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NM Math and Science Partnership Meeting May 15, 2006

Barbara called the meeting to order...Tom G. is on the speaker phone....

Doug introduced the directors of the **Weimagination Center** – training and workshops for parents and teachers to show the importance of play for young children. Membership for the opportunity to use the materials for math, science literacy.....hand-outs for everyone.... Everyone has been invited to use the center.

### **January 20 last partnership meeting.**

**Legislature Report –Science and Math Act:** go ahead with the math and science education act; Dr. Steinhaus and Dr. Rick Scott presented to the committee and the act was drafted; introduced to the floor of the Senate – changes made requested by the Republicans; amendments added; Senate Education Committee heard about the act; passed the Senate; stalled in the Senate Finance Committee; finally passed unanimously; assigned to the House Education Committee; assigned to the House Finance Committee; last day of the session – take out of the committee and vote on the floor – Republican filibuster; many bills died on the House floor; appropriation bills were passed; therefore money for the Bureau for Math and Science with a Chief, a science education person; other two positions, the math consultant and a research data person, administrative assistant; advertisement for the science consultant is in the newspapers; Summer Academies \$700,000 ongoing funding; 1 million (Governor's Lockbox); contacted people who have summer academies for teachers in math and science; budget and scope of work to expand the work that they will do.....there will be a start this summer; how to evaluate the proposals (follow-up from the Town Hall meeting) – must show progress in order to receive more funding in the following years; hand –out a copy of the bill; Secretary can create the Bureau; may still want to go through with the bill in order to protect the bureau itself...

Senator Nava's dream to pull all of the pre-K- 12 funds all together...and to create a tool to use the funds in an effective way for the students; try to stop the random activities and implement a systemic approach that will have a greater impact....

Carlos Atencio feels that there must be a match between reality and the beautiful plans.

### **Joint professional development sessions for K-12 with faculty**

**Higher Education Town Hall:** Main focus was on K-12 rather than higher education; rigor of math and science courses for future teachers; recommendations out of this Higher Education Town Hall was given to participants; majority of the students from NM will be Hispanic; Many Hispanic students do not go to College and if they do they are not retained – it is imperative that we meet the needs of all students with an emphasis on Hispanic students

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**Mesa Del Sol Rep:** They are selling it, but with the projections they will not have the skill base to continue without a change in our graduation numbers and the skills that our graduates have...

**Introductions of Participants: Sign in sheet for everyone...**

**Treasurer's Report:** A hand-out with all of the information about our funding; \$3500 to continue the Town Hall endeavors... \$2,000 on follow-up to the Town Hall Summit; \$2,700 was the beginning balance; various projects with overhead; with a post office box with keys held by Selena and Barbara; more work needed in order to make sure that we keep the nonprofit status, NMPMS P.O. Box 7625 Albuquerque, NM 87194

**Annual NASMCC meeting:** Jim McMurtry works with the other science and math projects; Jim is very well connected; Through NASMCC NASA provided the funding for the NM Town Hall Summits; DOE meeting – professional development for math and science teachers – follow-up with the Santa Fe conference ACI = new money; Hand out with information about the American Competitiveness Initiative: Encouraging Innovation; hand-out with the key reports and summarized them – a wonderful way to look at everything at one glimpse and see that we have been working for so long, but with very little results – NM was well represented by Jack and Barbara especially since the hand-out was given to every participant

**Earmarks:** Earmarks take money away from program budgets... earmarks are killing programs.

**Town Hall Summits:** A representative from each Town Hall Summit summarized what happened.

**Math Textbooks:** Maryland/Virginia will need to go to other countries (example – Netherlands) to get world approved textbooks

**Triangle Coalition:** Endorse programs, not officially; National Governor's Association proud of projects... all students need to take Algebra II; is that a good idea? Unintended consequences? Taskforce is being put together in order to examine the program.

**P.A.C.E. Act:** 350 million dollars to stimulate basic science research within the labs; this piece of legislation is moving forward; 4-5 million dollars for a Director; researchers as adjunct faculty; Senate over 70 signatures; chair of the Senate it is not his bill; the House did not match it – trying to write their own piece; Senate would hear the PACE legislation in June, 2006; program, program, program.... is it really any different from what we have been doing for so many years?

**No Child Left Behind:** Highly qualified teachers in the state of NM in regard to Math and Science; impact with middle school teachers (24 content hours); Jim Ball may change the rules to 30 hours (state keeps saying that “ more is better.”)

**Time is an important Factor:** Look at the districts and the time that is mandated to do things; quality professional development is hard to schedule in....

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**June 7,8, & 9<sup>th</sup>: Northern NM College - Espanola: LESC meeting** - June 8<sup>th</sup> focus on these issues and recommendations from the Town Hall Summit – things to talk about:

- Bureau, the Advisory Council and the Initiative in general
- Regional entities might be considered in order to meet the needs of the entire state – rural districts, Native American districts
- Need a discussion of what the Bureau will do; standards of performance?, duties,
- Secretary would be the key to keeping the applications until the Chief can review the applications
- Advisory Committee – it is good to leave flexibility within the bill for future interpretation
- The hand-out with the copy of the bill has an explanation of the components requested
- June 8<sup>th</sup>, 9:00 we need to have a number in the audience in order to support the presentation
- June 7<sup>th</sup> Alignment taskforce will be presenting, expanding dual credit between h.s. and college; eliminate the 10<sup>th</sup> grade competency; testing will be examined; joint professional development university and school districts; we are welcome to join and here is the e-mail site to request your inclusion: [Rebecca.belletto@state.nm.us](mailto:Rebecca.belletto@state.nm.us)
- Dual credit is a topic that needs to be examined...it is not to be a course that is high school level information. Alignment Taskforce will begin looking at English and Algebra II courses
- Online courses should be examined also in terms of rigor
- Noting the state parks division, informal educational experiences or specify museums and more, not just this one division; the rest of the bill is very general
- Advisory committee must be there to promote math and science and not be simply political appointments
- A paper with a summary of our ideas from our partnership for the LESC members Documented research that should be known in order to make intelligent decisions.
- The Board of the partnership could be the advisory board for the bureau
- We need a way to extract all of our data, especially that the PED has a lot of information; we need a way to gather the information as we need it!

**Branding for our organization:** Should we have our own brand? Competition would need to be next fall, the Mesa kids? Graphic art classes in high school?

**Mission of our organization: The New Mexico Partnership for Mathematics and Science Education is an organization of individuals and institutions that are committed to improving the quality and the quantity of education in Science, Mathematics, Engineering, and other related fields in the state of NM. It is affiliated with the National Association of State Science and Mathematics Coalitions (NASSMC).**

**The NMPMSE will:**

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- **Increase the interest in and study of Science, Mathematics, Engineering, and other related fields**
- **Increase public awareness and support for Science, mathematics, and Engineering education**
- **Address public issues that affect Science, mathematics, and Engineering education**
- **Increase funding for Science, mathematics, and engineering education**

**Subgroups:** Framework for P.D. is working through PED, hearings the first part of May and spoke in favor of the framework, based on the National P.D. Framework information; need to continue to push for passage; has not been adopted; need to report about highly qualified; searching for ways to document the impact of the funding being spent; use the rubric to evaluate the professional development; attached are the professional development framework recommendations

June 8<sup>th</sup> in Espanola – next meeting

Summer meeting to be determined....

Website for the information about the educational documents that have been summarized - Timeline:

<http://www.itpnm.com> click on “What’s New”

Meeting was dismissed...

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 65      TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT**  
**PART 2            PROFESSIONAL DEVELOPMENT FRAMEWORK**

**6.65.2.1            ISSUING AGENCY:** Public Education Department  
[6.65.2.1 NMAC - N, XX-XX-06]

**6.65.2.2            SCOPE:** The New Mexico Professional Development Framework establishes statewide standards for all professional development that impacts licensed staff in New Mexico public schools.  
[6.65.2.2 NMAC - N, XX-XX-06]

**6.65.2.3            STATUTORY AUTHORITY:** Section 22-2-2 NMSA 1978, 22-2-2-8 NMSA 1978 and 22-10A-19 NMSA 1978  
[6.65.2.3 NMAC - N, XX-XX-06]

**6.65.2.4            DURATION:** Permanent  
[6.65.2.4 NMAC - N, XX-XX-06]

**6.65.2.5            EFFECTIVE DATE:** July 1, 2006, unless a later date is cited in the history note at the end of a section.  
[6.65.2.5 NMAC - N, XX-XX-06]

**6.65.2.6            OBJECTIVE:** The rule establishes criteria for school districts to apply for professional development funds, including an evaluation component that will be used by the public education department in approving school district professional development plans. The rule creates standards for developing professional development activities for schools that improve teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students; are an integral part of the public school and school district plans for improving student achievement; provide teachers, school administrators and instructional support providers with the strategies, support, knowledge and skills to help all students meet the New Mexico academic content standards; are high quality, sustained, intensive and focused on the classroom; are developed and evaluated regularly with extensive participation of school employees and parents.  
[6.65.2.6 NMAC - N, XX-XX-06]

**6.65.2.7            DEFINITIONS:**

- A. "Alignment" means the degree to which program components match purposes and evaluation criteria.
- B. "Collaboration" means the act of working positively and productively with others to meet a common goal or purpose.
- C. "Data" means information from a variety of sources gathered for a purpose. For example, data related to student learning might include student work examples, scripted or video taped observations, student achievement scores, and/or teacher-generated assessments. Data related to teacher performance might include observations; instructional artifacts; and /or student, peer or parent evaluations. The terms *data* and *evidence* are often used interchangeably.
- D. "Developmental levels" means descriptors of development for students and teachers.
  - (1) Developmental levels for students are descriptors of how they develop (cognitively, socially and in other ways) during their formative years in P-12 education.
  - (2) Developmental levels for teachers are descriptors of how they develop across the continuum of their careers. In New Mexico, the career continuum for teachers include three levels of development: the "provisional teacher" (the initial five years of a teaching career where the teacher demonstrates initial mastery of effective teaching); the "professional teacher" (at least three years of classroom teaching experience during which a teacher demonstrates expert practice); and the "master teacher" (at least six years of experience where the teacher demonstrates exemplary practice).
- E. "Differentiated" means the intentional application of multiple modes of instruction or assessment in order to meet the needs of all members of a group. The New Mexico teacher competencies are differentiated across levels of years of experience and teacher development: Level I (Provisional teacher); Level II (Professional teacher); and Level III (Master teacher).

F. "Diversity" means variety among individuals. Diversity includes, for example, variations in socioeconomic status, race, developmental level, ethnicity, gender, language, learning styles, culture, abilities, age, interests, and/or personality.

G. "Job-embedded" means activities that are included as part of the responsibilities of the teacher's work day.

H. "Leadership" means the work of members of all levels of educational systems who engage in, collaborate in, and/or guide continuous instructional improvement for the benefit of the entire system.

I. "Professional development" means a systemic process by which educators increase knowledge, skills, and abilities to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students.

J. "Professional development plan" means a plan specifically designed to identify goals, activities and measurable objectives that will support continuous learning related to professional knowledge, skills and abilities.

(1) The district professional development plan is a component of the comprehensive educational plan for student success that supports academic learning for all students.

(2) The individual teacher's professional development plan (PDP) is part of the performance evaluation system requirements. The teacher's PDP a collaborative enterprise involving the teacher and principal in establishing a yearly plan for professional learning goals, activities, and measurable objectives based on the nine New Mexico teacher competencies.

K. "Professional development program" means an organized set of professional development experiences for an education system that will support instructional learning in an identified area of improvement.

L. "Research based" means results from proven, rigorous educational research methodologies.

M. "Staff development" means organized professional learning activities. The terms "professional development and staff development" are used interchangeably by the national staff development council as well as in this rule.

N. "Student success" means attainment of knowledge, skills and attributes that will prepare and nurture individuals to become productive, engaged citizens in a democratic society.

O. "Sustained" means an effort or activity maintained in a coherent, planned manner over time.

P. "Systematic" means something that is characterized by order and planning.

Q. "Systemic" means related to an entire system: in this case, an educational organization that is made up of individual but interdependent components united by a common purpose, action plan, and accountability.

R. "Training" means a subset of professional development. Training includes specialized, often prescribed instruction and practice that help an individual become proficient in a skill or set of skills.

S. "Standards for staff development" means criteria and expectations that provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills.

T. "Framework for professional development" means a document that establishes the context, processes and content relative to professional development by way of a statewide definition and belief statements of professional development, guidelines for the effective designing, implementation, and evaluating of professional development initiatives at the district and school building-level, establishing the criteria for school districts to apply for professional development funds, and to provide information regarding professional development providers and other resources.

[6.65.2.7 NMAC - N, XX-XX-06]

**6.65.2.8 REQUIREMENTS FOR PROGRAM DESIGN AND IMPLEMENTATION:** School district professional development programs shall meet the highest standards for professional development. New Mexico has adopted the national staff development council standards for staff development as requirements for designing, implementing, and evaluating professional development programs. All statewide and public school district professional development programs and activities shall address and align with the following standards and shall articulate:

A. context standards which:

(1) improve the learning of all students by organizing adults into learning communities whose goals are aligned with those of the school district;

(2) require skillful school and district leaders who guide continuous instructional improvement;

(3) require resources to support adult learning and collaboration.

B. process standards which:

- (1) improve the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement;
  - (2) use multiple sources of information to guide improvement and demonstrate its impact;
  - (3) prepare educators to apply research to decision making;
  - (4) use learning strategies appropriate to the intended goal;
  - (5) apply knowledge about human learning and change;
  - (6) provide educators with the knowledge and skills to collaborate.
- C. content standards which:
- (1) improve the learning of all students by preparing educators to understand and appreciate all students;
  - (2) create safe orderly and supportive environments, and hold high expectations for their academic achievement;
  - (3) deepen educators' content knowledge;
  - (4) provide them with research-based instructional strategies to assist students in meeting, rigorous academic standards and prepare them to use various types of classroom assessments appropriately;
  - (5) provide educators with knowledge and skills to involve families and other stakeholders appropriately.
- [6.65.2.8 NMAC - N, XX-XX-06]

**6.65.2.9 REQUIREMENTS FOR PROGRAM EVALUATION:**

- A. All statewide and public school district professional development programs shall be evaluated every at least three years to determine the effectiveness of the program based on evidence of improved educator practice and student learning.
- B. Levels of program evaluation shall include evidence of;
- (1) participant response;
  - (2) participant learning;
  - (3) organizational change and support;
  - (4) participant use of knowledge and skills, and;
  - (5) student learning.
- [6.65.2.9 NMAC - N, XX-XX-06]

**6.65.2.10 REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT FUNDING:** Schools, school districts or independent programs or agencies that apply for state funding to support professional development programs or activities must demonstrate alignment between the proposed programs and the New Mexico professional development framework. Funding proposals shall explicitly address all of the following questions:

- A. Context:
- (1) how are the resources (time, leadership, personnel, and budget considerations) structured to support the plan?
  - (2) how are roles of leaders and participants defined and goals determined?
  - (3) how are data related to student learning to be used to determine goals and assess outcomes?
  - (4) how is collaboration among administrators and teachers embedded in the professional development process?
- B. Content:
- (1) what should participants know and be able to do?
  - (2) is the content clearly connected to workplace requirements and clearly articulated goals?
- [6.65.2.10 NMAC - N, XX-XX-06]

**HISTORY OF 6.65.2 NMAC: [RESERVED]**