



NEW MEXICO

Education Speaker Series

Connecting Challenges with Ideas & Strategies

Breakout Session #1, Questions:

a) What are some opportunities you see to leverage the ideas presented regarding the 4 key elements of systemic change?

- Diversify revenues in New Mexico. We need more funds to acquire the training, materials, and offer teachers more pay. This type of study is so important to help support and emphasize the need for generating more revenue to fund these types of improvement need in our state's education system.
- Support formula funding for teacher education
- I wanted to mention that the asset of local control but the challenge of developing school leadership and teaching capacity really spoke to me personally as both an educator and parent. ~Melissa Salazar
- 21st Century Learning Goals - concerned of the use of standards to standardize education. If diversity is an asset, we have the opportunity to establish diverse learning outcomes. More robust aims in education beyond test scores
- Opportunity to diversify learning outcomes tailored to schools and individual students
- Additional funding - NM has scarce resources - diversify our resources to implement these recommendations - Funding needs to be a priority statewide - Diversify our revenue source limited to Oil and Gas
- We absolutely need to pay teacher candidates a real salary while they are doing student teaching. This is a huge barrier to becoming a teacher.
- 1. Meaningful learning goals. 2. Knowledgeable and skillful educators. 3. Integrated student supports (4. High-quality early learning opportunities.) 5. Adequate and equitably distributed school funding
- In New Mexico teachers don't have to continue Education beyond district provided PD
- Shortage issue – Alternative licenses -- recruiting people due to changes in economy and workforce.
- 1 & 2 -- related; Need to support educators with PD to be able to create and come to know meaningful learning goals. And how we train PD.
- Recruiting teachers is also key -- numbers in the system are low -- there is very little interest in teaching by students. Very few are interested in teaching.

- Group in Las Cruces – working to recruit HS students -- that work needs to be teachers (educators rising). Needs more investment.
- Paying teachers a fair and competitive salary -- teachers from other states. Cost of living is different in other states too.
- Supporting teachers FULLY feels like a lever that we can focus on in a different way
- Supporting teachers, families and communities in creating relevant, localized curricula
- teacher pay not the only thing, but lack of professionalism; How can we move the spending from central admin to classroom to support teacher salaries.
- Knowledgeable and skillful educators, including instructional leaders to have deep understanding of CLR -- bilingual general and sped; NM is unique, it has been linguistically and culturally diverse for 1000s of years. How do we support educators to value what has not traditionally been seen as an asset, to see the funds of knowledge families and children have?
- Student loan cancellation for teachers
- Think NM did study on steady increase of central admin – and move those dollars into the classroom. This ought to be in the report.
- Learning Goals: identify what we think is most important; develop a learner profile (e.g., International Baccalaureate); use content standards to get to the most important characteristics rather than being the end goal. For math, focus on math practices more than content standards.
- Systems and Structures. NMHU Developing Problems of Practice Full Service Community Schools Model of Teacher Professional Development Schools. NMHU PoPs Inaugural PPP Summer Summit June 2021.
- State to support similar Lab schools with IHEs. NMPED Seeds development to create a cultural shift that sustains itself over 3 Yrs.
- At the street level of running a district, if you get too far from your primary focus it takes away from what kids really need
- 1. Meaningful Learning Goals/CTE/integrated pathways 2. Knowledgeable educator. 3. Community Schools/Alignment 4. Equitable Funding.
- Build meaningful relationships between teacher education programs and PED/districts
- Implementation is going to be SUPER important!
- What is the DETAIL on HOW we are going to build these initiatives?
- PED to establish funds to support innovative ideas aligned to policy recommendations. Collect data re: effectiveness to support work going forward.
- Changing metrics of what we measure. Ex. "whole child." Beyond reading and math proficiency, to also include health, well-being, sense of safety, traditional language proficiency.
- Making it easier for volunteers to engage. Currently have to go through process for each district. Could be streamlined through the state.
- Inconsistencies, transitions, new policies with each administration make progress challenging.
- Disconnect between PED, school boards, superintendents, principals, and teachers. Need to engage/ listen to teachers in the process as they know best what's happening with students.
- New Mexico has many resources to bring to this conversation. Need to develop a strategic plan with stakeholders from across the state.

- Also need to listen to students. Many of the elements of this story have stayed the same for many years. Perfect time to expose students to career options as well as college.
- Thinks possible to create such a commission (Delaware is another model)
- Have any tribal leaders been engaged with this research so it's truly collaborative and intentional?
- What are the teeth in creating such a commission?
- What is the commission's role and function in conjunction with the PED and other oversight bodies in NM?
- Was a board of education in the past with Superintendent of Education, curious what lessons learned from prior experience with board that led to change, how would this commission operate differently than something we moved away from
- What would be the role of PEC if an education commission were created?
- Where this commission lives in context of other entities, what powers will commission have, how determine membership, sensitive to something that take a lot of time and making sure it would have impact
- We already have a PEC, how would this commission overlap with the PEC or could the PEC's role be expanded to be such a commission?
- Embrace Cultural Diversity as asset for New Mexico Education
- Connecting to Early Childhood with families at center of education.
- We have been working with PED to create a new graduation pathway that is rooted in local assets and local wisdom. It's a graduation capstone project. A very important way to make deeper learning connect to the inherent value of local communities
- Truly listen and collaborate with all NM partners. Also, let's not be afraid to use qualitative data (stories) as well as quantitative data in gathering and analyzing the findings.
- Training Teachers in Deeper Learning creates relevance which connects to culturally and linguistic responsiveness.
- Providing resources for thoughtful and meaningful PD for pre-service and in-service teachers. Investing in recruiting and preparing exceptional teachers.

b) How might making progress on these goals address findings from the Martinez/Yazzie case?

- children to learn - Volunteer Programs to assist students in the classroom - NM needs more funding but it needs to be provided in a thoughtful way with a mechanism to reach the students that most need it- Resources need to be divided more effectively - Teacher Education more respect for it - better salaries.
- More funding for increased teacher salaries - retention and early retirement - recruit out of state to cover our teacher shortage - quality of educator training
- Many of the efforts noted (e.g. teacher mentoring, teacher residencies) are now supported by grants from NM PED. This is laudable; however, past experience with other initiatives see these monies disappear after a year or so. Or they are single year grants. If these efforts are going to be effective then they need to be sustained.
- Support funding formula changes for teacher training, - unfunded mandates Mentoring and Teacher Residencies/Practicums - sustainable level to support these initiatives - districts are required to cover the cost - LACK of FUNDING - A Commission could help stabilize the change of initiatives –

- The Martinez/Yazzie case created a lot of Equity councils but not a lot of specific goals that seem measurable. How can we use the learning goals as a key element here?
- Wi-Fi - IT infrastructure
- Develop learner profiles that share some characteristics statewide, but also are developed relevant to local communities, thereby being more culturally and linguistically relevant.
- Interest Convergence Across Stakeholders. Alignment of Contributions (Pillsbury.....Annie E. Casey Foundation)
- De-centralizing Whiteness, Power and Privilege
- Public will be building campaign tied to shared goals and ownership
- Difficult to focus on these topics while surviving current COVID reality in supporting teachers SEL, etc.
- what "really" is culturally and linguistically responsive curriculum. this question comes up for us.
- create opportunities for current teachers to further their professional credentials and receive compensation for meaningful professional development opportunities that impact student outcomes
- Use Maslow's Hierarchy of Needs while creating roadmap to where we want to go while acknowledging where we are currently.
- Community support. Court order focuses on engaging communities, addressing community needs. Ideas for reform coming from within communities.
- Internet connectivity for all, reframed as municipal utility--equity issue.
- Membership: legislative representatives, business community, people from schools,
- PED strategic planning process brought together a broadly representative body (could do more with students and families and business communities). Commission could follow same approach
- Logistically, commissions and task forces can have too many people to effectively balance and coordinate thoughts into something cohesive
- How will the commission have adequate information, need staffing to support this, how provide this structure?
- In CA have legislation to move cradle to career, West Ed is independent convener, NM could consider such a third party, with legislation clarifying role and purpose
- Membership needs to be inclusive from the beginning of those who are the intended beneficiaries, including those who currently are underserved or marginalized.
- Yazzie Martinez also addresses institutional racism as a root cause of the current inequities. Re-thinking the inherent value of local communities. That's a goal for the graduation capstone projects
- Creating more relevance and application of learning empowers traditionally oppressed under-served students.
- Teacher Voice Matters!
- Support for teachers and districts for training in appropriate strategies and approaches for supporting our diverse student population.

Breakout Session #2, Questions:

Do you think it's possible for a politically and demographically diverse group to come together to develop a non-partisan, long-term plan for education?

- LESC and LFC Advisory Roles as well as other Key power players in the group that can help with implementing or making necessary changes in order for the Commission to be effective; and having the Commission identify what their role is in this process
- anyone who says otherwise is obfuscating their political/cultural/social project. Can we agree on more democratic aims in education as opposed to the capitalist neoliberal project promoted by NCLB and the standardization movement begun by Reagan's "Nation at Risk" report?
- Diversity on the commission would help address the challenges being addressed - focus the efforts on data based and performance-based measures - Clear Mission/Vision and Values to set clear goals
- Vital that we show that politically diverse group can make a difference - possible with the right leadership - Clear Goals - selection of the leader needs to bring with them a strategic plan to see progress
- Yes, but we've created many commissions -- how selected, background knowledge, political vs focused on effecting change.
- Lasting change, the group needs to wield power. How do they impact change?
- Who is a part of the group and what power do they have to make sure ideas are followed through?
- Need for bi-partisanship/ non-partisanship. Commitment of legislature/ different administrations over time. Other successful states and countries have committed to long-term plan.
- Requires forming norms/ processes for having discussions. Need to listen without judgement vs. building shared meaning. Paraphrasing, building understanding.
- Lots of work done of the last 30 years. Could use LPI research as foundational document to hang other stuff on (i.e. STEM work in Northern NM). Engaging what's already been done.
- NM different from other states but also differences within. Need for regional approach to capture those differences that feeds up.

What stakeholders need to be participants in a commission to ensure its work has broad resonance and lasting support?

- Key Stakeholders: Parents, Non-profits, Boards of Districts, Teachers, Administrators all key decision makers
- selection of members on the commission needs to be well thought out - critical mass of folks that can hit the ground running; Stakeholders: representatives from teacher education -College of Education at Community Colleges and Universities;
- Non-profits can have impact -- Where can non-profits strategically put their dollars in high leverage place.
- Are there existing groups already? i.e. Hispanic Advisory Council, Indian Ed, etc. Have they been listened to? It potentially extends to non-profits that have their fingers on the pulse of communities and supporting marginalized communities (untapped resource)
- How could the PEC be leveraged? (Public Education Commission)

- Need to include voices of parents/ grandparents/ families.
- PED has begun this work to engage participants--teachers, admin., community members-- through revision of the evaluation process. Our work, rather than telling people what to do.

What obstacles would need to be addressed?

- Capitalistic culture--and the influence of business and organizations like ALEC that promote their agenda.
- Addressing in legislation discretionary funding going into contracts toward for-profit entities
- Strengthen local school boards -- Any plan needs to focus on governance -- and that is something we struggle with -- school boards and superintendents. Turnover is 2-3 years. Gadsden and Texaco outperformed many districts -- and they had long standing superintendents. Good governance correlates with higher student outcomes
- Superintendents and principals need skills and knowledge to develop programs that work -- too often the task is to narrow; School boards lack background in education and don't have big picture in mind. Superintendent needs to build the capacity, be connected to community, End the dance of lemons.
- What are we recruiting people to do? How do we change the system? So we have a working system for principals, teachers, superintendents to thrive in?
- Programs that support College and Career are largely dependent on outside funding, grants and non-profits. There is no infrastructure for programs to continue on. i.e. Gear up Funding; How do we institutionalize what is working?
- Support principals or local leaders to meaningfully engage
- Creating communication between local educators and those participating in these convenings
- Shifting thinking from Race to the Top/ No Child Left Behind. Assessment still limiting thinking.
- Cultural elements--need to recognize strengths, different definitions of success.
- Mediating what it means region to region. Giving credibility to a wide range of pathways by region.
- Many families want their children to stay close--fear of college that they won't come back. Can build relevant career skills into curricula.
- Students/ schools/ teachers lacking basic materials. Ex. technology, classroom supplies, etc.

Additional Notes:

Notes from Breakout Group #6:

The general tenor of the meeting was very positive, with lots of compliments on the research. The LANL guys working on math ed were especially appreciative of the learning goals. Mary Earick dean at Highlands was especially enthused about the Teacher Prep recommendations. Gwen was torn between loving the work and being disappointed that PED isn't better able to communicate all that it has done that mirrors our recommendations.

Here are the topics discussed and a few other comments:

The meaningful learning goals provide the opportunity to move beyond the proliferation of content standard and emphasize more conceptual learning

The LANL/Highlands partnership to create a lab school for teacher preparation is an example of how teacher prep can be improved

Teachers now are so unprepared and variously prepared that Professional Development has become an intervention to try to help struggling teachers, rather than advanced professional learning.

We need to think about “interest convergence” to get players from all sectors involved in making this happen. There are already structures in place (i.e., that could be task forces), but there needs to be a culture shift about vision and mission and better communications across sectors.

A learner profile could be developed that allows for some local variation and values, as well as common competencies across all districts.

Commission:

Needs to be multi-sector, not just education

Needs to build local wisdom into the process, including the voices and views of students and families. Can't just be an elite group.

Need to use an evidence-based process to make it work well and be sustained.

Need to challenge white supremacy and power to make the outcome authentic and reflective on New Mexico.

Notes from Breakout Group #5:

Session 1

- There were kudos to LPI for their report.
- The LPI rep was very appreciative of the openness they encountered across NM.
- Strong support for investing in educators, especially building the leadership capacity among administrators and school boards, which will reduce teacher and staff turnover.
- Impressed by the number of dual credit courses in NM (many more than in CA) and involvement of community colleges
- Need to identify and replicate college & career programs that are working, e.g., the healthcare program at Capital HS in SF
- The LPI report helps to provide a framework for grantmakers and helps grantees understand how their work fits together, which promotes collaboration
- NM cannot afford to start over again every 4 or 8 years with new Governor or with changes in NM legislative leaders - sustainable approaches are not possible in this environment
- The same problem exists at the local level with changes in school board membership
- Farmington is developing a framework for sustainability to inculcate commitment to long-term goals by educational leaders (school board, administrators, community) - they have been working on improving schools the Farmington way for many years already

Session 2

- The LPI rep asked about the appetite in NM for an independent education commission
- The sense was that to date the political leaders and their staffs didn't seem ready to "let go" of the planning and goal setting. Of course, the resource allocation would always remain in the hands of the elected leaders.
- Also, the pandemic has led to growing partisanship and regionalization (wearing masks or not, ...) even among local education leaders
- Philanthropic organizations that are known for seeking information and solutions and not for partisanship have the opportunity to convene an independent education commission
- No one philanthropy is big and wealthy enough to drive and fund this, so a network and collaborative approach looks more feasible
- Education improvement in San Antonio was catalyzed by a non-profit, getting alignment between the school board and superintendent
- Communities like Farmington value education - that's a foundation on which improvement efforts can build
- NM has one of the strongest state quality organizations (Quality NM), which has nurtured talented "examiners" across the State, who understand systems-based improvement and can help train and coach educators and community leaders on it
- Self-evaluation is a powerful tool for improving systems - school boards, educators, and community leaders could be trained and coached on this tool - it is well aligned with building a learning culture and organization that models what we are seeking for students and teachers.

Notes from Group #4:

Group Members included:

- Foundation President & CEO
- Executive Director of educational nonprofit
- Retired teacher – elementary and secondary (non-pre-school)/special education; community college and university.
- Retired senator/superintendent/ Teach for America E.D.
- Retired teacher – bi-lingual & gifted education teacher, SFPS
- Private school principal; public school principal for 6 years
- Educator for 20 years; NM bilingual; Asst. professor NM University
- Retired educator; teaches Early Childhood at NM community college

Question #1: What are some opportunities you see to leverage the ideas presented regarding the 4 key elements of systemic change?

- Culturally and linguistically responsive instruction. It really means that all students given equitable opportunity to learn how to talk to each other. It's not the *parents*, it's actually the students. A lot of training for teachers to do this. Funding really important or principals have to take money from bilingual program.
- They never talked about CLR instruction. For 6 ½ years, had half-day diversity training. A lot more education in public schools with teachers. Teacher prep: alternative licensure – no training, but trying to teach in 2 languages.

- I worked with Latina and African Americans. Only in Santa Fe 10 years, but **worked** with Native and Hispanic/Chicano students. In New Mexico there are African American students – minority of the minorities.
- All beginning steps make a lot of sense. *Achievement* is her big worry. Accountability? *She has to see that kids are learning* (over whole child development). Loves project-based learning.
- Make students feel they belong, but make them able to carry a dream into college and career. *School should be vibrant. Academic space for children to learn.*
- Report really good. Need to know goals before we have strategies. Focus on principals and leadership (not focused enough). 330,000 students, 25,000 teachers, 800 principals, 89 superintendents.
- Need to shift mind state of teachers and how to make scholastics rigorous. Assessments must be relevant to portfolio.

Supportive Accountability:

Building capacity for improvement and effective use of funds.

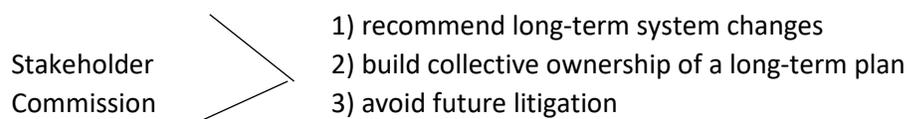
Use a “Profile of the NM Graduate”

Reflection:

Balance state directions and local flexibility?

Build local capacity for implementation?

Question #2: How might making progress on these goals address findings from the Martinez/Yazzie case?



Is it possible?

- PED, Legislature want to control direction. What does third Body do? What were characteristics of Body that made it work? Why do folks who control were given to a neutral party? Hard for governor/legislature. Scott doesn't think it's a bad idea.
- High school students' voices are not heard. Students are not asked what they want. She has two high school boys. They *want to make a living*. Ask students how we can help them get there!
- Getting a work group together is vital. Did this with Zuni Group 20 years ago and it's still going today. Get kids to activities in and out of school. Group needs to work around Yazzie. Would concede some of it to private/public partnership! Cynthia wants to be on it.
- Interesting idea – interplay between PED and Legislature. No one takes ownership. Why can't PED figure it out better? We have a Body and a system. It feels complicated. Things change constantly with every new Governor/PED/Superintendent/Principals/teacher – no buy in – changes every year. How to get out of this cycle? *Stay optimistic!* How?
- Agrees with everyone. A commission is needed to build vocabulary and need to build anti-racism into the system. Zuni Commission from PED, legislative office and Governor is a good example.
- Could you do something smaller to see if it works.