD to support educators in creating CLR classrooms. Building on the foundation of the CLR 2.0 PD Series and aligned with NMPED actions through the state’s Equity Plan and NMTEACH Educator Effectiveness System, the LCD developed a three-pathway approach to advance CLR work across New Mexico.

The CLR PD framework follows the three-pathway model designed to progressively deepen educators’ understanding and application of CLR instruction. Survey data collected from 2018-2023 highlights the impact of these professional learning efforts, revealing increased confidence, stronger implementation of CLR strategies, and a preference for in-person training.

2018-2019: Laying the Foundation

The first year of CLR PD introduced Pathway I training to five districts: Central Consolidated Schools, Deming Public Schools, Gallup McKinley School District, Rio Rancho Public Schools, and Ruidoso Municipal Schools. This phase reached **44 educators** through structured training, focused on CRP, CLR Leadership, and instructional practices.

Survey Results from this first year indicated:

- **67%** of participants found the training relevant to their needs as educators
- **36%** applied the content and skill sets in their classrooms
- **30%** reported increased student engagement due to CLR practices

Participant Feedback

<i>“The power of being in a room with people ready to examine settings and make changes.”</i>	<i>“Walking through our biases and misconceptions”</i>	<i>“Well-presented strategies can be used in the classroom.”</i>	<i>“Facilitator was engaging and inspiring.”</i>	<i>“Knowledge and enthusiasm kept participants engaged.”</i>
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2019-2020: Expanding Access

In September 2019, the LCD released applications for the CLR Instruction PD to districts and charter schools with EL, Title III, and Bilingual Multicultural Education Program (BMEP) directors. The following districts and charter schools participated:

- Albuquerque Public Schools
- Anansi Charter School
- Christine Duncan Heritage Academy
- Farmington Municipal Schools
- 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

Due to public health restrictions, Pathway II shifted to a virtual format. While effective, survey data revealed:

- **36%** of participants discussed training content with colleagues
- **31%** explored topics independently beyond the sessions
- **56%** found the training valuable and expressed interest in follow-up sessions

CLR Fall and Winter Institutes were also provided virtually for teachers from the following districts and charter schools: Albuquerque Public Schools, Deming Public Schools, New Mexico School for the Arts, and Rio Rancho Public Schools. **Pathway III began implementation in Rio Rancho Public Schools but was not fully completed, with only the first in-person coaching session delivered in February 2020.*

Participant Feedback

<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>	<i>“Great facilitation skills. He used a lot of Kagan techniques which increased participation and engagement. That helps internalize the content.”</i>	<i>“VABBing is very helpful. Also, the grid with cultural behaviors from nuanced to explicit is VERY helpful!”</i>	<i>“VABB practice is a great mind shift when addressing human beings, alignment of strategies with current work.”</i>	<i>“The facilitator is the best! I hope to have more training with him.”</i>	<i>“Vulnerability, conversation with team, understanding bias... it was a great shift for my mindset.”</i>
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2020-2021: Adapting to Virtual Learning

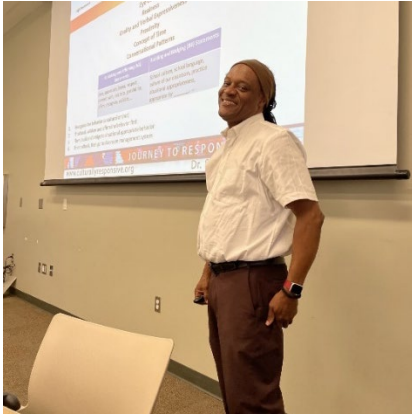
In response to the challenges presented by the COVID-19 pandemic, the LCD adapted its CLR PD to a virtual format for the 2020-2021 academic year. Despite these challenges, the implementation of Pathway III and the collection of participant feedback provided valuable insights into the impact and outcomes of the CLR Instruction PD.

- **53%** reported the training helped them understand their perspectives on CLR
- **38%** said the training transformed their instructional practices to be more responsive

Implementation	
Pathway III	CLR Fall and Winter Institutes
<ul style="list-style-type: none"> • Conducted virtually for seven teachers from one school in the Central Consolidated School District. • Teachers participated in two CLR coaching sessions during the spring of 2021. • Challenges related to engagement and collaboration were noted due to the shift from in-person to virtual delivery. 	<ul style="list-style-type: none"> • Conducted virtually for the 2020-2021 academic year. • These institutes were not part of the traditional CLR Pathways and are not included in the formal Pathway III report.

2021-2022: Reintroducing In-Person Training

In September of SY 2021-2022, with restrictions easing, the LCD reintroduced in-person training by distributing applications for the CLR Instruction Pathway I to all districts and charter schools, targeting EL, Title III, and BMEP Directors. This CLR Instruction effort featured two types of applications.



1. Returning Participants: The first application targeted districts and charter schools that had previously participated in the 2019-2020 CLR PD Instruction cohorts. This pathway aimed to support those unable to complete the in-person Pathway II cycle due to pandemic-related disruptions.

2. New Participants: The second application invited new districts and charter schools to join the CLR PD initiative, focusing on integrating CLR mindsets and skillsets into their school systems.

Key takeaways:

- **85%** of participants expressed interest in follow-up CLR professional learning

Participant Feedback Pathway I, II, III

<i>"The training provided a lot of activities and examples that we experienced firsthand. The training provided a lot of materials for teachers to refer to and utilize."</i>	<i>"The training was well-organized and executed and provided a lot of materials and activities for teachers to use."</i>	<i>"The training challenged teachers' mindsets and our first thoughts and enabled us to take a deeper look at our personal biases."</i>	<i>"It encouraged us to make our second thoughts more responsive to cultural and linguistic diversity."</i>	<i>"Engaging presenters and a high level of meaningful interactivity."</i>	<i>"Relevant information, excellent opportunities to collaborate with others and deepen our understanding of CLR implementation."</i>
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<i>"The training was very relatable. Very real, and the training gave me tools to put aside my biases and really learn ways to communicate with my students."</i>	<i>"Relating to real life! Bringing it home to our classroom or office made it worth our time. Thank you!"</i>	<i>"I will be incorporating this starting today on Monday. I know it does not happen overnight, but I will continue and start next school year with these strategies."</i>	<i>"I just want to ensure our students are engaged, so I really liked the protocols and examples given and the modeling."</i>	<i>"Partner activities, group activities, being able to socialize with other school district employees. I never felt that there was a dull moment in this training."</i>	<i>"Dr. Hollie is an excellent presenter! He is so authentic and personable. I agree with my colleagues who have already attended his training that this is the best PD I have attended as an educator!"</i>
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<i>"I found the coaching conversations at the end of every coaching session to be the most meaningful in helping me understand Validating and Affirming and Building and Bridging."</i>	<i>"I enjoyed the collaboration with colleagues, the binder study discussion groups that allowed us to experience new protocols and learn from one another."</i>	<i>"I would enjoy hearing experiences from others outside of my school. I would also like to see more examples of implementation within classrooms from various grade levels."</i>
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May 2021 Pathway I Feedback Survey Results

36 responses from teachers in 7 districts and 8 charter schools

Question	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	N/A
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 perspective on CLR.	53%	36%	8%	3%	0	0
The training(s) helped me transform my instructional practices to be more responsive to the cultures and languages of my students.	38%	45%	14%	0	0	3%

**Survey data pointed to a growing need for district-wide implementation of CLR strategies. Likert-Scale Responses*

2021-2022: Deep Dive-In Institutes and Non-Pathway Trainings

For the 2021–2022 school year, the LCD launched a pilot training called “CLR Deep Dive-In Institutes” to support teachers who had completed Pathway II training in sustaining CLR practices in their daily instruction. Observations and feedback cycles highlighted that teachers are highly interested in PD opportunities to refresh their CLR mindset and skillset, as well as to connect with a broader professional network to enhance their teaching practices. In response to this feedback, the LCD plans to continue offering “Deep Dive-In Institutes” for participating Pathway II cohorts. **The LCD provided non-Pathway CLR Instruction PD opportunities during the same school year, aimed at supporting online teaching with a CLR mindset and skillset. However, this report excludes the planning, implementation, and outcomes of these non-Pathway trainings, as they fall outside the scope of the traditional in-person CLR Pathways framework.*

CLR Mini-Grants 2021

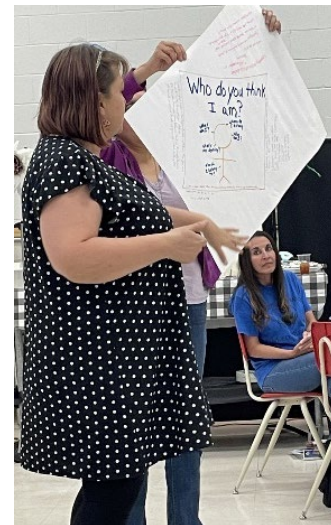
In the summer of 2021, the LCD launched a mini-grant opportunity to help charter schools transform their systems, climates, and classrooms into inclusive spaces where students’ home cultures and languages are valued and celebrated. Each selected charter school was awarded up to \$10,000.00 to implement CLR-aligned actions, focusing on PD, instructional transformation, and family engagement.

Charter Schools Awarded

• Albuquerque Sign Language Academy	• Mission Achievement and Success (MAS)
• Christine Duncan Heritage Academy	• Moreno Valley High School
• Cottonwood Classical Preparatory School	• 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

Purpose and Focus Areas

- **Professional Learning and Development:** Provide ongoing PD through virtual trainings, workshops, and seminars that reflect students' social, cultural, and linguistic experiences. These learning opportunities focus on transforming school systems, climates, and classrooms into CLR environments. Charter school staff are guided to serve as mentors, mediators, consultants, instructors, and student advocates, helping bridge their cultural and community-based knowledge with meaningful learning experiences.
- **Transforming Instructional Practices and Policies:** Enhance instruction by revising curricula, developing culturally responsive content, and addressing policies such as behavior tracking, formative assessments, and hiring practices. Prioritize the inclusion of educators from diverse cultural and linguistic backgrounds to strengthen the implementation of CLR strategies. Instructional practices and policies should be interdisciplinary, student-centered, and integrate intersectionality to reflect the unique cultures, languages, and lived experiences of the students served by the charter school.
- **Engaging Parents and Families:** Conduct needs assessments to better understand students' home cultural and linguistic realities and address the needs of their families. Charter schools should actively recruit and train parents and families from diverse communities to take on leadership roles within the school. Build two-way communication channels to bridge the gap between school culture and language expectations and home realities. Develop culturally relevant resources for parents that support personal growth in areas such as parenting, health, coping with trauma, financial literacy, and career development. Provide opportunities for students, parents, and families to advocate for academic achievement, college and career readiness, identity development, social well-being, and lifelong learning.



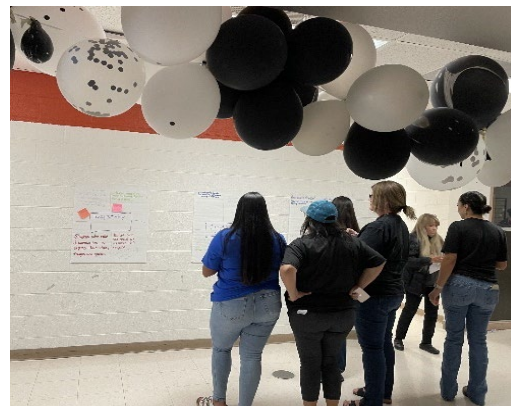
CLR Mini-Grant Findings

Post-implementation reporting from charter schools demonstrated the following outcomes:

- Most schools used the funding to provide CLR-focused training that reshaped school climates, curriculum, and instructional practices.
- Trainings emphasized foundational CLR principles, improving bilingual and dual-language programs, and enhancing classroom assessments.
- Schools incorporated culturally relevant curricula and reshaped policies to support the academic and socio-emotional needs of CLD students.
- Two schools implemented parental leadership and engagement initiatives, equipping families to advocate for students' academic success, identity development, and well-being.
- Most schools purchased culturally responsive materials and textbooks that reflected students' cultural and linguistic backgrounds.
- Teachers began to shift their mindsets and practices, recognizing the importance of cultural responsiveness in creating equitable opportunities for students.
- Schools reported increased awareness of CLR principles among educators, parents, and students, fostering a more inclusive and affirming learning environment.

Reflections and Impact

The CLR mini grants empowered charter schools to take ownership of their CLR implementation by identifying and addressing their unique needs. These grants provided flexibility to develop targeted strategies in PD, instructional transformation, and family engagement, allowing educators to create inclusive learning environments that authentically reflect and validate students’ cultural and linguistic identities. Through this tailored approach, schools made meaningful, sustainable changes that directly supported their students and communities.



2022-2023: Strengthening Regional Support



Recognizing the challenges faced post-pandemic, the LCD continued its regional PD approach. In 2022-2023, the LCD developed and implemented a strategic plan to provide ongoing CLR instruction PD across New Mexico. To address disruptions in education systems caused by the pandemic, the Regional Deep Dive Institutes were introduced as a more accessible training opportunity for districts, charter schools, and educators. These intensive, two-day in-person sessions focused on developing both the mindset and skillset of CLR practices. Held in four regions—Albuquerque, Deming, Ruidoso, and Aztec—the Institutes supported 26 districts and charters, reaching, reaching 132 participants.

This model improved accessibility, and survey data confirmed. 88% of participants reported that regional training increased access to CLR PD.

**Teachers who received one-on-one coaching demonstrated higher confidence in implementing CLR strategies.*

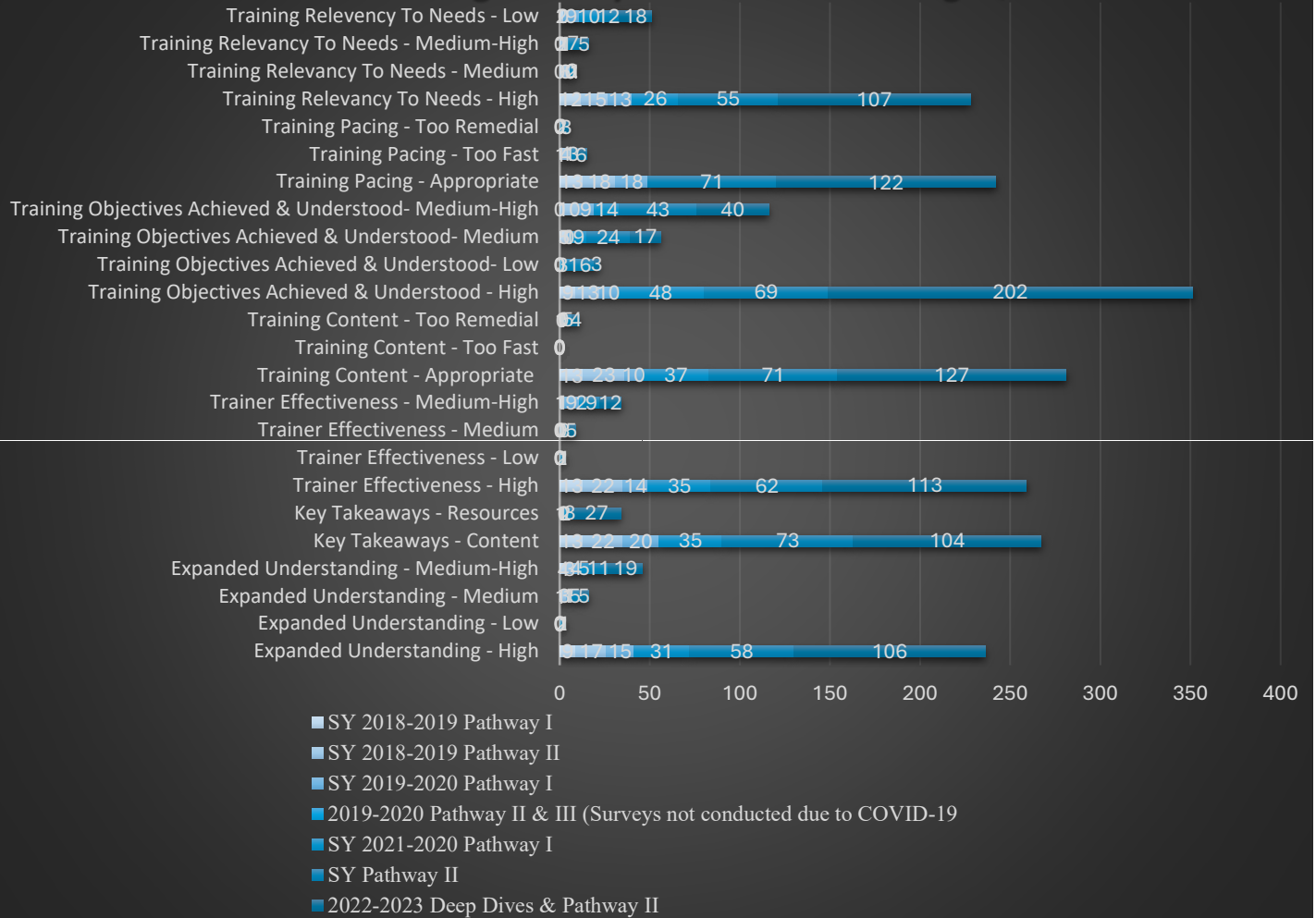
Additionally, CLR training pathways continued to strengthen educators’ foundational and advanced instructional practices throughout the 2022-2023 school year. Pathway II was implemented in Farmington Municipal School District, supporting **56 educators**, while Pathway III expanded to seven schools, engaging **46 educators** in deeper CLR integration through instructional coaching.

Participant Feedback – Pathways II and III

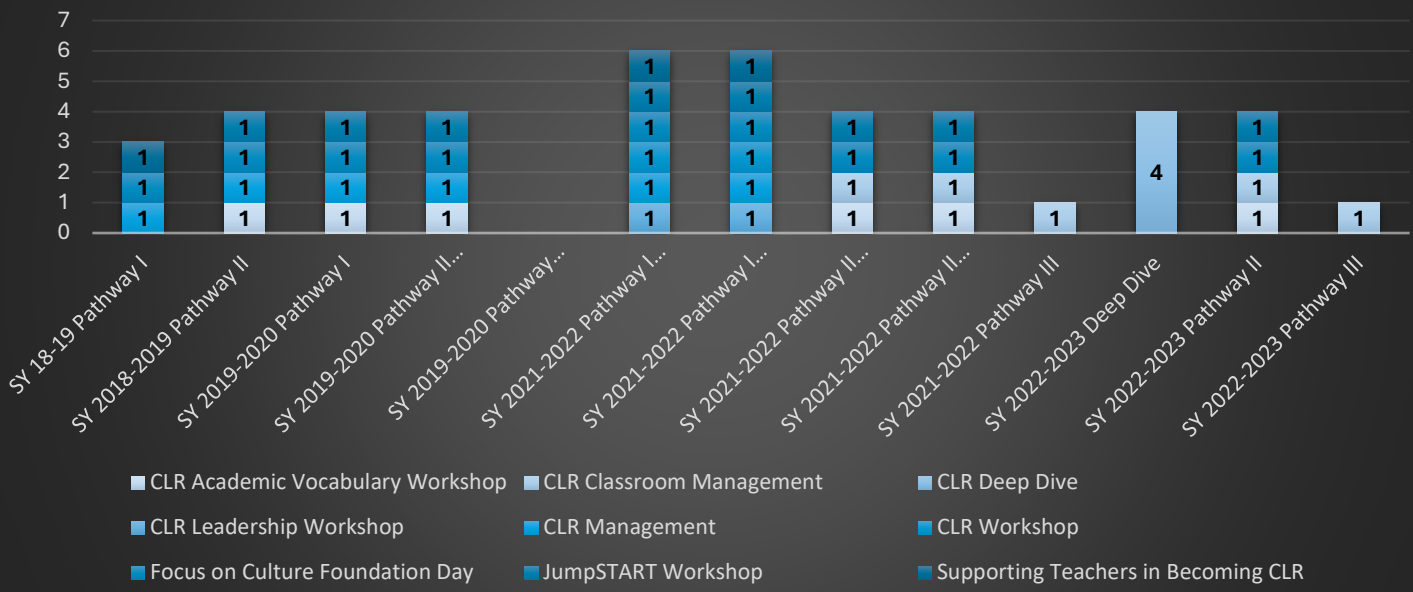
<p><i>"I took a lot of quick skills to add to my skill box."</i></p>	<p><i>"The pace and presenter were ideal, and the content was valuable for teaching and student relationships."</i></p>	<p><i>"The trainers/facilitators were very informative, organized, time-sensitive, and very approachable. The strategies that were used in delivery of the training’s content were impressive."</i></p>	
<p><i>"This training had more impact on my teaching than any other I have attended before. It has transformed the way I lesson plan and implement CLR activities in my classes."</i></p>	<p><i>"The feedback from the sessions was very meaningful and was full of great information for me to reflect on and make changes to my teaching."</i></p>	<p><i>"An opportunity to discuss classroom practices, what works for students and a great way to share ideas!"</i></p>	<p><i>"I appreciate how our CLR coaches provided direct and explicit feedback to our teachers after their observations."</i></p>

2018-2023 Survey Data Results

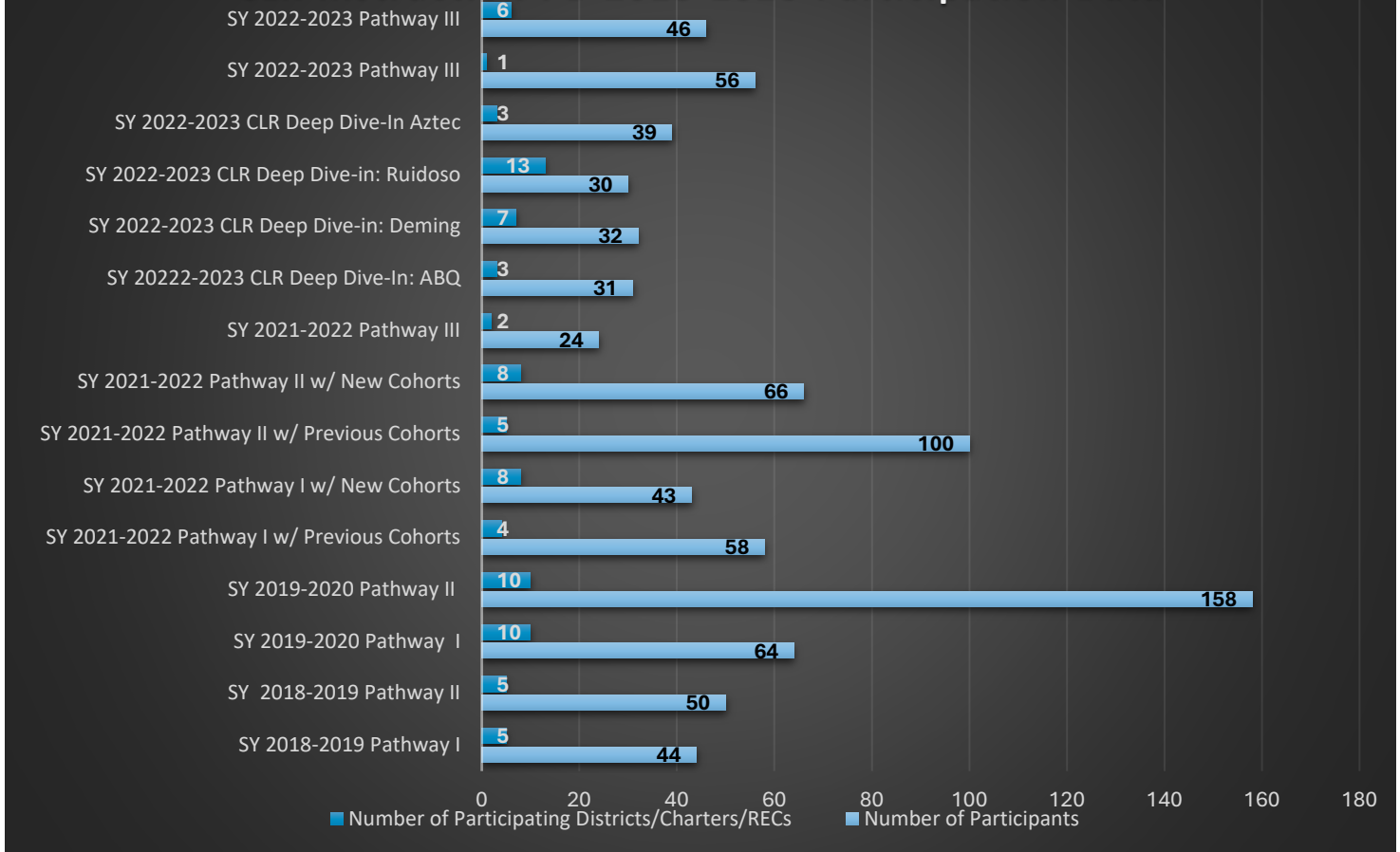
2018-2019 Training Survey Results - Training Questions



CLR Workshops and Pathways by Year



CLR Instruction PD 2018-2023 Participation Data



2023-2024: CLR Instruction PD

Key Highlights from 2023-2024

- **Expanded Access:** Focus on rural communities in the state, as well as linguistic responsiveness with a CLR academic vocabulary Deep Dives.
- **Collaboration Across Sectors:** NMPED Staff and community partners actively participated in training sessions, strengthening interagency collaboration and integrating CLR practices into broader educational efforts. Training opportunities were further extended to include Equity Council members, parents, community organizations, Title I Coordinators, advisory councils such as HEAC, and representatives from higher education institutions.
- **Continued Focus on Equity:** Sessions emphasized the foundational role of CLR instructional practices in validating and affirming students' cultural and linguistic identities, reinforcing their importance in shaping meaningful and inclusive learning environments.

Focused Progress in Rural Communities

Historically, PD and resources have been concentrated in large districts and cities, the LCD has taken significant strides to prioritize rural communities by bringing CLR training directly to smaller districts and charter schools. Every community, no matter its size or location, plays a vital role in New Mexico's educational vision.

Key progress:

- ✓ Expanding access to CLR training and PD opportunities, including workshops and self-paced Canvas courses.
- ✓ Building capacity for local leadership in rural districts and charters to embed CLR practices into instructional planning and leadership strategies.

- ✓ Celebrating inclusion and belonging in small communities through tailored support and personalized outreach. These efforts demonstrate that NMPED is dedicated to creating culturally affirming educational environments that empower all students and educators, regardless of geographic or demographic factors.

2023-2024 Equity Councils and CLR Integration

Since their establishment in 2019, Equity Councils have played a pivotal role in advancing educational equity and implementing CLR practices. The 2023-2024 school year expanded these efforts through increased collaboration between Equity Councils, schools, and community organizations. The merge is possible after the LCD obtained a position to that focuses on both the Equity Council Support Hub and CLR instruction.

CLR instruction has become a cornerstone of the work led by equity councils across New Mexico. By intertwining CLR practices within equity council actions, the LCD ensures that equity-focused efforts are comprehensive, inclusive, and aligned with the diverse needs of all students. Equity Councils leverage CLR PD and frameworks to foster equitable and affirming educational environments while driving measurable improvements in student success and inclusivity.

Key Actions Integrating Equity and CLR Integration	
Guiding Equity Councils with CLR Frameworks	Providing equity councils with tools such as the CLR Framework Inventory and Visual Framework to assess and improve equity and inclusion in schools.
Developing Collaborative Approaches	Encouraging equity councils to involve the entire district and charter school community in the design and implementation of CLR strategies.
Promoting Accountability	Establishing clear metrics for equity councils to measure the effectiveness of CLR actions in fostering student success and inclusivity.
Integrating CLR PD	Equity Councils have benefited from dedicated CLR PD sessions that build awareness, enhance instructional strategies, and foster inclusive school cultures that validate and affirm the cultural and linguistic assets of all students.

2023-2024: Expanding Access and Deepening Impact

During the 2023-2024 academic year, the LCD continued its dedication to providing comprehensive and accessible CLR PD across the state. Recognizing the importance of reaching rural districts, schools, and communities, the LCD prioritized in-depth, in-person training sessions, aligning with the Martinez/Yazzie Consolidated Lawsuit findings that emphasize support for at-risk student populations, who comprise approximately 90% of New Mexico’s public education sector.



Building upon previous years’ efforts, the LCD conducted a series of two-day Deep Dive Trainings and targeted Pathway II sessions focusing on embedding CLR practices within districts and charter schools. These sessions equipped educators, leaders, and community members with strategies to foster inclusive, culturally affirming, and academically rigorous learning environments, thereby strengthening students’ sense of belonging and addressing equity challenges.

The Deep Dive Trainings were held in three locations throughout New Mexico:

- **Santa Fe:** 29 participants from Albuquerque Public Schools, Bernalillo Public Schools, Española Public Schools, Explore Academy, New America School, NMPED, and Santa Fe Public Schools.

- **Socorro:** 31 participants representing Alamogordo Public Schools, Bernalillo Public Schools, Cottonwood Valley Charter, Hatch Valley Public Schools, Jemez Mountain Schools, Magdalena Municipal Schools, Lovington Municipal Schools, New Mexico Tech, NMPED, and Socorro Consolidated Schools.
- **Lordsburg:** 30 participants, including representatives from Alberta House Early Intervention, Lordsburg Consolidated Schools, the Hispanic Education Advisory Council (HEAC), and NMPED.

In addition to the Deep Dive trainings, the 2023-2024 academic year featured (for the first time since 2016) Pathway II sessions focusing on cultural aspects and CLR academic vocabulary. The CLR academic vocabulary sessions were specifically focused on the “L” in CLR and linguistic responsiveness. One such session was held in Rio Rancho, attracting 90 participants from various districts and charter schools, including:

- *Albuquerque Public Schools*
- *Aztec Municipal Schools*
- *Bernalillo Public Schools*
- *Carlsbad Municipal Schools*
- *Central Consolidated Schools District*
- *Dzilh-Na-O-Dith-Hle Community School*
- *Española School District*
- *Explore Academy*
- *Explore Academy Rio Rancho*
- *La Academia Esperanza*
- *New Mexico Connections Academy*
- *NMPED*
- *NMPED Office of Special Education*
- *Pecos Cyber Academy*
- *Pecos Independent Schools*
- *Rio Gallinas Charter School*
- *Rio Rancho Public Schools*
- *Santa Fe Public Schools*
- *Vista Grande Charter School*

During the 2023-2024 school year, the Student, School, and Family Support (Title I) Bureau, in collaboration with the LCD, played a key role in broadening access to CLR training for historically underserved communities. Together, they hosted a Pathway II All Call: Focus on Culture training in Albuquerque and Las Cruces, bringing together 26 participants from 19 districts and charter schools.

This training marked the beginning of a cross-agency effort to expand CLR PD across NMPED. By prioritizing Title I schools and districts, these sessions laid the groundwork for sustained professional learning, continuing into the next school year to further support high-needs schools.



These sessions provided participants with strategies to effectively integrate CLR academic vocabulary into their curricula, thereby enhancing culturally responsive teaching practices across the state.

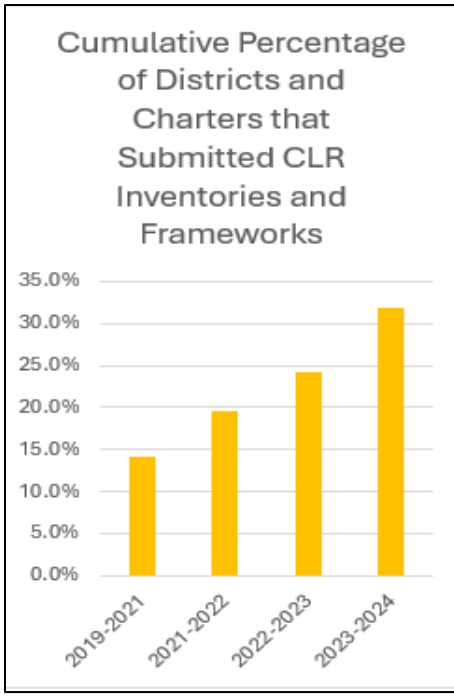
Key Actions and Progress

- **Frameworks in Action:** Districts and charters utilized CLR Framework Inventories and Visual Frameworks to guide instructional strategies and equity efforts.
- **Measurable Growth:** Submission rates for CLR Framework Inventories increased significantly, reflecting growing commitment among districts and charters to embedding CLR practices into school culture.
- **Reflections and Future Steps**

CLR Framework Inventory: By 2019-2022, 19.6% of submissions were completed, increasing to 40.2% by 2023-2024.

CLR Visual Framework: Between 2019 and 2024, 31.8% of cumulative submissions for CLR Visual Frameworks were received.

The 2023-2024 CLR PD actions highlighted the continued importance of fostering collaboration and cultural responsiveness across New Mexico’s schools. By embedding CLR practices into leadership and classroom instruction, these efforts support the overarching goal of creating affirming, equitable environments where all students can thrive.



- **Accessibility and Sustainability:** The LCD expanded access to CLR training by offering regional Deep Dive-In Institutes, ensuring educators in rural and urban areas receive the tools needed to transform their classrooms.
- **Coaching and Support:** Pathway III coaching cycles proved highly effective in supporting teachers to sustain CLR practices through targeted feedback and collaboration.
- **Cultural Responsiveness in Action:** Teachers reported tangible improvements in cultural responsiveness, increased student engagement, and stronger classroom relationships.
- **Transformative Results:** Survey results highlighted high satisfaction with training content, pacing, and facilitation. Participants praised the trainers’ ability to deliver relevant, meaningful, and practical strategies for immediate classroom application.
- **Equity Councils as Catalysts:** Equity Councils demonstrated their growing capacity to lead meaningful changes by integrating CLR practices into district and charter-wide actions, creating a cohesive approach to equity and cultural responsiveness.

Next Steps

Moving forward, the LCD aims to:

- Deepen integration of CLR frameworks into district and charter-wide policies and instructional planning.
- Expand classroom coaching to ensure ongoing, practical support for educators.
- Enhance cross-sector collaboration to sustain momentum and amplify impact.

The CLR strategies will continue to empower educators, leaders, and communities to champion equity and cultural responsiveness, fostering academic and social success for all students across the state.

Impact and Next Steps

The LCD is committed to fostering equity and inclusion across New Mexico. By embedding CLR practices into deeply rooted frameworks, supporting Equity Councils, and expanding training opportunities for rural and under supported areas, the LCD aims to ensure that every student feels valued, affirmed, and empowered.

Looking ahead, the LCD will continue to strengthen partnerships with other internal bureaus and divisions, as well as districts and charter schools of all sizes, refining tools and frameworks like the CLR Framework Inventory and Visual Framework, and expanding accessibility to PD. These ongoing efforts ensure that every educator has the resources and training necessary to create inclusive, equitable learning environments where cultural and linguistic diversity is celebrated as a cornerstone of student success.

Appendix A

Alignment of CLR Instruction with New Mexico Administrative Code, Statutes, and Legislative Actions

The following sections outline how CLR instruction aligns with key provisions in the New Mexico Administrative Code (NMAC), statutes, and legislative bills. These provisions and legislative actions demonstrate a clear alignment with CLR principles, supporting equity and inclusivity across New Mexico's educational system.

New Mexico Administrative Codes:	
6.64.11 NMAC TESOL Competencies	Establishes competencies for teachers of English to speakers of other languages, emphasizing cultural inclusivity and language development.
6.65.3 NMAC Educator Preparation Program Accountability	Embeds culturally responsive practices within educator preparation programs to address the needs of diverse student populations.
6.32.2 NMAC Bilingual Multicultural Education Guidelines	Mandates BMEP, validating students' home languages and cultures as essential components of learning.
6.64.20 NMAC Competencies for Secondary Computer Science Teachers	Encourages equitable access to technology education through culturally responsive teaching practices.
6.30.15 NMAC Community Schools	Focuses on engaging families and communities to create inclusive educational environments.
6.60.10 NMAC Mentorship Programs for Teachers	Offers mentorship opportunities that prepare new teachers to integrate CLR practices into their classrooms.
6.80.5 NMAC Charter School Governing Body Training	Emphasizes equitable training for governing bodies to support culturally responsive school leadership.
6.30.12 NMAC K-5 Plus Schools	Provides extended learning time, creating opportunities to incorporate CLR-focused curriculum and strategies.
6.64.19 NMAC Competencies for Elementary Mathematics Specialists	Promotes culturally responsive practices to enhance mathematics instruction for diverse learners.
6.35.2 NMAC Indian Education Act	Addresses the unique cultural and educational needs of Indigenous students through targeted support and resources.
6.75.2 NMAC Instructional Materials and Technology	Ensures that instructional materials and technology reflect cultural and linguistic diversity.
6.29.1 NMAC Standards for Excellence	Integrates equity and inclusion as foundational principles in educational standards.
6.35.2 NMAC Implementing the Indian Education Act	Provides definitions, objectives, and the framework for addressing the unique cultural, linguistic, and educational needs of Indigenous students.

Statutes	
22-2B-7 NMSA 1978 Culturally and Linguistically Diverse (CLD) Student Populations	Mandates PD for educators serving CLD students, fostering inclusive learning environments.
22-23-6 Bilingual Multicultural Education Programs	Provides state funding to advance bilingual and multicultural education, supporting students' linguistic and cultural assets.
22-10A-19.3 NMSA 1978 Anti-Racism and Racial Sensitivity Training	Establishes required training to address systemic racism and promote cultural responsiveness in schools.
22-1-1.2 NMSA 1978 Legislative Findings and Purpose	Highlights the state's commitment to equity, which underpins CLR practices
22-32-6 NMSA 1978 Community School Framework	Encourages active collaboration with families and communities to create culturally affirming schools.
22-5-4.3 NMSA 1978 School Discipline Policies	Incorporates racial sensitivity and anti-racism training to create equitable disciplinary practices.
22-23A-6 NMSA 1978 Indian Education Act (Indian Education Advisory Council)	Establishes an advisory council composed of tribal representatives to ensure that education policies reflect Indigenous cultures and perspectives.
22-23C-1 to 22-23C-7 NMSA 1978 Black Education Act	Promotes culturally inclusive education for Black students, requiring anti-racism training for educators and fostering community engagement.
22-2-2.3 NMSA 1978 Department Duties; Consultations with Tribal Leaders and Families	Requires collaboration with tribal leaders to incorporate Indigenous perspectives into educational policies and practices.
22-8B-12.2 NMSA 1978 – Charter Schools; Proposals to Open or Close on Tribal Land	Ensure consultation with tribal leaders when making decisions about charter schools on tribal land.
22-23B-2 NMSA 1978 – Hispanic Education Act (Purpose)	Focuses on closing the achievement gap for Hispanic students through collaboration, parental involvement, and culturally relevant education.
22-23B-5 NMSA 1978 – Hispanic Education Advisory Council	Advises on policies to improve educational outcomes for Hispanic students and supports culturally responsive teaching.
22-23-7 NMSA 1978 – Bilingual Multicultural Education Advisory Council	Advises on the implementation of BMEP that support linguistic and cultural diversity.
22-13-6.1 NMSA 1978 – Gifted Children; Determination	Encourages assessment practices that consider cultural and linguistic diversity when identifying giftedness.
22-10A-8 NMSA 1978 – Alternative Level One License	Provides alternative licensure pathways, enabling educators with diverse cultural and linguistic backgrounds to enter teaching.
22-23-1.1 NMSA 1978 – Legislative Findings for Bilingual Multicultural Education	Recognizes the importance of bilingual and multicultural education in supporting students' academic success.