

From: Cari Miller (Cari@excelined.org) <Cari@excelined.org>
Sent time: Monday, January 09, 2012 4:56:00 PM
To: Webster, Melinda
Subject: FW: Rule on District and School Professional Development
Attachments: NM_Statutory Authority for Rule District and School Professional Development.docx Rule_District and School Professional Development for Reading.docx

Here's the one on District and School PD and statutory authority document.

PS. Never got feedback on these nor do I know if MLB adjusted them before sending, but I really don't think they would have changed that much.

From: Cari Miller (Cari@excelined.org)
Sent: Tuesday, December 13, 2011 11:17 AM
To: Mary Laura Bragg (MaryLaura@excelined.org)
Subject: Rule on District and School Professional Development

Here's the last one; this is on district and school PD. It's also accompanied by statutory authority. Feedback/revisions and questions please! ☺

Sincerely,
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New Mexico Code, Chapter 22 - Public Schools, Article 10A - School Personnel Act
Section 22-10A-19.1 - Professional development; systemic framework; requirements; department duties.

A. The department shall develop a systemic framework for professional development that provides training to ensure quality teachers, school principals and instructional support providers and that improves and enhances student achievement. The department shall work with licensed school employees, the commission on higher education [higher education department] and institutions of higher education to establish the framework.

B. The framework shall include:

- (1) the criteria for school districts to apply for professional development funds, including an evaluation component that will be used by the department in approving school district professional development plans; and
- (2) guidelines for developing extensive professional development activities for school districts that:
 - (a) improve teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students;
 - (b) are an integral part of the public school and school district plans for improving student achievement;
 - (c) provide teachers, school administrators and instructional support providers with the strategies, support, knowledge and skills to help all students meet New Mexico academic standards;
 - (d) are high quality, sustained, intensive and focused on the classroom; and
 - (e) are developed and evaluated regularly with extensive participation of school employees and parents.

New Mexico Code, Chapter 22 - Public Schools, Article 13, Courses of Instruction and School Programs,
Section 22-13-1.3 - Reading initiative; design.

A. The department shall design and implement a statewide reading initiative to improve reading proficiency in the state. The design of the reading initiative shall be based upon quality, scientifically based reading research that has been shown to improve reading proficiency and shall include the following:

- (1) consistent assessment and evaluation of student reading levels;
- (2) appropriate professional staff development to assist licensed school employees in the instruction of reading;
- (3) extra time in the student's day or year for implementation of reading programs;
- (4) rewards provided to teachers and other applicable licensed school employees in public schools that improve student reading proficiency; and
- (5) criteria for public schools to establish an individualized reading plan for students who fail to meet grade level reading proficiency standards.

B. The department shall use national experts to work with the department to develop an immediate reading initiative and a long-term plan for sustained reading improvement.

C. The department shall involve school district personnel, especially licensed elementary reading specialists, parents and other interested persons in the design of the reading initiative.

DISTRICT AND SCHOOL PROFESSIONAL DEVELOPMENT FOR READING

ISSUING AGENCY: Public Education Department

SCOPE: This rule governs the requirements for district and school reading professional development.

STATUTORY AUTHORITY: This rule is promulgated pursuant to Sections 22-10A-19.1 and Section 22-13-1.3.

DURATION: Permanent

EFFECTIVE DATE: The start of the 2012-2013 school year.

OBJECTIVE: This rule is designed to implement statewide reading professional development at the district and school levels to improve literacy instruction.

DEFINITIONS:

“Scientifically-based reading research” means empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

“Screening” means an assessment that provides a quick sample of critical reading skills that will inform the teacher if the student is on track for grade level reading proficiency by the end of the school year. A screening assessment is a “first alert” that a student may need extra help to make adequate progress in reading during the year.

“Diagnostic” means an assessment designed to provide a more precise and detailed picture of the full range of a student’s knowledge and skill so that instruction can be more precisely planned to deliver more targeted instruction. A diagnostic assessment can be administered as soon as a screening assessment indicates a student is behind in reading growth, or administered when a student fails to make adequate progress after being given extra instruction in learning to read.

“Progress Monitoring” means assessments administered regularly and occur in between screening assessments for student identified with a reading deficiency. Progress monitoring assessments help teachers regularly monitor student progress in reading and adjust instruction to meet student needs in a timely manner.

“Outcome” means a standardized assessment administered at the end of the school year. An outcome measure assesses reading skills and knowledge learned in a given grade level and assists in the evaluation of the overall instructional effectiveness of the reading program for all students.

“Data-based decision making” refers to the use of student assessment data and relevant background information, to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.

“Reading intervention” means extended instructional time for students identified with a reading deficiency on a daily basis, more targeted instruction based on student needs, more frequent progress monitoring, and small flexible grouping based on student data.

District and School Reading Professional Development.

- District professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of reading instruction. Professional development must be comprehensive and must align with the National Staff Development Council Standards (NSCD) and New Mexico’s Professional Development System Evaluation Protocol. The Regional Education Cooperatives (RECs) must support districts with providing such professional development.
- Internal and external providers of professional development, including REC regional reading coordinators, must base training in reading instruction on scientifically-based reading research. Professional development must be provided to address the following:
 - Implementation of all research-based instructional materials, reading programs, and strategies based on scientifically-based reading research, including reading intervention, and accelerated reading programs; and

Comment [CM(1): Make applicable to New Mexico

- Administration of screening, diagnostic, progress monitoring, and outcome measures and data-based decision making for student instruction.
- Professional development must be systemic throughout the district and schools and shall be targeted at individual teacher needs as determined by analysis of student performance data.
- In order to ensure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, professional development must be individualized. Targeted professional development goals for teachers must be based on student performance data and shall be included in their **Individual Professional Development Plan (IPDP)**.
- The principal shall:
 - provide targeted professional development goals for individual teacher's **Individual Professional Development Plans (IPDP)** that is based on student performance data;
 - identify mentor teachers within the school to build school capacity to provide onsite job-embedded professional development; and
 - ensure time is provided for teachers to meet monthly for professional development that may include, but is not limited to, professional learning communities, grade group meetings, visiting classrooms of mentor teachers, face-to-face professional development, and book study groups.

Comment [CM(2)]: Make applicable to New Mexico

Comment [CM(3)]: Make applicable to New Mexico