**The College Board Partners with New Mexico**

The College Board, a not-for-profit organization founded in 1900 is committed to promoting excellence and equity in education. Each year, the College Board assists more than seven million students prepare for successful transition to college through programs and services, including PSAT, SAT and the Advanced Placement Program.

A partnership between New Mexico and the College Board was announced in May:

- $1 million investment by the College Board that will more than double state spending on the Advanced Placement (AP) program for high school students in New Mexico. The funding, combined with $750,000 in state funding (via HB 2), will expand opportunities for thousands of New Mexico students. (Refer to NMPED Press Release, 2-22-13 and [website](#).)

New Mexico and the College Board developed mutual goals:

- To achieve rapid gains in AP access and success, catapulting New Mexico ahead of the national average.
- The focus of 2013-14: Ensuring AP course access and participation for the diversity of NM students with high AP potential.
- The focus of 2014-15: Additional efforts be to expand rigor and readiness for AP in grades 6-10.

**Strategies/Tools:**

- Communications and outreach to students, parents and counselors (English, Spanish and Diné)
- PSAT/NMSQT fee subsidies
- AP course start-up program
- Professional Development (teachers and counselors)
- AP course start-up program specific to STEM, Inc. online AP courses
- Online PD, especially for rural teachers and students
- AP Exam fee subsidies
- Full-time, in-state initiative manager from the College Board

Continued on page 8

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**New Mexico Coalition of Educational Leaders Presents**

Creating the Future of Learning:
Exploring Radical Personalization for All Learners
Presenter: Katherine Prince, [Knowledgeworks](#)

January 15, 2014, 9:00 a.m. to 4:00 p.m.
Online Registration available at [www.nmcel.org](http://www.nmcel.org)
$25 per person
Embassy Suites

See page 12 for additional information
From the Executive Director

Dear Colleagues:

As the year’s end is upon us, we take time to look in the rearview mirror of our lives and our profession to those events that will shape the future.

Our schools and our leaders have faced a number of challenges this year—implementation of the new evaluation system and End of Course (EoCs) exams and the full implementation of the Common Core Standards just to name a few. Add to that some very public disagreements about the evaluation system and graduation concerns; and, it’s no wonder that morale is reported at the lowest level in years. Not a day, or meeting, passes that we don’t hear about the increasing levels of frustration and dissatisfaction among teachers and leaders.

In the midst of these challenges, however, we continue to hear about the wonderful things happening in schools. During our Fall region meetings we had the opportunity to experience first-hand the talent among our students. We continue to hear stories about amazing teachers and principals who work tirelessly to improve their craft and to do more for the children they serve.

A major topic gaining momentum is the understanding and recognition of how poverty impacts and influences student achievement. For several years educators have been accused of using poverty as an excuse for low student achievement. Recently, however, more local and national leaders and groups are proclaiming that until we do something about the issue of poverty, schools will not see the level of achievement or academic improvement that we all strive for. Those of us who have spent our lives in schools know the difficulty of teaching and testing kids who are hungry, homeless, sick, tired, worried, etc. While it is gratifying to have others finally acknowledge the challenges of poverty in schools, it is not enough. Instead our children need access to high quality early learning opportunities as well as extended learning opportunities beyond the regular school day or year. Teachers and leaders also need more professional development opportunities and time, but not at the expense of lost instructional time.

As we prepare for the upcoming legislative session, let’s hope that more of our legislative leaders understand this critical need in our state and summon the courage to appropriate more funds to those programs and activities that can mitigate the effects of poverty. Unless and until we do so, we will not make the achievement gains we all wish to see which, of course, in the end impact the economic development of our state. I wish you all a blessed holiday season with the hope that you find time to rest and recharge for the next semester because you are making a difference in the lives of New Mexico’s children.

Sincerely,

Dr. Gloria O. Rendón, NMCEL Executive Director
NMCEL Board Scheduled to Meet December 12

December 12, 2013 Agenda

- Call meeting to order
- Approval of Agenda
- Introduction of Board Members/Recognition of Affiliates & Announcements
- Discussion Items:
  - Update: LESC, LFC Meetings
  - Update on Graduation Discussion
  - Update on Upcoming Legislative Session: NMCEL/NMSSA/NMSBA Legislative Agenda; Partners’ Legislative Agenda; PED-Pending Legislation
  - Winter mini conference: Knowledgeworks
  - TellNM Survey
  - Conference Update
- Action Items:
  - Request to Approve Minutes of November 7, 2013
  - Request to Approve Financial Statements for November 2013
  - Request to Approve Conference Theme
- Reports:
  - Reports from Affiliates
  - Reports from Executive Director & Staff
  - Report from Communication & Leadership Report
  - Report from Office Administrator

NMCEL Name Change Reminder

If you attended the annual summer conference last July, you were introduced to the organization changes adopted by the NMCEL Membership. The organization is now known as the New Mexico Coalition of Educational Leaders (formerly New Mexico Coalition of School Administrators). Along with the name change are some important points to remember:

New Website: www.nmcel.org
New Email Addresses: Main Email, info@nmcel.org
Dr. Gloria Rendón, gloria@nmcel.org
Barbara Vigil-Lowder, barbara@nmcel.org
Carol Wood, carol@nmcel.org

Affiliates

- New Mexico School Superintendents Association (NMSSA)
- Albuquerque Public Schools Principals Association (APSPA)
- Alliance for the Advancement of Teaching & Learning (NMSU)
- Cooperative Educational Services (CES)
- Eastern New Mexico Educational Resource Center (ENMERC)
- New Mexico Activities Association (NMAAA)
- New Mexico Association of Bilingual Educators (NMABE)
- New Mexico Educational Retirees Association (NMAER)
- New Mexico Association of Elementary School Principals (NMAESP)
- New Mexico Association of Secondary School Principals (NMASSP)
- New Mexico Association of School Business Officials (NMASBO)
- New Mexico Association for Supervision and Curriculum Development (NMAASCD)
- Phi Delta Kappa (NMPDK)
- New Mexico School Personnel Association (NMSPA)
- New Mexico Society for Technology in Education (NMSTE)
- Regional Educational Cooperatives Association (RECA)
- Southeastern New Mexico Educational Resource Center (SNMERC)
- New Mexico Council of Administrators of Special Education (NMCASE)
2014 NMCEL Scholarship Announcement

NMCEL is pleased to announce a scholarship opportunity for seniors who will graduate in May of 2014. The NMCEL Board has allocated funding for two $3,000 scholarships to be awarded to current seniors who will enroll in a college or university in the Fall of 2014.

Criteria:

1. Candidate must be a graduating senior from any public high school in the state of New Mexico.
2. Candidate must have a GPA of 3.0 or better for consideration.
3. Preference will be given to those entering the field of education (teacher, counselor, school business official, human resources, etc.).

Applications must be emailed to the NMCEL office no later than:

February 14, 2014

Applicants must submit the following completed documents:

1. The Scholarship Application Form (signed by a high school official).
2. Two letters of recommendation from teachers and/or school administrators.
3. A written essay (at least 300 words) outlining their reasons for entering the field of education.

Finalists must submit an Official High School Transcript prior to the interview process.

Email to:

scholarship@nmcel.org

(preferred method of submission)

Mail to:

NMCEL

COE, MSC05 3040

1 UNM

Albuquerque, NM 87131

Phone: 505-277-6986

scholarship@nmcel.org

www.nmcel.org
The New Mexico Coalition of Educational Leaders (NMCEL), the New Mexico School Superintendents’ Association (NMSSA) and the New Mexico School Boards Association (NMSBA) are committed to improving education for all New Mexico’s Public School students. Each Association provides an effective foundation for proactive educational advocacy for public Education in New Mexico and leadership to promote exemplary educational opportunities for all students. Our memberships urge the 2014 Legislature to address the funding concerns of New Mexico’s school leaders who are directly responsible for student success. We urge the Legislature to use their influence to provide appropriate funding for education in New Mexico by:

<table>
<thead>
<tr>
<th>Allocating no less than 50% of new money to education.</th>
<th>Eliminating the need for emergency supplemental funding.</th>
<th>Increasing and adjusting the New Mexico Teacher pay scale.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution to Public Education: 2002-03: 45.4% 2013-14: 43.7%</td>
<td>2002-03: 8 districts received $1.6 million 2011-12: 23 districts received $7.8 million</td>
<td>New Mexico’s minimum salary requirements have remained stagnant for almost 10 years. 03-04 Salaries aligned with Licensure</td>
</tr>
<tr>
<td>Unit Value: 2008-09: $3,892 2013-14: $3,817</td>
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</table>

New Mexico school districts continue to struggle with their annual budgets.

- Fixed costs such as utilities, insurance, fuel and ERB contributions continue to rise.
- Less federal funds means more operational dollars are needed for basic programs.

While there have been some increases to the education fund in the past few years, not every district has benefitted.

- New SEG funds placed above the line benefit every district equally and allow for local decision-making.
- Funds placed below the line are not distributed equally or in a timely manner.

For years, many of the same districts have requested and received emergency funding.

- These funding needs can no longer be considered an “emergency”.
- It is obvious that districts require additional funding for day-to-day operations.

While it does help districts to pay their bills,

- emergency funding hampers their ability to be innovative or creative;
- Districts receiving emergency supplemental funds are not able to make budgeting or funding decisions allowed to others.

Provide additional funding in the SEG to ensure each district is funded sufficiently, thus eliminating the need for requests for emergency supplemental funding.

Teachers have not received raises for several years while increasing costs reduce employees’ take home pay.

- Mandated minimum salaries (fully implemented in 07-08):
  - Level I - $30,000
  - Level II - $40,000
  - Level III - $50,000
- Superintendents report an increasing number of resignations and retirements.
- Colleges of education in NM are noting decreases in the number of students enrolling in education degree programs.
- A significant increase in teacher pay, along with annual adjustments for exemplary performance is required if we are to attract and retain the best teachers for New Mexico.

Our organizations recommend a work group to bring forward recommendations for creating a new salary schedule.

Increase the unit value to at least $4,000. Place all new money above the line.
Reflecting on NMCEL Summer Conference Keynote

Dr. Yong Zhao, internationally known scholar, author and speaker delivered a compelling keynote address on July 25, 2013. His focus was on the implications of globalization and technology education. He also spoke about the United States the current move from the creativity aspects of teaching and learning along a stronger emphasis on testing.

In June 2013, Dr. Zhao wrote a story on his blog about “Green Evaluation: China’s Latest Reform to Deemphasizing Testing”. “Dubbed ‘green evaluation,’ the new evaluation framework attempts to end the use of test scores and success rates of sending students to higher-level schools as the only measure of education quality. Instead, it drastically broadens the scope of indicators.” “The overall idea is to reduce the importance of test scores and academic burden. It is quite interesting to see that schools are to be evaluated based on how much academic burden they put on students. By the way, it is just the opposite of what the U.S. and some other Western countries are trying to do—the more burden (long school days, too much homework time, etc.) the school puts on students, the worse the school will be judged.”

On August 22, 2013, Dr. Zhao then posted on his blog the following: “China Enters ‘Testing-free’ Zone: The New Ten Commandments of Education Reform”. “No standardized tests, no written homework, no tracking. These are some of the new actions China is taking to lessen student academic burden. The Chinese Ministry of Education released Ten Regulations to Lessen Academic Burden for Primary School Students this week for public commentary. The Ten Regulations are introduced as one more significant measure to reform China’s education, in addition to further reduction of academic content, lowering the academic rigor of textbooks, expanding criteria for education quality, and improving teacher capacity.”

On December 3, 2013, 3news reported “China to waive homework for younger students”. See story and video at www.3news.co.nz.

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Cathy Carr 602.284.1514 ccarr@amplify.com
Eric Howey 972.341.1394 ehowey@amplify.com

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Every initiative requires additional resources.
Title II Funding:
FY 09: $22.2 million
FY 13: $17.6 million

Increasing Funding for Education.
Distribution from the Land Grant Permanent Fund:
FY 05-12: 5.8%
FY 13-16: 5.5%
FY 17: 5%

Please don’t give our schools one more thing to do!
- Teachers and administrators are dealing with several new initiatives, most of which require additional resources.
- Every new initiative requires professional development for both teachers and administrators.
- Every new initiative requires time for people to learn new skills, time to pilot and test, and time to make adjustments.
- Unless people have adequate time to incorporate new ideas, plans or operations into their repertoire, initiatives are implemented unevenly and inadequately.

Provide school districts the time, skills and resources needed to implement new initiatives.

Districts understand that there is only so much money in the state budget. However, our state also has the second largest permanent fund in the nation.
- The average growth rate of the New Mexico Land Grant Permanent Fund:
  11-12% (annually)
  $8.8 billion in 2012
  $10.4 billion in 2014 (projected)
- Our districts implore the legislature to allow the citizens to decide on extending and increasing the distribution from the Land Grant Permanent Fund.

Allow the people of New Mexico to have a say in the level of distribution of the Land Grant Permanent Fund.

The NMCEL, NMSSA and NMSBA Legislative Priorities document in the original format is located on the NMCEL website on the Legislative Updates slider. Information on pages 5 & 7 have been reformatted for optimum use of space within this newsletter.

<table>
<thead>
<tr>
<th>2014 Legislative Session Dates</th>
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<tbody>
<tr>
<td>January 21</td>
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<tr>
<td>February 5</td>
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<td>February 20</td>
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<tr>
<td>March 12</td>
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<td>May 21</td>
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http://www.nmlegis.gov
Anticipated Outcomes

- Increase the number of New Mexico high school graduates who succeed in AP (and thus earn college credit) from 2,100 graduates to 3,500 graduates. From its current position ranked 36th in the nation, these results will catapult New Mexico ahead of the national average for Advanced Placement access and success.

- In subsequent years, New Mexico will compete directly with the top-ranked states for college readiness: Maryland, Massachusetts, New York and Virginia by ensuring that all students with AP Potential gain access to at least one AP course for which their PSAT scores demonstrate academic readiness, and by focusing on academic programs in grades 6-11 that prepare many more students for the rigors of AP and college.

- New Mexico students will nearly double the amount of college savings they achieve — from **$3.5 million in college savings this year** to **$6 million in college savings** — through AP credits recognized worldwide to reduce the cost of college and the time needed to earn a degree.

- New Mexico’s higher education institutions will receive many more students prepared for the rigors of college. Research consistently shows that students exposed to AP in high school — particularly those from traditionally underserved minority and low-income families — will attend college, earn higher grades, and earn their degrees at significantly higher rates than matched peers and control groups.

- New Mexico’s extra focus on AP coursework related to science, technology, engineering and mathematics (STEM) will significantly increase the number of New Mexico high school graduates who choose to major in STEM fields and pursue STEM careers.

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### NMCEL
- Executive Board Meetings:
  - December 13 (NMAA)
  - February 6, 2014 (online)
  - April 10, 2014
- Board Retreat, June 2-3, 2014

### Upcoming Events

<table>
<thead>
<tr>
<th>Organization</th>
<th>Events</th>
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<tr>
<td><strong>NMASBO</strong></td>
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<td>Winter Conference, February 19-21, 2014, Crowne Plaza, Albuquerque</td>
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<td>International Leadership Conference, February 20-22, 2014, Orlando, FL</td>
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<td>Spring Budget Workshop, March 26-28, Hotel Albuquerque, Albuquerque</td>
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<td><strong>NMABE</strong></td>
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<td>State Conference For Bilingual Education, April 23-26, 2014, Albuquerque</td>
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<td><strong>NMASSP</strong></td>
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<td>2014 National Conference, February 6-8, Dallas, TX</td>
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<td><strong>NMSSA</strong></td>
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<td>Superintendents’ Meetings</td>
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<td>February 14, 2014, Santa Fe</td>
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<td><strong>AASA</strong></td>
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<td>National Conference, February 13-15, Nashville, TN</td>
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AASA Advocacy Takes Leading Role in E-Rate Debate

Dan Domenech
Executive Director, AASA, The School Superintendents Association

I now refer to School Superintendents as Champions for Children and Public Education. Think about it, the Superintendent is the voice for all children in the community, including the many that would have no voice if not for the Superintendent. Today, more than ever, America’s Superintendents have the awesome responsibility to protect public education from the private and political interests that regard our schools as investment opportunities for corporate gains rather than fostering the American tradition of an educated community that is the core of our democracy.

The achievement gap that seems to be the bane of our existence is driven primarily by economics. Whereas we have made gains in closing the racial achievement gap, the economic achievement gap has grown wider. NAEP data reflects the fact that those students on free/reduced lunch in schools where they are 75% or more of the student population have the lowest achievement scores. Conversely, the highest achievement scores are obtained in schools where 10% or fewer of the learners are on free/reduced lunch. By the third grade less than 19% of low income students are at or above the national average in math, reading and science, whereas 50% of higher income students are making the grade.

Our lowest performing high schools have the largest number of students living in poverty. The unflattering reports of our students’ performance on international tests neglect to mention that the United States has the highest rate of child poverty among peer countries. Finland, for example, has a child poverty rate of 5.3% compared to America’s 23.1%. In high school, low-income students have the highest dropout rates and the lowest graduation rates. And the effects of poverty carry into higher education. Only 29% of low-income students go to college and less than 9% complete college.

In spite of the overwhelming evidence, there are those who say that we use poverty as an excuse. They tend to be the same people who would swoop into those low-income communities and take the limited resources available to run charter schools or supplemental programs. Or push for vouchers. Never giving, but always taking.

Our formula for funding education is stacked against the poor. Richer communities can generate more wealth and therefore have the best schools. Our federal government was supposed to level the playing field through formula grants that would deliver federal dollars to impoverished communities, but of late they have taken to diverting those funds into competitive grants that drive their education agenda. It is up to you, Champion of Children and Public Education, to tell it like it is and protect our children.

Support for Educational Leaders

School leaders communicate a vision and set the culture of a school. They also inspire excellence in teaching and learning and build processes for support continuous improvement. Faced with the challenges of higher performance, fewer resources, and growing student populations, educational leaders need more support than ever.

Steve Houston
866-399-6019
Steve.Houston@hmhp.com

www.hmhco.com
Who’s the most amazing teacher you know?

TNTP is accepting nominations and applications for their $25,000 Fishman Prize for Superlative Classroom Practice — the only national award exclusively for teachers in high-poverty public schools.

Last year, 570 teachers applied and thousands more nominated their peers. Four winners received $25,000 each, gained national recognition and spent the summer reflecting on teaching and writing a collection of essays. Read their essays to get a sense of what the prize is all about.

Now they are looking for next year’s winners.

Nominate a great teacher for the Fishman Prize. It is an easy way to show a teacher how much they matter. The deadline for nominations and applications is January 21, 2014.
New Mexico Coalition of Educational Leaders Presents

Creating the Future of Learning: Exploring Radical Personalization for All Learners

Presenter: Katherine Prince, KnowledgeWorks

Since 2005, KnowledgeWorks has studied the trends shaping our world and has created conversations and strategies for change with education leaders. KnowledgeWorks’ third full forecast, Recombinant Education: Regenerating the Learning Ecosystem, forecasts a decade of deep disruption for education of the scope that Amazon brought to retail and that iTunes brought to the music industry. Their forecast highlights the opportunity to create a diverse learning ecosystem characterized by radical personalization for all learners.

Katherine Prince, Senior Director of Strategic Foresight at KnowledgeWorks, will lead us in engaging with this future forecast, with the goals of understanding what the trends shaping the future of learning mean for personalized learning, refining our vision of how best to shape learning for the future, and developing strategies for moving forward together. We will have a chance to step out of today’s demands and envision the best possibilities for learners in order to ensure that our work brings about truly systemic and sustainable innovation. The tentative agenda includes:

- **Introduction**
- **Exploring the Future of Learning**
  - A First Look at the Future of Learning
  - Disruptive Forces: Designing Learning
  - Disruptive Forces: Finding Solutions
  - Reflection on Opportunities
- **Creating Our Ideal Future**
  - Mapping the Ideal Learning Ecosystem
  - Creating Breakthrough Change in Learning
  - Strategies for Moving Forward
- **Levers for Personalizing Learning in New Mexico**

Katherine will engage participants by challenging us to examine our assumptions about what is possible and consider how we might use key trends shaping the future of education to bring about our highest aspirations for learners.

**January 15, 2014, 9:00 a.m. to 4:00 p.m.**
Registration Form available at [www.nmcel.org](http://www.nmcel.org)
$25 per person
Embassy Suites